Introduction

Unique Learning System and News-2-You maintain alignment with state standards through instructional targets. These targets are the bridge between the general content standards adopted by a state and relevant curriculum content for students with significant disabilities. The n2y Instructional Targets have been aligned with the Common Core Standards in English Language Arts and Mathematics.

For students with significant cognitive disabilities, access and participation in the state's adopted content standards are generally addressed through extended standards, which may be reduced in the depth and breadth of the adapted standards. An area of this alignment document provides alignment to the Core Content Connectors. Lesson plans and materials within Unique and News-2-You ensure the most rigorous alignment possible.

The chart below describes the sections of this alignment document. Each instructional target is addressed in one or more of the unit lessons. Additionally, differentiated task descriptors are provided to define how students with diverse abilities will have access to essential content of the standards.

Standard		Grade Band
Common Core Standards	Core Content Connectors	
The complete wording of the Common Core Standards is listed in this section.	Each district may input extended standards in this section.	
n2y Instructional Targets	n2y Grade Band Lessons and Activities	n2y Supporting Activities
Instructional Targets reflect the essential content of grade level standards. In ELA and Math, these targets are aligned to the Common Core Standards.	**Unique Learning System**	**Unique Learning System**
	Lessons that address instructional targets are listed in this column. Lessons from Unique units maintain a consistent format so that instructional targets are taught each month.	Unique's supporting tools and guides supplement the unit lessons. Pertinent supports are listed in this column.
	News-2-You	**News-2-You**
	Sections of the paper, which address instructional targets through News-2-You lesson plans are listed in this column. These lesson plans maintain a consistent format so that instructional targets are taught each week.	Supporting activities and lessons, which provide practice for Instructional Targets, are listed in this column.
n2y Differentiated Tasks Differentiated task descriptors ensure that students with a wide variety of learning abilities and needs are able to access, participate in, and progress through standards-based activities. Differentiated task descriptors are written in student performance terminology.		
Level 3	*Level 2*	*Level 1*
• Students at this level are expected to reach the highest level of independence.	• Students at this level will likely require support in all learning activities.	• Students at this level require maximum support in learning. Increasing participation is the primary goal.

Reading Standards for Literature	Grades K–2
Common Core Standards **Key Ideas and Details**	**Core Content Connectors**
KINDERGARTEN CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.	*KINDERGARTEN* K.RL.e2 With prompting and support answer questions about key details in a story.
CCSS.ELA-Literacy.RL.K.2 With prompting and support, retell familiar stories, including key details.	K.HD.d2 With prompting and support, retell a favorite story, including key details. K.RL.c1 With prompting and support, sequence a set of events in a familiar story. K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story. K.RL.e1 Retell a familiar story (e.g., What was the story about?).
CCSS.ELA-Literacy.RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	K.RL.d1 With prompting and support, identify characters in a story. K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story. K.RL.f1 With prompting and support, show how characters interacted in a story. K.RL.f2 With prompting and support, identify a setting in a story.
GRADE 1 CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.	*GRADE 1* 1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.d2 Ask questions about key details in a familiar story.
CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	1.HD.d4 Retell a favorite text, including key details. 1.RL.e2 Use details to tell what happened in a story. 1.RL.e3 Retell the sequence of events in a story.
CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.	1.RL.c3 Answer questions about the beginning, middle, and end of a story. 1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story. 1.RL.d3 Identify and/or describe the characters from a story. 1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.

	1.RL.e1 Answer questions regarding key events of stories. 1.RL.f2 Identify and/or describe a setting in a story. 1.RL.f3 Describe feelings of characters.
GRADE 2 CCSS.ELA-Literacy.RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why,* and *how* to demonstrate understanding of key details and events in a text.	*GRADE 2* 2.RL.d1 Answer who, what, where, when, why, and how questions from stories.
CCSS.ELA-Literacy.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2.HD.d1 Retell a favorite text, including key details. 2.RL.e1 Use details to recount stories, including fables and folktales from diverse cultures. 2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.
CCSS.ELA-Literacy.RL.2.3 Describe how characters in a story respond to major events and challenges.	2.RL.d2 Describe or select a description of a major event or problem in a story. 2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
- Answer questions about key details of a story. - Retell a familiar story, including key details. - Identify characters, setting and events in a story.	Unique	Unique
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
- Students will independently read *who*, *what*, *where*, *when* or *why* questions about a story and write, speak or select an answer. - Students will retell a story, including the main idea and key details. - Students will describe characters, setting and events from a story.	- Students will point to or select a picture from a choice of three in response to a *who*, *what* or *where* question about a story. - Students will use picture supports to retell key details from a story. - Students will use picture supports to identify characters, settings and events from a story.	- Students will respond to a *who* or *what* question by choosing a single option or an errorless picture. - Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). - Students will select a picture to identify a character or an event from a story (single option or errorless choice).

Reading Standards for Literature	Grades K–2
Common Core Standards Craft and Structure	**Core Content Connectors**
KINDERGARTEN CCSS.ELA-Literacy.RL.K.4 Ask and answer questions about unknown words in a text.	*KINDERGARTEN* K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.
CCSS.ELA-Literacy.RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?" K.RL.g1 Recognize common types of text.
CCSS.ELA-Literacy.RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book). K.RL.c4 With prompting and support, define the role of the author. K.RL.c5 With prompting and support, identify the illustrator. K.RL.c6 With prompting and support, define the role of the illustrator.
GRADE 1 CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	*GRADE 1* 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.
CCSS.ELA-Literacy.RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	1.HD.g1 Read books to examine how certain genres are written. 1.RL.g1 Identify the purpose of storybooks and informational text.
CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.	1.RL.f1 Identify who is telling the story in a text.
GRADE 2 CCSS.ELA-Literacy.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song.	*GRADE 2* No Standards

CCSS.ELA-Literacy.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2.HD.g1 Read books to examine how to write certain genres. 2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story. 2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story. 2.RL.c5 Use signal words (e.g., then, while, because, when, after-before, later) to describe event sequence, actions, and interactions in a story.
CCSS.ELA-Literacy.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2.RL.f2 Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?)

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Identify words and phrases that contribute to meaning in a text. • Recognize the difference between books that tell stories and books that give information.	Unique Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 12: Vocabulary	Unique ULS Instructional Guides: Vocabulary N2Y Library Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will name and describe vocabulary related to the unit topic. • Students will distinguish a text that tells a story from one that gives information.	• Students will point to pictures or words related to the unit topic. • Students will identify a text that tells a story. • Students will identify a text that gives information.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection of a text that tells a story. • Students will make a selection of a text that gives information.

Reading Standards for Literature	Grades K–2
Common Core Standards Integration of Knowledge and Ideas	**Core Content Connectors**
KINDERGARTEN CCSS.ELA-Literacy.RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	*KINDERGARTEN* K.HD.e2 With prompting and support, identify illustrations to aid comprehension. K.RL.c7 With prompting and support identify the relationship between an illustration and the story.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.
GRADE 1 CCSS.ELA-Literacy.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	*GRADE 1* 1.HD.e3 Use text features to aid comprehension. 1.RL.c1 Explain a key illustration in the story. 1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.
GRADE 2 CCSS.ELA-Literacy.RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.	*GRADE 2* 2.HD.e2 Use text features to aid comprehension. 2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events. 2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story. 2.RL.f1 Use information gained from illustrations to describe elements within the setting. 2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted. 2.RL.f4 Use information gained from illustrations to describe a

	relationships between characters (e.g., mother/daughter, love/hate).
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Use illustrations to describe characters and events in a story. • Compare characters and events in a story.	Unique Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lessons 15 and 16: Literary Experience	Unique ULS Monthly Tools: Supporting Files/PowerPoint® stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will describe characters and events based on illustrations from a story. • Students will describe similarities and differences between two characters or events in a story.	• Students will point to pictures within a story to identify named characters and events. • Students will match similarities or differences between two characters in a story.	• When presented with an illustration from a story, students will select a character or an event. • Students will select two characters from a story (errorless choice).

Reading Standards for Literature — Grades K–2

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.RL.K.10 Actively engage in group reading activities with purpose and understanding.	*KINDERGARTEN* K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?" K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.
GRADE 1 CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	*GRADE 1* 1.HD.b1 Choose informational and narrative text or adapted text to read and reread, listen to, or view for leisure purposes. 1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.
GRADE 2 CCSS.ELA-Literacy.RL.2.10 By the end of the year, read proficiently and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band, proficiently, with scaffolding as needed at the high end of the range.	*GRADE 2* 2.HD.b1 Choose information or narrative text or adapted text to read and reread, listen to, or view for leisure purposes.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Experience grade level and age-appropriate literature materials, including stories and poems that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 15 and 16: Literary Experience	**Unique** ULS Monthly Tools: Supporting Files//PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection
		News-2-You
		Joey's Locker Story Book

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read literature stories and poems that have been adapted to student reading level.	• Students will read supported and shared literature stories and poems that have been adapted to student reading level.	• Students will actively participate in supported reading of literature stories and poems that have been adapted to student ability level.

Reading Standards for Informational Text	Grades K–2
Common Core Standards **Key Ideas and Details**	**Core Content Connectors**
KINDERGARTEN CCSS.ELA-Literacy.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	*KINDERGARTEN* K.RI.d1 With prompting and support, answer questions about key details in a text.
CCSS.ELA-Literacy.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	K.HD.d3 Discuss key details and main topic of a preferred text. K.RI.d2 With prompting and support, identify the main topic. K.RI.d3 With prompting and support, retell/identify key details in a text.
CCSS.ELA-Literacy.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.
GRADE 1 CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key details in a text.	*GRADE 1* 1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.
CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text.	1.HD.d5 Discuss key details and main topic of a preferred text. 1.RI.d2 Identify the main topic of an informational text. 1.RI.d3 Retell/identify key details in an informational text.
CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.
GRADE 2 CCSS.ELA-Literacy.RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why,* and *how* to demonstrate understanding of key details in a text.	*GRADE 2* 2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.
CCSS.ELA-Literacy.RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	2.RI.d2 Identify the main topic of a multi-paragraph informational text. 2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.
CCSS.ELA-Literacy.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical	2.RI.f2 Identify the sequence of events in an informational text.

| procedures in a text. | | 2.RI.f3 Identify the steps in a process in an informational text.
2.RI.f4 Identify the cause and effect relationships in an informational text. |
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n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions about key details in a text. • Identify the main idea in informational text. • Identify a sequence of events or the steps in a procedure.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lesson 26: Direction Following Lesson 29: History Timeline Core Task 1.1: Daily Schedule	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Instructional Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library
	News-2-You	**News-2-You**
	News-2-You Current Events News Page People and Places in the News Recipe Page Review Page Think Page Sports Page	News-2-You current Events News Page Standards Connection People in the News Standards Connection Joke Page Standards Connection PowerPoint® World News Holidays Worksheets: Recipe Review Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write or select an answer. • Students will retell a story, including the main idea and key details. • Students will describe individuals, events or ideas from informational text. • Students will use text to follow steps in a direction-following activity.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details from a story. • Students will use picture supports to identify individuals or events from informational text. • Students will use text supported with pictures to follow steps in a direction-following activity.	• Students will respond to a question by choosing a single option or an errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify an individual or object from informational text (single option or errorless choice). • Students will select a picture to identify a directional step (single option or errorless choice).

Reading Standards for Informational Text	Grades K–2
Common Core Standards Craft and Structure	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.RI.K.4 With prompting and support, ask questions about unknown words in a text.	*KINDERGARTEN* K.RWL.a1 Ask questions about unknown words in a text. K.RWL.a2 Answer questions about unknown words in a text.
CCSS.ELA-Literacy.RI.K.5 Identify the front cover, back cover, and title page of a book.	K.RI.b2 Distinguish front of book from back of book. K.RI.b3 Identify the title of an informational text or the title page K.RL.b2 Distinguish front of book from back of book. K.RL.b3 Identify the title of a story or poem or the title page.
CCSS.ELA-Literacy.RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RI.g1 Identify the author's purpose in an informational text.
GRADE 1 CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	*GRADE 1* 1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text. 1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text. 1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.
CCSS.ELA-Literacy.RI.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	1.HD.e2 Identify text features to aid comprehension. 1.HD.e3 Use text features to aid comprehension. 1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.
CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
GRADE 2 CCSS.ELA-Literacy.RI.2.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	*GRADE 2* 2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy.RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2.HD.e1 Identify text features to aid comprehension. 2.HD.e2 Use text features to aid comprehension. 2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.
CCSS.ELA-Literacy.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Identify words and phrases that contribute to meaning in a text. • Use text features to locate key information in a text.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 12: Vocabulary Lesson 26: Direction Following Core Task 4.0: Circle Time Reports	**Unique** ULS Instructional Guides: Vocabulary n2y Library ULS Monthly Tools: Links with News-2-You
	News-2-You People and Places in the News Joke Page Review Page Sudoku Think Page Words Page	**News-2-You** Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will name and describe vocabulary related to the unit topic. • Students will locate the title, author and illustrator of a story. • Students will locate key information in an informational text.	• Students will point to pictures or words related to the unit topic. • Students will locate the title of a story. • Students will point to pictures of key information in an informational text.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection to indicate the title of a book.

Reading Standards for Informational Text	Grades K–2
Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	*KINDERGARTEN* K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text. K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
CCSS.ELA-Literacy.RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.
CCSS.ELA-Literacy.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).
GRADE 1 CCSS.ELA-Literacy.RI.1.7 Use illustrations and details in a text to describe its key ideas.	*GRADE 1* 1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.
CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text.	1. RI.g1 Identify the facts and details an author gives to support points in a text.
CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
GRADE 2 CCSS.ELA-Literacy.RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	*GRADE 2* 2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas. 2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.

CCSS.ELA-Literacy.RI.2.8 Describe how reasons support specific points the author makes in a text.	2.RI.g2 Identify the facts and details an author gives to support points in a text. 2.RI.g3 Describe how facts and details support specific points the author makes in a text.
CCSS.ELA-Literacy.RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Use pictures and illustrations to support meaning within an informational text. • Compare information from two texts on the same topic.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Core Task 4.0: Circle Time Reports	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	People and Places in the News Game Page Puzzle Page Sudoku Think Page Sports Page Words Page	PowerPoint®

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe people, places and things based on illustrations from a text. • Students will describe similarities and differences between two versions of a text on the same topic.	• Students will point to pictures within a story to identify people, places and things from a text. • Students will match similarities of illustrations between two texts on the same topic.	• When presented with an illustration from a story, students will select a named person, place or thing. • Students will select two persons or objects from a story (errorless choice).

Reading Standards for Informational Text — Grades K–2

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.RI.K.10 Actively engage in group reading activities with purpose and understanding.	*KINDERGARTEN* K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes. K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.
GRADE 1 CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	*GRADE 1* 1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). 1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.
GRADE 2 CCSS.ELA-Literacy.RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 2* 2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes. 2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them). 2.HD.d4 Discuss key details and main topic of a preferred text.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 26: Direction Following Core Task 4.0: Circle Time Reports	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You News-2-You current Events News Page Recipe Page Sports Page	**News-2-You** Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read informational materials that have been adapted to student reading level.	• Students will read supported and shared informational materials that have been adapted to student reading level.	• Students will actively participate in supported reading of informational materials that have been adapted to student ability level.

Reading Standards for Foundational Skills — Grades K–2

Common Core Standards Print Concepts	Core Content Connectors

KINDERGARTEN
CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.
   a.   CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.
   b.   CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
   c.   CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.
   d.   CCSS.ELA-Literacy.RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.
	KINDERGARTEN
	K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.
	K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.
	K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
	K.RI.b9 Recognize that words are separated by spaces in print.
	K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text.
	K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.
	K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").
	K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.
	K.RL.b9 Recognize that words are separated by spaces in print.
	K.RWL.b1 Identify or name uppercase letters of the alphabet.
	K.RWL.b2 Identify or name lowercase letters of the alphabet.

GRADE 1 CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print. a. CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**GRADE 1** 1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading. 1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text. 1.RI.b4 Recognize that words are separated by spaces in print. 1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts. 1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word. 1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text. 1.RL.b4 Recognize that words are separated by spaces in print. 1.RL.b5 Recognize the distinguishing features of a sentence (e.g.,

		first word, capitalization). 1.RWL.b1 Identify or name uppercase letters of the alphabet. 1.RWL.b2 Identify or name lowercase letters of the alphabet.
GRADE 2 Not present at grade 2		*GRADE 2* No standards

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Demonstrate understanding of print features (left to right, page to page, etc.). • Identify a word as a sequence of letters within a sentence that is paired with a spoken word. • Recognize letters of the alphabet. • Identify organizational features of a sentence (first word, ending punctuation, etc.).	Unique	Unique
	Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 5: Word Wall Lesson 11: Letters and Sounds Lesson 13: Scrambled Sentences	ULS Instructional Guides: Phonemic Awareness Standards Connection
	News-2-You	News-2-You
		Think Page Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently demonstrate basic print concepts (tracking from left to right and from page to page, etc.) during shared story reading. • Students will "read," or point to a named text word or words, within a text sentence. • Students will name selected letters of the alphabet.	• Students will participate in basic print concepts (page turning, pointing to words and pictures, etc.) during shared story reading. • With picture support, students will point to a named text word within a sentence or a choice of three words. • Students will point to a named letter from a choice of three letters.	• Students will attend to shared story reading, giving supported indicators to *turn the page* or *read more*. • Students will select a named text word that has been paired with a picture. • Students will make a selection to choose a letter from a choice of three letter options (errorless choice).

Reading Standards for Foundational Skills	Grades K–2
Common Core Standards **Phonological Awareness**	**Core Content Connectors**

KINDERGARTEN
 	
 CCSS.ELA-Literacy.RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a.   CCSS.ELA-Literacy.RF.K.2a Recognize and produce rhyming words.
    b.   CCSS.ELA-Literacy.RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.
    c.   CCSS.ELA-Literacy.RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.
    d.   CCSS.ELA-Literacy.RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
    e.   CCSS.ELA-Literacy.RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
	KINDERGARTEN
	
	 K.RI.b7 Identify familiar written words when spoken
	 K.RWL.b5 Recognize rhyming words.
	 K.RWL.b6 Produce rhyming words.
	 K.RWL.b7 Count syllables in spoken words.
	 K.RWL.b8 Blend and segment syllables in spoken words.
	 K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).
	 K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).
	 K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

GRADE 1
 	
 CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a.   CCSS.ELA-Literacy.RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.
    b.   CCSS.ELA-Literacy.RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
    c.   CCSS.ELA-Literacy.RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
    d.   CCSS.ELA-Literacy.RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	GRADE 1
	
	 1.RWL.b5 Recognize rhyming words.
	 1.RWL.b6 Produce rhyming words.
	 1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.
	 1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.
	 1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.
	 1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.
	 1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
	 1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.

GRADE 2 Not present at grade 2	*GRADE 2* 2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends. 2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words. 2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Match spoken words to pictures within phonological awareness activities. • Demonstrate an understanding of syllables and sounds within spoken words. • Identify rhyming words. • Blend onset and rime to identify a spoken word. • Distinguish initial, medial and final sounds in a spoken word.	**Unique** Lessons 8, 9, and 10: Word Rime Lesson 11: Letters and Sounds	**Unique** ULS Instructional Guides: Phonemic Awareness Standards Connection
	News-2-You	**News-2-You**
		Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Counting Syllables Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort: Beginning Sound Worksheets: Find the Sound
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will tap or clap sounds or syllables of a spoken word. • Students will name two words that rhyme. • Students will blend onset and rime to state a series of rime words. • Students will name the beginning or ending sound of a word.	• Students will participate in a supported tap or clap to indicate sounds or syllables in a word. • Students will match pictures of two rhyming words read aloud. • Students will point to or select a named word rime. • Students will match two words that begin with the same sound.	• Students will participate in a supported tap or clap to indicate sounds or syllables in a word. • Students will select a picture of a word that rhymes with a named word (errorless choice). • Students will select a picture of a named word rime (single option choice). • Students will select a picture of a word that begins with the same sound as a named word (errorless choice).

Reading Standards for Foundational Skills   Grades K–2

Common Core Standards Phonics and Word Recognition	Core Content Connectors

KINDERGARTEN
CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    a.   CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
    b.   CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
    c.   CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
    d.   CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	KINDERGARTEN
	K.RWL.b3 Recognize the sound(s) for each letter.
	K.RWL.b4 Produce the sound(s) for each letter.
	K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.
	K.RWL.c2 Identify the sound that differs between two similarly spelled words.
	K.RWL.d1 Read Common Kindergarten high frequency words by sight.

GRADE 1
CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    a.   CCSS.ELA-Literacy.RF.1.3a Know the spelling and sound correspondences for common consonant digraphs.
    b.   CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.
    c.   CCSS.ELA-Literacy.RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.
    d.   CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
    e.   CCSS.ELA-Literacy.RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.
    f.   CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
    g.   CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.
	GRADE 1
	1.RWL.b3 Recognize the sound(s) for each letter.
	1.RWL.b4 Produce the sound(s) for each letter.
	1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.
	1.RWL.c2 Identify the sound that differs between two similarly spelled words.
	1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).
	1.RWL.c4 Decode regularly spelled CVC words.
	1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.
	1.RWL.c7 Read or identify frequently occurring words with inflectional endings.
	1.RWL.d1 Recognize grade-appropriate irregularly spelled words.

GRADE 2
CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
    a.   CCSS.ELA-Literacy.RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
    b.   CCSS.ELA-Literacy.RF.2.3b Know spelling and sound correspondences for additional common vowel teams.
    c.   CCSS.ELA-Literacy.RF.2.3c Decode regularly spelled two-syllable words with long vowels.
    d.   CCSS.ELA-Literacy.RF.2.3d Decode words with common prefixes and suffixes.
	GRADE 2
	2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.
	2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.
	2.RWL.c3 Decode regularly spelled one-syllable words with long

e. CCSS.ELA-Literacy.RF.2.3e Identify words with inconsistent but common spelling-sound correspondences. f. CCSS.ELA-Literacy.RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	vowels. 2.RLW.c4 Decode regularly spelled two-syllable words with long vowels. 2.RWL.c5 Decode words with common prefixes and suffixes. 2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Use letter-sound matches to decode words. • Apply basic phonics skills to read new words. • Read high-frequency sight words.	Unique	Unique
	Lesson 5: High-Frequency Word Wall Lessons 6 and 7: High-Frequency Spelling Lists Lessons 8, 9, and 10: Word Rime and Word Rime Spelling Lists Lesson 11: Letters and Sounds	ULS Instructional Guides: Word Study Standards Connection
	News-2-You	News-2-You
		Words Page Standards Connection Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort: Beginning Sound

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will independently read and write words by applying letter-sound correspondences. • Students will read new words by applying initial, final and vowel sound knowledge. • Students will independently read high-frequency words.	• Students will select or point to a named word from a set of three words, using cues from letter-sound correspondence. • Students will select or point to a named high-frequency word from a set of three words.	• Students will attend to activities that apply letter-sound correspondence to the reading of words. • Students will select a named high-frequency word from a single option choice.

Reading Standards for Foundational Skills — Grades K–2

Common Core Standards Fluency	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.	**KINDERGARTEN** K.RWL.d2 Participate in reading emergent-reader texts.
GRADE 1 CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding. b. CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**GRADE 1** 1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) 1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts. 1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.
GRADE 2 CCSS.ELA-Literacy.RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. CCSS.ELA-Literacy.RF.2.4a Read grade-level text with purpose and understanding. b. CCSS.ELA-Literacy.RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. CCSS.ELA-Literacy.RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**GRADE 2** 2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions) 2.RWL.d2 Identify grade level words with accuracy and on successive attempts. 2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings. 2.RWL.e3 Use context to confirm or self-correct word recognition.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Read appropriately leveled text with purpose and understanding.	**Unique**	**Unique**
	Lesson 1: Leveled Book Lesson 3: Easy Read Book	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library
	News-2-You	**News-2-You**
	News-2-You News Paper World News Holiday News	Joey's Locker: Story Book

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read text stories that are selected at the personal reading level.	• Students will state a word or point to a picture of an omitted word during shared reading. • Students will read leveled text that is supported with picture symbols.	• Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).

Standards for Writing	Grades K–2
Common Core Standards Text Types and Purposes	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.W.K.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or a preference about the topic or book (e.g., *My favorite book is . . .*).	*KINDERGARTEN* K.WP.a2 Draw, dictate, or write an idea about a topic. K.WP.b1 State an opinion or preference about the topic. K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.
CCSS.ELA-Literacy.W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic. K.WI.c1 Use a combination of drawing, dictating, and writing in response to a topic, text, or stimulus (e.g., event, photo, etc.). K.WI.h1 Organize information on a topic that includes two pieces of relevant content.
CCSS.ELA-Literacy.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log). K.WL.c1 Describe a single event or a series of events using drawings or simple sentences. K.WL.d1 Write, dictate, or draw about an event.
GRADE 1 CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	*GRADE 1* 1.WP.a1 Draw, dictate, or write an idea or opinion about a topic. 1.WP.b1 Use descriptions and details of familiar people, places, things, and events to support an opinion. 1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest. 1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reasons. 1.WP.g2 Write an opinion piece that includes a sense of closure.
CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	1.WI.b1 Write simple statement that name a topic and supplies some facts about the topic. 1.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 1.WI.h1 Provide a concluding statement or section to a permanent

	product.
CCSS.ELA-Literacy.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	1.HD.c3 Draw, dictate, and/or write about an event or linked events. 1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened. 1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 1.WL.d2 Write a narrative that includes a sense of closure. 1.WL.f1 Provide a title for writing that tells the central idea or focus.
GRADE 2 CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	*GRADE 2* 2.WP.a1 Draw, dictate, or write an idea or opinion about a topic. 2.WP.b1 State an opinion or preference about the topic or text and at least one reason for the opinion. 2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing . 2.WP.f1 Write, draw, or dictate an opinion statement, several reasons that support the opinion, and a concluding statement about a topic or book of interest. 2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.
CCSS.ELA-Literacy.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2.WI.b1 Write statements that name a topic and supplies some facts about the topic. 2.WI.c1 When writing information/explanatory texts represent facts and descriptions through the use of illustrations and captions. 2.WI.h1 Order factual statements to describe a sequence of events or explain a procedure. 2.WI.h2 Provide a concluding statement or section to a permanent product.
CCSS.ELA-Literacy.W.2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	2.WL.c1 Tell about a single event or a series of events that describes actions, thoughts, or feelings. 2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next). 2.WL.d2 Write a narrative that includes a sense of closure. 2.WL.f1 Provide a title for writing that tells the central idea or focus. 2.WL.f2 Organize text providing information regarding who, what, and

		why while maintaining a single focus.
n2y Instructional Targets	**n2y Elementary Grade Band Lessons and Activities**	**n2y Supporting Activities**
• Generate a written text that states an opinion on a topic, including reasons. • Generate an informational text about a topic, including details. • Generate a narrative text, including a sequence of events.	**Unique**	**Unique**
	Lesson 14: Patterned Book Lessons 15 and 16: Literary Experience Lesson 17: Writing Time Lesson 30: Journal Writing Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events)	Standards Connection
	News-2-You	**News-2-You**
	Think Page	News-2-You Worksheets Write a Story News-2-You Worksheets Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• With guidance, students will create text sentences that state an opinion and offer a reason (e.g., I like _____ because _____.). • With guidance, students will create text sentences that provide informational details (e.g., Today's weather is _____. It feels _____.). • With guidance, students will create sentences to tell a story that includes a sequence of events.	• Students will select pictures with text to complete a sentence that states an opinion and offers a reason (e.g., I like _____ because _____.). • Students will select pictures with text to complete a sentence that provides information (e.g., Today's weather is _____.). • Students will select pictures with text to complete sentences that relate a sequence of events.	• Given errorless choices of pictures, students will make a selection of pictures to complete a sentence that states an opinion (e.g., I like _____.). • Given errorless choices of pictures, students will make a selection t complete an informational sentence (e.g., _____ is a vegetable.). • Given an errorless choice of pictures, students will make a selection to tell a simple story sequence.

Standards for Writing	Grades K–2
Common Core Standards Production and Distribution of Writing	Core Content Connectors
KINDERGARTEN (Begins in grade 3)	*KINDERGARTEN* No standards
CCSS.ELA-Literacy.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing. K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
CCSS.ELA-Literacy.W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaborating with peers.
GRADE 1 (Begins in grade 3)	*GRADE 1* No standards
CCSS.ELA-Literacy.W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing. 1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.
CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.
GRADE 2 (Begins in grade 3)	*GRADE 2* No standards

CCSS.ELA-Literacy.W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing. 2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing. 2.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.
CCSS.ELA-Literacy.W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaborating with peers.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• With guidance and support, revise writing to add details that strengthen writing. • With guidance and support, use digital tools to produce writing.	Unique Lesson 14: Patterned Book Lessons 15 and 16: Literary Experience Lesson 17: Writing Time Lesson 30: Journal Writing Core Task 1.5: Home Report	Unique Standards Connection
	News-2-You	News-2-You
	Think Page	Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• With support, students will create and add details and descriptions to strengthen written sentences. • With support, students will select and use digital tools to generate sentences.	• With support, students will add pictures and text to extend a written sentence idea. • With support, students will use digital tools to generate a sentence.	• Given errorless choices of pictures, students will select a picture to extend a sentence idea. • With support and adaptive tools, students will use digital tools to complete a sentence.

Standards for Writing — Grades K–2

Common Core Standards Research to Build Knowledge	Core Content Connectors
KINDERGARTEN CCSS.ELA-Literacy.W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	*KINDERGARTEN* K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CCSS.ELA-Literacy.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question. K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out). K.WI.d2 Use provided illustrations or visual displays to gain information on a topic. K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote, or paraphrase from source) to answer a question. K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question. K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question. K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.
(Begins in grade 4)	No standards
GRADE 1 CCSS.ELA-Literacy.W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	*GRADE 1* 1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels). 1.WL.a1 Generate ideas and or opinions when participating in shared writing projects.
CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1.WI.a2 With guidance and support from adults, recall information from experiences (e.g., quote or paraphrase from source) to answer a question. 1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to

	answer a questions (how do we find out).
	1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.
	1.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question.
	1.WL.a2 With guidance and support, recall information from experiences to answer a question
	1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.
	1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.
(Begins in grade 4)	No standards
GRADE 2 CCSS.ELA-Literacy.W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	*GRADE 2* 2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). 2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.
CCSS.ELA-Literacy.W.2.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	2.WI.a2 Recall information from experiences (e.g., highlight, quote or paraphrase from source) to answer a question. 2.WI.d1 With guidance and support from adults, gather information from provided sources (e.g., highlight) to answer a question. 2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources. 2.WL.a2 Recall information from experiences to answer a question. 2.WP.a3 Recall information from experiences to answer a question. 2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, t chart, discussion web) to record reasons for or against a topic. 2.WP.d2 Create a permanent product (e.g., t-chart, word sort) to distinguish facts and opinion. 2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote, or paraphrase from text or discussion) to answer a question.

(Begins in grade 4)	No standards

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Participate in shared research and writing projects. • Recall information from experiences or shared information gathering.	**Unique** Information gathering is built into various writing and related content activities. Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather)	**Unique** Standards Connection
	News-2-You Think Page	**News-2-You** News-2-You Worksheets Key Topic Facts News-2-You Worksheets Letter Home Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will recall details from shared research to contribute to shared writing.	• Students will share information, using picture support in a shared research and writing task.	• Students will select a picture from an errorless choice to contribute to a shared research and writing task.

Standards for Speaking and Listening	Grades K–2

Common Core Standards Comprehension and Collaboration	Core Content Connectors

KINDERGARTEN
CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
    a.   CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
    b.   CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.
	KINDERGARTEN
	K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood. K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.
CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

GRADE 1
CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    a.   CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b.   CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c.   CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.
	GRADE 1
	1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.
	1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
	1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media. 1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why). 1.RL.d2 Ask questions about key details in a familiar story.
CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.

GRADE 2
CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
   a.   CCSS.ELA-Literacy.SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
   b.   CCSS.ELA-Literacy.SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.
   c.   CCSS.ELA-Literacy.SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or an issue.

GRADE 2
2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.

2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.
2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.

2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities

• Participate in group discussions, including ability to:
    • follow agreed-upon rules (listening to others, turn-taking, etc.),
    • continue through multiple exchanges,
    • ask questions about the topic.
• Ask and answer questions about text read aloud or information presented orally.
	Unique	**Unique**

	Target skills are applicable in all unit lessons. Lessons 2 and 4: Read and Answer Lessons 15 and 16: Literary Experience Core Task 4.0: Circle Time Reports (Current Events)	ULS Instructional Guides: Active Participation Guidelines and Scripts
	News-2-You	**News-2-You**
	News-2-You Current Events News Page – News Page Recipe Page Joke Page Review Page Sudoku Sports Page	People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will share information and ask and answer questions during a conversational exchange. • Students will ask and answer questions during content-specific topics and tasks.	• Students will share information by using picture supports during conversational exchanges. • Students will answer questions by using picture supports during content-specific topics and tasks.	• Students will participate in conversational exchanges, using communication technology and picture supports. • Students will respond to questions related to content topics and tasks by using picture supports and communication technologies.

Standards for Speaking and Listening	Grades K–2
Common Core Standards Presentation of Knowledge and Ideas	**Core Content Connectors**
KINDERGARTEN CCSS.ELA-Literacy.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	*KINDERGARTEN* K.WI.a1 Describe familiar people, places, things, and events orally or in writing. K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events. K.WL.a3 Describe familiar people, places, things, and events orally or in writing. K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and events. K.WL.c1 Describe a single event or a series of events using drawings or simple sentences. K.WP.a3 Describe familiar people, places, things, and events orally or in writing.
CCSS.ELA-Literacy.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.
CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.HD.d4 Share information from a selected permanent product or a favorite text.
GRADE 1 CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	*GRADE 1* 1.HD.d4 Retell a favorite text, including key details. 1.WI.a1 Describe factual information about familiar people, places, things, and events with relevant details orally or in writing. 1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and events describing subtopics of larger topics. 1.WL.a3 Describe ideas about familiar people, places, things, and events with details orally or in writing. 1.WL.b1. Describe people, places, things, and events with relevant details. 1.WL.c1 Describe a single event or a series of events that includes details about what happened orally or in writing. 1.WP.a3 Describe familiar people, places, things, and events with details orally or in writing.

CCSS.ELA-Literacy.SL.1.5 Add drawings or other visual displays to descriptions, as when appropriate, to clarify ideas, thoughts, and feelings.	1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.
CCSS.ELA-Literacy.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	1.HD.d1 Engage in small or large group discussions by sharing one's own writing. 1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.
GRADE 2 CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	*GRADE 2* 2.HD.d3 Engage in small or large group discussions by sharing one's own writing. 2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and events with details orally or in writing. 2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic. 2.WL.a3 Describe ideas about familiar people, places, things, and events. 2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details. 2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings. 2.WP.a2 Describe familiar people, places, things, and events with details orally or in writing.
CCSS.ELA-Literacy.SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when as appropriate to clarify ideas, thoughts, and feelings.	2.WA.4 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.
CCSS.ELA-Literacy.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	2.WA.5 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Tell a story about a personal experience, including details of people, places and events. • Add visuals or audios to enhance a story or an experience. • Communicate in sentences or multi-word expressions relevant to a task or topic.	**Unique** Target skills are applicable in all unit lessons. Lessons 2 and 4: Read and Answer Lesson 14: Patterned Book Lessons 15 and 16: Literary Experience Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events)	**Unique** ULS Instructional Guides: Active Participation Guidelines and Scripts
	News-2-You	**News-2-You**
	People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page	News-2-You Current Events News Page Standards Connection Communication Board Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will communicate a personal experience, including descriptions of people, places and events. • Students will select and use visual and audio components to enhance a presentation. • Students will communicate in sentences.	• Students will communicate a personal experience, using picture supports. • With support, students will add visual and audio components to a presentation. • Students will communicate messages in multi-word responses.	• Students will communicate a personal experience, using communication technology and picture supports. • Students will participate in creating visual and audio components to support a presentation. • Students will communicate, using supported modes of expression.

Standards for Language	Grades K–2
Common Core Standards Conventions of Standard English	Core Content Connectors

KINDERGARTEN
CCSS.ELA-Literacy.L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. CCSS.ELA-Literacy.L.K.1a Print many upper- and lowercase letters.
    b. CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.
    c. CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/or /es/ (e.g., *dog, dogs*; *wish, wishes*).
    d. CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
    e. CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
    f. CCSS.ELA-Literacy.L.K.1f Produce and expand complete sentences in shared language activities.
	KINDERGARTEN
	K.WA.3 Print many upper- and lowercase letters.
	K.WA.4 Use high frequency nouns in dictating or writing.
	K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	K.WA.6 Complete sentences in a shared language activity.

CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    a. CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun *I*.
    b. CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.
    c. CCSS.ELA-Literacy.L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
    d. CCSS.ELA-Literacy.L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	K.WA.7 Capitalize the first word in a sentence and the pronoun *I*.
	K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).

Begins in grade 2	No standards

GRADE 1
CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    a. CCSS.ELA-Literacy.L.1.1a Print all upper- and lowercase letters.
    b. CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
    c. CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
    d. CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
    e. CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
    f. CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.
    g. CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
    h. CCSS.ELA-Literacy.L.1.1h Use determiners (e.g., articles, demonstratives).
    i. CCSS.ELA-Literacy.L.1.1i Use frequently occurring prepositions (e.g., *during, beyond, toward*).
    j. CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	GRADE 1
	1.WA.4 Print upper- and lowercase letters.
	1.WA.5 Use frequently occurring nouns in dictating or writing.
	1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything) within writing.
	1.WA.7 Use frequently occurring adjectives in dictating or writing.
	1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.
	1.WA.9 Use verbs to convey a sense of past present or future in writing.
	1.WA.10 Use frequently occurring prepositions (e.g., *on, in*) in dictating or writing.
	1.WA.11 Use frequently occurring conjunctions (e.g., *and, but, or, so, because*) in writing.
	1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　a. CCSS.ELA-Literacy.L.1.2a Capitalize dates and names of people. 　b. CCSS.ELA-Literacy.L.1.2b Use end punctuation for sentences. 　c. CCSS.ELA-Literacy.L.1.2c Use commas in dates and to separate single words in a series. 　d. CCSS.ELA-Literacy.L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 　e. CCSS.ELA-Literacy.L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes). 1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 Use end punctuation for sentences. 1.WA.16 Use conventional spelling for words with common spelling patterns.
GRADE 2 CCSS.ELA-Literacy.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　a. CCSS.ELA-Literacy.L.2.1a Use collective nouns (e.g., *group*). 　b. CCSS.ELA-Literacy.L.2.1b Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). 　c. CCSS.ELA-Literacy.L.2.1c Use reflexive pronouns (e.g., *myself, ourselves*). 　d. CCSS.ELA-Literacy.L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). 　e. CCSS.ELA-Literacy.L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified. 　f. CCSS.ELA-Literacy.L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	*GRADE 2* 2.WA.5 Use collective and irregular plural nouns in writing. 2.WA.6 Use past tense irregular verbs in writing. 2.WA.7 Use adjectives and adverbs in writing. 2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) in writing. 2.WA.9 Produce and expand upon simple or compound sentences.
CCSS.ELA-Literacy.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　a. CCSS.ELA-Literacy.L.2.2a Capitalize holidays, product names, and geographic names. 　b. CCSS.ELA-Literacy.L.2.2b Use commas in greetings and closings of letters. 　c. CCSS.ELA-Literacy.L.2.2c Use an apostrophe to form contractions and frequently occurring possessives. 　d. CCSS.ELA-Literacy.L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). CCSS.ELA-Literacy.L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2.WA.1 Use end punctuation for sentences. 2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes). 2.WA.11 Use end punctuation for sentences. 2.WA.12 Use conventional spelling for words with common spelling patterns. 2.WA.13 Capitalize dates, name of people, holidays, product names, and geographic names.

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Demonstrate conventions of standard English when speaking or writing, including: 　• uppercase and lowercase letters. 　• common nouns, verbs, pronouns, adjectives, question words, conjunctions and prepositions. • Identify and use beginning capitalization and capitalization of names. • Identify and use end punctuation. • Correctly spell words with common spelling patterns.	**Unique**	**Unique**
	Lessons 6 and 7: High-Frequency Spelling Lists Lessons 9 and 10: Word Rime Spelling Lists Lesson 13: Scrambled Sentences Lesson 14: Patterned Book Lessons 15 and 16: Literary Experience Lesson 17: Writing Time Lesson 30: Journal Writing Core Task 1.5: Home Report Core Task 1.3: Sign In Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events)	Standards Connection
	News-2-You	**News-2-You**
		Think Page Standards Connection Joey's Locker: Parts of Speech

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will demonstrate conventions of spoken and written language, including a variety of nouns, verbs and adjectives. • Students will demonstrate conventions of written language, including beginning capitalization in sentences and names. • Students will demonstrate conventions of written language, including end punctuation. • Students will spell and write words with common spelling patterns.	• Students will use language conventions to combine three or more words, including nouns, verbs and adjectives, when expressing a spoken or written idea. • Students will locate beginning capital letters and ending punctuation in a written sentence. • Students will spell common words with letter-sound matches.	• With picture support, students will combine two or more words during a shared writing or speaking activity. • Students will locate capital letters in a name or sentence.

Standards for Language	Grades K–2
Common Core Standards Knowledge of Language	**Core Content Connectors**
KINDERGARTEN (Begins in grade 2) *GRADE 1* (Begins in grade 2) *GRADE 2* CCSS.ELA-Literacy.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. CCSS.ELA-Literacy.L.2.3a Compare formal and informal uses of English.	No standards

n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Apply conventions of language to communicate (begins in grade 2).	**Unique** Lessons 2 and 4: Read and Answer Lesson 13: Scrambled Sentences Lesson 14: Patterned Book Lessons 15 and 16: Literary Experience Lesson 17: Writing Time Lesson 30: Journal Writing Core Task 1.5: Home Report	**Unique** Standards Connection
	News-2-You	**News-2-You** News-2-You current Events News Page Standards Connection People and Places in the News Standards Connection Think Page Standards Connection Sports Page Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use language structures to express spoken or written sentences.	• Students will use language structures when speaking or writing.	• Students will use language structures to express an idea.

Standards for Language	Grades K–2
Common Core Standards Vocabulary Acquisition and Use	Core Content Connectors

KINDERGARTEN
CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.*
    a. CCSS.ELA-Literacy.L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
    b. CCSS.ELA-Literacy.L.K.4b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
	KINDERGARTEN
	K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.
	K.RWL.c4 Identify the meaning of common inflections and affixes.
	K.RWL.c5 Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.
	K.RWL.e1 Identify new meanings for familiar words.

CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
    a. CCSS.ELA-Literacy.L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
    b. CCSS.ELA-Literacy.L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
    c. CCSS.ELA-Literacy.L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
    d. CCSS.ELA-Literacy.L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
	K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.)
	K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.
	K.RWL.f With guidance and support, use newly acquired words in real-life context.

CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	K.RWL.f With guidance and support, use newly acquired words in real-life context. K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GRADE 1
CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
    a. CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.
    b. CCSS.ELA-Literacy.L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.
    c. CCSS.ELA-Literacy.L.1.4c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
	GRADE 1
	1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.
	1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
    a. CCSS.ELA-Literacy.L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts that the categories represent.
    b. CCSS.ELA-Literacy.L.1.5b Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is
	1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).
	1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.

a large cat with stripes). c. CCSS.ELA-Literacy.L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent. 1.RWL.f1 With guidance and support, use newly acquired words in real-life context.
CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	1.RWL.f1 With guidance and support, use newly acquired words in real-life context. 1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships. 1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
GRADE 2 CCSS.ELA-Literacy.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. CCSS.ELA-Literacy.L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase. b. CCSS.ELA-Literacy.L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). c. CCSS.ELA-Literacy.L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). d. CCSS.ELA-Literacy.L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. CCSS.ELA-Literacy.L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	*GRADE 2* 2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings. 2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root. 2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words. 2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase. 2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.
CCSS.ELA-Literacy.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. CCSS.ELA-Literacy.L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. CCSS.ELA-Literacy.L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning. 2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining or acting out their meaning. 2.RWL.f1 Use newly acquired words in real-life context.
CCSS.ELA-Literacy.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying). 2.RWL.f1 Use newly acquired words in real-life context. 2.RWL.f2 Use adjectives to describe nouns.

		2.RWL.f3 Use adverbs to describe verbs. 2.WA.15 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
n2y Instructional Targets	n2y Elementary Grade Band Lessons and Activities	n2y Supporting Activities
• Use context and word clues to determine the meaning of unknown or multiple-meaning words within text. • Sort words into categories. • When speaking, use words and phrases acquired through reading and conversation.	Unique Lesson 12: Vocabulary Lesson 18: Vocabulary Sort	Unique ULS Instructional Guides: Vocabulary Standards Connection
	News-2-You	News-2-You
	Words Page	Game Page Standards Connection Worksheets: Sense Matrix Core Worksheets: Word Sort Core Worksheets: Webbing
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will describe the meaning of a word based on how it is used in a text passage. • Students will sort like words into appropriate categories. • Students will use topic words in conversation.	• Students will point to pictures or words to match a description within a text passage. • Students will sort pictures into appropriate categories. • Students will point to pictures of key vocabulary from a unit topic as part of a discussion.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection to indicate a picture within a given category (errorless choice). • Students will make a selection to indicate a picture of key vocabulary within a unit topic.

Reading Standards for Literature	Grades 3–5
Common Core Standards **Key Ideas and Details**	**Core Content Connectors**
GRADE 3 CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*GRADE 3* 3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). 3.RL.i2 Answer questions (literal and inferential) and refer to text to support your answer. 3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.
CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures. 3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures. 3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.
CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3.RL.h2 Explain how characters' actions contribute to the sequence of events/plot. 3.RL.l1 Describe a character's traits in a story using details from the text and illustrations. 3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text. 3. RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text. 3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions). 3.RL.m1 Analyze how a character's point of view influences a conflict within a text.
GRADE 4 CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*GRADE 4* 4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama. 4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).

CCSS.ELA-Literacy.RL.4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text.	4.RL.i3 Use evidence from the text to summarize a story, poem or drama. 4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.
CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, a setting, or an event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts). 4.RL.l1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description. 4.RL.l2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.
GRADE 5 CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*GRADE 5* 5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly. 5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.
CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.c1 Summarize a portion of text such as a paragraph or a chapter. 5.RL.c2 Summarize a text from beginning to end in a few sentences. 5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
CCSS.ELA-Literacy.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. 5.RL.d2 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions and locate details in text to support an answer. • Summarize a story to show understanding of the main theme and details. • Describe characters, settings and events in a story.	**Unique** Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lesson 13: Literary Experience	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak, or select an answer. • Students will retell a story, including the main idea and key details. • Students will describe characters, setting and events in a story.	• Students will point to or select a picture from a choice of three in response to a *who*, *what* or *where* question about a story. • Students will use picture supports to retell key details from a story. • Students will use picture supports to identify characters, settings and events from a story.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify a character or an event from a story (single option or errorless choice).

Reading Standards for Literature | Grades 3–5

Common Core Standards Craft and Structure	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	*GRADE 3* 3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. 3.RWL.k2 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.
CCSS.ELA-Literacy.RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph). 3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
CCSS.ELA-Literacy.RL.3.6 Distinguish their own point of view from that of the narrator or those any of the characters.	3.RL.j4 Identify narrator or character's point of view. 3.RL.j5 Identify own point of view. 3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.
GRADE 4 CCSS.ELA-Literacy.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	*GRADE 4* 4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph). 4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g., text includes props; dialogue without quotation marks acts/scenes instead of chapter).
CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.RL.m1 Determine the author's point of view (first- or third-person). 4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person

	narrations.
GRADE 5 CCSS.ELA-Literacy.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	*GRADE 5* 5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
CCSS.ELA-Literacy.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	5.RL.e1 Use signal words to identify common types of text structure within a text. 5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.
CCSS.ELA-Literacy.RL.5.6 Describe how a narrator's or speaker's point of view influences how the way events are described.	5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described. 5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed. 5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text. 5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues and illustrations to determine meanings of words. • Identify the point of view of a story (first person: character tells; third person: writer tells).	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lesson 11: Vocabulary Lesson 13: Literary Experience	**Unique** ULS Instructional Guides: Vocabulary n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will determine literal and figurative meaning of a word as it is used in a text. • Students will identify the point of view of a story by determining who is telling the story (writer or character).	• Students will point to pictures or words to match words with meanings from text. • Students will identify a character who is telling a story.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify a picture of a character from a story.

Reading Standards for Literature	Grades 3–5
Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	*GRADE 3* 3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations. 3.RL.m2 Use descriptive words and illustrations/visuals from a story, read or viewed, to explain the mood in a given part of the story.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	3.HD.h2 Compare two or more texts or adapted texts on the same topic or by the same author.
GRADE 4 CCSS.ELA-Literacy.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	GRADE 4 4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions. 4.RL.m3 Make connections between the text of a story and the visual representations, refer back to text/illustrations to support answer. 4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories myths, and traditional literature from different cultures. 4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
GRADE 5 CCSS.ELA-Literacy.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	GRADE 5 5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

(Not applicable to literature) CCSS.ELA-Literacy.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	No standards 5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Use illustrations and multimedia to describe the meaning of text. • Compare themes and topics within the same genre.	Unique Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book/Read and Answer Lesson 13: Literary Experience	Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will describe characters and events based on illustrations and other visuals from a story. • Students will describe similarities and differences between characters or events of a story from two different books.	• Students will point to pictures within a story to identify named characters and events. • Students will match similarities or differences between two characters of a story or stories.	• When presented with an illustration from a story, students will select a character or an event. • Students will select two similar characters from a story or stories (errorless choice).

Reading Standards for Literature — Grades 3–5

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	*GRADE 3* 3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts or adapted text.
GRADE 4 CCSS.ELA-Literacy.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 4* 4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text and adapted text.
GRADE 5 CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	*GRADE 5* 5.HD.a1 Read or be read to a variety of texts or adapted texts including graphic novels, poetry, fiction and nonfiction novels. 5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Experience grade level and age-appropriate literature materials, including stories, poems, plays, fiction and nonfiction works that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 5 and 6: Articles Lesson 13: Literary Experience	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection
	News-2-You	**News-2-You**
		Joey's Locker Story Book

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature: stories, poems, plays, fiction and nonfiction works that have been adapted to student ability level.

Reading Standards for Informational Text	Grades 3–5
Common Core Standards **Key Ideas and Details**	**Core Content Connectors**
GRADE 3 CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	*GRADE 3* 3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	3.RI.i2 Determine the main idea of text, read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.n1 Identify facts that an author uses to support a specific point or opinion.
CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	No standards
GRADE 4 CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	*GRADE 4* 4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly. 4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.
CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	4.RI.i3 Determine the main idea of an informational text. 4.RI.i4 Identify supporting details of an informational text.
CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	No standards
GRADE 5 CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the	*GRADE 5* 5.RI.c2 Quote accurately from a text when explaining what the text

text.	says explicitly. 5.RI.c3 Quote accurately from a text to support inferences.
CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RI.c4 Determine the main idea, and identify key details to support the main idea. 5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.
CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. 5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions to show understanding of text. • Summarize text and describe main idea and key details. • Describe a sequence of events or steps of a procedure based on historical or scientific text.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lessons 5 and 6: Articles Lesson 29: History Timeline Core Task 1.1: Daily Schedule	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	News-2-You Current Events News Page Recipe Page Review Page Think Page Sports Page	News-2-You Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Sports Page Standards Connection PowerPoint® World News Holidays Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak, or select an answer. • Students will retell a story, including the main idea and key details. • Students will describe a sequence of events from a story or the steps of a procedure.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details from a story. • Students will use picture supports to identify a sequence of events from a story or the steps of a procedure.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify an event from a story or a step from a procedure (single option or errorless choice).

Reading Standards for Informational Text	Grades 3–5
Common Core Standards **Craft and Structure**	**Core Content Connectors**
GRADE 3 CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	*GRADE 3* 3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
CCSS.ELA-Literacy.RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	3.RI.h1 Identify the purpose of a variety of text features. 3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.
CCSS.ELA-Literacy.RI.3.6 Distinguish their own point of view from that of the author of a text.	3.RI.k1 Identify the author's purpose in an informational text. 3.RI.k2 Identify own point of view about a topic. 3.RI.k3 Compare own point of view to that of the author.
GRADE 4 CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	*GRADE 4* 4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question. 4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic 4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions. 4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.
CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	4.RI.k1 Determine if information in a text is firsthand or secondhand. 4.RI.k2 Compare and contrast a firsthand and secondhand account of

	the same event or topic.
GRADE 5 CCSS.ELA-Literacy.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	*GRADE 5* 5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CCSS.ELA-Literacy.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result). 5.RI.b2 Use signal word to identify common types of text structure. 5.RI.b3 Use search tools or text features as a means of locating relevant information. 5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they each represent.	5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Determine meaning of subject-related words. • Use text features (charts, bolded words, etc.) and illustrations to locate information in a text. • Identify the type of informational text (fact-based article, schedule, recipe, etc.).	**Unique**	**Unique**
	Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 5 and 6: Articles Lesson 11: Vocabulary Lesson 25: Information Please Core Task 4.0: Circle Time Reports	ULS Instructional Guides: Vocabulary n2y Library ULS Monthly Tools: Links with News-2-You Standards Connection
	News-2-You	**News-2-You**
	People and Places in the News Joke Page Game Page Review Page Puzzle Page Sudoku Think Page Words Page	News Page Standards Connection Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will determine meaning of a unit topic word as it is used in a text. • Students will use text features to locate specific information in a text. • Students will identify similarities and differences between two accounts of the same event or topic.	• Students will point to pictures or words to match words with meanings from unit topic text. • Students will use picture supports to locate specific information in a text. • Students will identify similarities between their own account of an event and another account.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify a picture of an event from a story.

Reading Standards for Informational Text	Grades 3–5
Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	*GRADE 3* 3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions. 3.RI.l1 Identify information learned from illustrations and information learned from the words in an informational text. 3.RI.l2 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.l3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.
CCSS.ELA-Literacy.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	3.RI.j1 Identify signal words that help determine what the text structure is in an informational text. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.
CCSS.ELA-Literacy.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	3.HD.h2 Compare two or more texts on the same topic or by the same author. 3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.
GRADE 4 CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	*GRADE 4* 4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions. 4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions. 4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears. 4.RI.l1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts. 4. RI.k5 Identify reasons that the author uses to support ideas in an informational text. 4. RI.n1 Identify facts that an author uses to support a specific point or opinion.
CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	4.HD.h2 Report out about two or more texts on the same self-selected topic. 4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.
GRADE 5 CCSS.ELA-Literacy.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	*GRADE 5* 5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. 5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).
CCSS.ELA-Literacy.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text. 5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text. 5.RI.g1 Identify the author's stated thesis/claim/opinion. 5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.
CCSS.ELA-Literacy.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?). 5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Use information gained from illustrations to support the overall meaning of a text. • Combine content from two informational texts on the same topic.	**Unique** Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3 and 4: Easy Read Book and Read and Answer Lessons 5 and 6: Articles Core Task 4.0: Circle Time Reports	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You People and Places in the News Game Page Sudoku Think Page Sports Page Words Page	**News-2-You** World News Holidays PowerPoint®
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe characters and events based on illustrations and other visuals from a story. • Students will describe similarities and differences between key points from two different texts.	• Students will point to pictures within a story to identify named characters and events. • Students will match similarities or differences between key points within a text.	• When presented with an illustration from a story, students will select a character or an event. • Students will select a key point from a text (errorless choice).

Reading Standards for Informational Text — Grades 3–5

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	*GRADE 3* 3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.
GRADE 4 CCSS.ELA-Literacy.RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 4* 4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.
GRADE 5 CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	*GRADE 5* 5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction, and nonfiction novels. 5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 5 and 6: Articles Core Task 4.0: Circle Time Reports	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You News-2-You Current Events News Page Recipe Page Sports Page	**News-2-You** Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read subject area and technical texts that have been adapted to student reading level.	• Students will read supported and subject area and technical texts that have been adapted to student reading level.	• Students will actively participate in supported reading of subject area and technical texts that have been adapted to student ability level.

Reading Standards for Foundational Skills — Grades 3–5

Common Core Standards Phonics and Word Recognition	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. 　　a.　CCSS.ELA-Literacy.RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes. 　　b.　CCSS.ELA-Literacy.RF.3.3b Decode words with common Latin suffixes. 　　c.　CCSS.ELA-Literacy.RF.3.3c Decode multi-syllable words. 　　d.　CCSS.ELA-Literacy.RF.3.3d Read grade-appropriate irregularly spelled words.	*GRADE 3* 3.RWL.g1 Identify the meaning of most common prefixes. 3.RWL.g2 Identify the meaning of most common suffixes. 3.RWL.g3 Decode regularly spelled one-syllable words with long vowels. 3.RLW.g4 Decode regularly spelled two-syllable words with long vowels. 3.RWL.g5 Decode multi-syllable words. 3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.
GRADE 4 CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 　　e.　CCSS.ELA-Literacy.RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	*GRADE 4* 4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words. 4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words. 4.RWL.h2 Identify grade level words with accuracy and on successive attempts.
GRADE 5 CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 　　f.　CCSS.ELA-Literacy.RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	*GRADE 5* 5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Read common sight words (e.g., high-frequency items from Dolch/Fry list and commonly occurring words in the environment). • Use letter-sound knowledge and patterns to decode words.	**Unique** Lesson 7: High-Frequency Word Wall Lessons 8 and 9: High-Frequency Spelling Lists Lesson 10: Word Sort	**Unique** ULS Instructional Guides: Word Study Standards Connection
	News-2-You	**News-2-You** Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Counting Syllables Worksheets: Beginning Sound Worksheets: Word Beginnings Worksheets: Word Sort Beginning Sounds Worksheets: Find the Sound

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read and write words by applying letter-sound correspondences. • Students will independently read high-frequency words.	• Students will select or point to a named word from a set of three words, using cues from letter-sound correspondence. • Students will select or point to a named high-frequency word from a set of three words.	• Students will attend to activities that apply letter-sound correspondence to the reading of words. • Students will select a named high-frequency word from a single option choice.

Reading Standards for Foundational Skills | Grades 3–5

Common Core Standards Fluency	Core Content Connectors

GRADE 3
CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
  a. CCSS.ELA-Literacy.RF.3.4a Read grade-level text with purpose and understanding.
  b. CCSS.ELA-Literacy.RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  c. CCSS.ELA-Literacy.RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 	
GRADE 4
CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
  a. CCSS.ELA-Literacy.RF.4.4a Read grade-level text with purpose and understanding.
  b. CCSS.ELA-Literacy.RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  c. CCSS.ELA-Literacy.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 	
GRADE 5
CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
  a. CCSS.ELA-Literacy.RF.5.4a Read grade-level text with purpose and understanding.
  b. CCSS.ELA-Literacy.RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  c. CCSS.ELA-Literacy.RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	GRADE 3
	3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	3.RWL.h2 Identify grade level words with accuracy.
	3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
	3.RWL.i1 Use context to confirm or self-correct word recognition.
	
	GRADE 4
	4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).
	4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.
	4.RWL.i1 Use context to confirm or self-correct word recognition.
	
	GRADE 5
	5.RWL.a1 Use context to confirm or self-correct word recognition.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Read appropriately Leveled Books with accuracy and fluency.	**Unique** Lesson 1: Leveled Book Lesson 3: Easy Read Book Lessons 5 and 6: Articles	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Supplemental Science n2y Library
	News-2-You News-2-You Paper World News Holiday News	**News-2-You** PowerPoint® Joey's Locker: Story Book

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read text stories that are selected at the personal reading level.	• Students will state a word or point to a picture of an omitted word during shared reading. • Students will read leveled text that is supported with picture symbols.	• Students will state a sentence from a story through an active participation response (e.g., voice output device, eye gaze choice board).

Standards for Writing	Grades 3–5
Common Core Standards Text Types and Purposes	Core Content Connectors

GRADE 3
CCSS.ELA-Literacy.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. CCSS.ELA-Literacy.W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. CCSS.ELA-Literacy.W.3.1b Provide reasons that support the opinion.
   c. CCSS.ELA-Literacy.W.3.1c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
   d. CCSS.ELA-Literacy.W.3.1d Provide a concluding statement or section.
	GRADE 3
	3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.
	3.WP.l1 Provide reasons or facts that support a stated opinion.
	3.WP.m1 Use linking words and phrases that connect the opinions and reasons.
	3.WP.n1 Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   a. CCSS.ELA-Literacy.W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
   b. CCSS.ELA-Literacy.W.3.2b Develop the topic with facts, definitions, and details.
   c. CCSS.ELA-Literacy.W.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
   d. CCSS.ELA-Literacy.W.3.2d Provide a concluding statement or section.
	3.WI.l3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
	3.WI.m1 Introduce a topic and group related information together.
	3.WI.o1 Develop the topic (e.g., offer additional information which supports the topic) by using relevant facts, definitions, and details.
	3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.
	3.WI.q1 Provide a concluding statement or section to summarize the information presented

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.
   d. CCSS.ELA-Literacy.W.3.3d Provide a sense of closure.
	3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.
	3.WL.j2 Sequence events in writing that unfold naturally.
	3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.
	3.WL.l1 Use temporal words and phrases to signal event order.
	3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

GRADE 4
CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
   b. CCSS.ELA-Literacy.W.4.1b Provide reasons that are supported by facts and details.
   c. CCSS.ELA-Literacy.W.4.1c Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
   d. CCSS.ELA-Literacy.W.4.1d Provide a concluding statement or section related to the opinion presented.
	GRADE 4
	4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.
	4.WP.l1 Provide reasons which include facts and details that support a stated opinion.
	4.WP.m1 Create an organizational structure that lists reasons in a logical order.
	4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	4.WP.n1 Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
a. CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. CCSS.ELA-Literacy.W.4.2c Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
d. CCSS.ELA-Literacy.W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.

4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.
4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.
4.WI.p1 Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.
4.WI.q1 Provide a concluding statement or section to support the information presented.

CCSS.ELA-Literacy.W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
a. CCSS.ELA-Literacy.W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. CCSS.ELA-Literacy.W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
c. CCSS.ELA-Literacy.W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.
d. CCSS.ELA-Literacy.W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. CCSS.ELA-Literacy.W.4.3e Provide a conclusion that follows from the narrated experiences or events.

4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.
4.WL.j2 Sequence events in writing that unfold naturally.
4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.
4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.
4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.
4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.

GRADE 5
CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
b. CCSS.ELA-Literacy.W.5.1b Provide logically ordered reasons that are supported by facts and details.
c. CCSS.ELA-Literacy.W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
d. CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.

GRADE 5
5.WP.c1 Write an introduction that states own opinion within persuasive text.
5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.
5.WP.d1 Provide relevant facts to support stated opinion or reasons within persuasive writing.
5.WP.e1 Link opinions and reasons using words, phrases, and clauses.
5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.

| CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
b. CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
c. CCSS.ELA-Literacy.W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
d. CCSS.ELA-Literacy.W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented. | 5.WI.b3 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
5.WI.c1 Write an introduction that includes context/background information, establishes a central idea or focus about a topic.
5.WI.d1 Support the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
5.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia appropriate to convey information about the topic.
5.WI.g1 Provide a concluding statement or section to summarize the information presented. |
| CCSS.ELA-Literacy.W.5.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

a. CCSS.ELA-Literacy.W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
b. CCSS.ELA-Literacy.W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
c. CCSS.ELA-Literacy.W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
d. CCSS.ELA-Literacy.W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
e. CCSS.ELA-Literacy.W.5.3e Provide a conclusion that follows from the narrated experiences or events. | 5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.
5.WL.c1 Organize ideas and event so that they unfold naturally.
5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.
5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.
5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.
5.WL.g1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated events. |

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Generate simple written sentences that express an opinion and provide supporting details. • Generate simple sentences to convey information, including factual sentences and a concluding statement. • Generate simple narrative sentences on a personal experience, including a sequence of events.	**Unique**	**Unique**
	Lesson 12: Scrambled Sentences Lesson 13: Literary Experience Lesson 15: Time for Writing Lesson 30: Journal Writing Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will create multiple sentences with an opinion and supporting reasons (e.g., I like _____ because _____.). • Students will create multiple sentences that give factual information (e.g., Today's weather is _____. It feels _____.). • Students will create multiple sentences to tell a story containing a sequence of events.	• Students will select pictures with text to complete a sentence that gives an opinion and a reason for that opinion (e.g., I like _____ because _____.). • Students will select pictures with text to create a sentence that gives factual information (e.g., Today's weather is _____.). • Students will select pictures with text to create sentences that tell a story.	• Given errorless choices of pictures, students will make a selection of pictures to communicate an opinion (e.g., I like _____.). • Given errorless choices of pictures, students will make a selection to communicate an informational sentence (e.g., _____ is a vegetable.). • Given an errorless choice of pictures, students will make a selection to tell a simple story sequence.

Standards for Writing	Grades 3–5
Common Core Standards Production and Distribution of Writing	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 3* 3.WL.o1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). 3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.
CCSS.ELA-Literacy.W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)	3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 3.WI.l6 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. 3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising. 3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 3.WL.i2 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning. 3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story). 3.WP.j3 With guidance and support from peers and adults, develop a plan for writing. 3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task

	and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, provide a meaningful conclusion).
	3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.
	3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).
CCSS.ELA-Literacy.W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	3.WA1 Develop keyboarding skills. 3.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).
GRADE 4 CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 4* 4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience. 4.WL.o1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.
CCSS.ELA-Literacy.W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)	4.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 4.WI.l6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning. 4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising. 4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative). 4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion). 4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.

	4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).
	4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.
	4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).
	4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.
	4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	4.WA1 Develop keyboarding skills. 4.WA2 With guidance and support from adults, use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).
GRADE 5 CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 5* 5.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). 5.WL.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience. 5.WP.h1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.
CCSS.ELA-Literacy.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.)	5.WI.b1 With guidance and support from peers and adults, develop a plan for writing. (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing. 5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your

	claim, gather evidence, create your argument, provide a meaningful conclusion).
	5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.
	5.WA1 Develop keyboarding skills.
CCSS.ELA-Literacy.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	5.WA2 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• With guidance and support, plan, edit and revise writing to increase clarity. • With guidance and support, use technology to compose sentences and paragraphs.	**Unique**	**Unique**
	Lesson 12: Scrambled Sentences Lesson 13: Literary Experience Lesson 14: Edit It Lesson 15: Time for Writing Lesson 30: Journal Writing Core Task 1.5: Home Report	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• With support, students will plan, edit and revise writing to strengthen written sentences. • With support, students will select and use digital tools to generate a paragraph.	• With support, students will use pictures and text to plan, edit and revise a written sentence idea. • With support, students will use digital tools to generate multiple sentences.	• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. • With support and adaptive tools, students will use digital tools to complete a sentence.

Standards for Writing	Grades 3–5
Common Core Standards Research to Build Knowledge	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.	*GRADE 3* 3.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	3.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay). 3.WI.k3 Locate important points on a single topic from two informational texts or sources. 3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. 3.WI.l4 Sort evidence collected from print and/or digital sources into provided categories. 3.WI.n1 Identify key details in an informational text 3.WL.h1 Recall information from experiences for use in writing. 3.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources. 3.WL.i3 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources. 3.WP.i1 Recall relevant information from experiences for use in writing. 3.WP.j1 Gather facts (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources. 3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.
(Begins in grade 4)	No standards

GRADE 4 CCSS.ELA-Literacy.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	*GRADE 4* 4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
CCSS.ELA-Literacy.W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	4.WI.k1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 4.WI.k2 Provide a list of sources that contributed to the content within a writing piece. 4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories. 4.WI.n1 Identify key details from an informational text. 4.WL.h1 Recall relevant information from experiences for use in writing. 4.WL.i1 Gather information (e.g., highlight in text, quote, or paraphrase from text) from print and/or digital sources. 4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources. 4.WP.i1 Recall relevant information from experiences for use in writing. 4.WP.j1 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources. 4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.

CCSS.ELA-Literacy.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a.   CCSS.ELA-Literacy.W.4.9a Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
    b.   CCSS.ELA-Literacy.W.4.9b Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
	4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

GRADE 5 CCSS.ELA-Literacy.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	*GRADE 5* 5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

CCSS.ELA-Literacy.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	5.WI.a1 Gather information (e.g., highlight, quote, or paraphrase from source) relevant to the topic from print and/or digital sources. 5.WI.a2 Provide a list of sources that contributed to the content within a writing piece. 5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories. 5.WL.a2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text) to the topic or text from print and/or digital sources. 5.WP.b2 Gather relevant information (e.g., highlight in text, quote, or paraphrase from text or discussion) from print and/or digital sources. 5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.
CCSS.ELA-Literacy.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. CCSS.ELA-Literacy.W.5.9a Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. CCSS.ELA-Literacy.W.5.9b Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Research and collect information from given sources to build knowledge on a topic. • Recall and categorize details from experiences or print and digital sources. • Gather information from (adapted) literary or informational materials.	**Unique** Lessons 5 and 6: Articles Core Task 4.0: Circle Time Reports (Calendar, Weather) Information gathering is built into various writing and related content activities.	**Unique** Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Worksheets: Key Topic Facts Worksheets Letter Home Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet

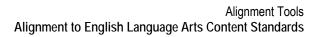| n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will research and gather information from print and digital sources on a specific topic.	• Students will contribute to shared research to collect information from print or digital sources on a specific topic.	• Students will select a picture from an errorless choice to contribute to a shared research and writing task.

Standards for Writing — Grades 3–5

Common Core Standards Range of Writing	Core Content Connectors
GRADE 3 CCSS.ELA-Literacy.W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *GRADE 4* CCSS.ELA-Literacy.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *GRADE 5* CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Participate routinely in a variety of supported writing activities.	**Unique** Lesson 12: Scrambled Sentences Lesson 13: Literary Experience Lesson 14: Edit It Lesson 15: Time for Writing Lesson 30: Journal Writing Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events)	**Unique** Standards Connection
	News-2-You Think Page	**News-2-You** Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Unique Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.	• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.	• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.

Standards for Speaking and Listening	Grades 3–5
Common Core Standards **Comprehension and Collaboration**	**Core Content Connectors**

GRADE 3
CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
    a.   CCSS.ELA-Literacy.SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b.   CCSS.ELA-Literacy.SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    c.   CCSS.ELA-Literacy.SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
    d.   CCSS.ELA-Literacy.SL.3.1d Explain their own ideas and understanding in light of the discussion.
	GRADE 3
	3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.
	3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.
	3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.
	3.HD.i4 Express ideas and understanding in light of collaborative discussions

CCSS.ELA-Literacy.SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	3.RI.i2 Determine the main idea of text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.i3 Identify supporting details of an informational text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

GRADE 4
CCSS.ELA-Literacy.SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
    a.   CCSS.ELA-Literacy.SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    b.   CCSS.ELA-Literacy.SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.
    c.   CCSS.ELA-Literacy.SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
    d.   CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
	GRADE 4
	4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
	4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.
	4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.
	4.HD.i4 Review the key ideas expressed within a collaborative discussion.

CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.

GRADE 5
CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
   a.   CCSS.ELA-Literacy.SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
   b.   CCSS.ELA-Literacy.SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.
   c.   CCSS.ELA-Literacy.SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
   d.   CCSS.ELA-Literacy.SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	GRADE 5
	5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.
	5.HD.e2 Review the key ideas expressed within a collaborative discussion.

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud on information presented in diverse media and formats, including visually, quantitatively, and orally.	5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media. 5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.
CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	5.RI.c6 Summarize the points a speaker makes. 5.RI.g3 Identify a speaker's points or claims. 5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims. 5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities

• Participate in grade level and age appropriate discussions, including ability to:
   • follow agreed-upon rules (gaining attention, turn-taking, etc.),
   • ask questions that contribute to the discussion.
• Summarize information from text read aloud or presented in diverse media formats.
• Summarize key points from a speaker.
	Unique
	Target skills are applicable in all unit lessons.
	Lessons 2 and 4: Read and Answer
	Lesson 13: Literary Experience
	Core Task 4.0: Circle Time (Current Events)
		Unique
		ULS Instructional Guides: Active Participation Guidelines and Scripts

	News-2-You News-2-You Current Events News Page Recipe Page Joke Page Review Page Sports Page	**News-2-You** People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Sports Page Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will share information and ask and answer questions during a group discussion. • Students will summarize information from content-specific reading, topics and tasks.	• Students will share information during group discussions, using picture supports. • Students will give a description of information, using picture supports from content-specific reading, topics and tasks.	• Students will participate in conversational exchanges, using communication technology and picture supports. • Students will respond to questions related to content topics and tasks, using picture supports and communication technologies.

Standards for Speaking and Listening	Grades 3–5
Common Core Standards Presentation of Knowledge and Ideas	**Core Content Connectors**
GRADE 3 CCSS.ELA-Literacy.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	*GRADE 3* 3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 3.WP.m2 Elaborate on each fact or opinion given in support of a claim with relevant details.
CCSS.ELA-Literacy.SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.
CCSS.ELA-Literacy.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	No standards
GRADE 4 CCSS.ELA-Literacy.SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	*GRADE 4* 4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 4.WP.m3 Elaborate on each fact or opinion given in support of a claim with relevant details.
CCSS.ELA-Literacy.SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	4.WA.4 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
CCSS.ELA-Literacy.SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 28 and 29 for specific expectations.	No standards
GRADE 5 CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	*GRADE 5* 5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details 5.WP.e2 Elaborate on each fact or opinion given in support of a claim with relevant details.
CCSS.ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to	5.WA.4 Include multimedia components (e.g., graphics, sound) and

enhance the development of main ideas or themes.		visual displays in presentation when appropriate to enhance the development of topic. 5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme. No standards
CCSS.ELA-Literacy.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)		
n2y Instructional Targets	**n2y Intermediate Grade Band Lessons and Activities**	**n2y Supporting Activities**
• Report on a topic or personal experience, including main ideas and key details. • Add media to enhance a presentation. • Communicate multiple ideas or information specific to a task or topic.	Unique	Unique
	Target skills are applicable in all unit lessons. Lessons 2 and 4: Read and Answer Lesson 13: Literary Experience Core Task 1.5: Home Report Core Task 4.0: Circle Time Reports (Attendance, Calendar, Weather, Menu, Current Events)	ULS Instructional Guides: Active Participation Guidelines and Scripts
	News-2-You	News-2-You
	People and Places in the News Joke Page Puzzle Page Sports Page Words Page	People and Places in the News Standards Connection Review Standards Connection Sports Standards Connection Communication Board Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will communicate on a topic, including main ideas and key details. • Students will select and use multimedia components to enhance a presentation. • Students will communicate multiple sentences, using formal or informal language specific to the task or topic.	• Students will communicate main ideas and details of a topic, using picture supports. • With support, students will add multimedia components to a presentation. • Students will communicate messages in multi-word responses specific to a topic.	• Students will communicate basic information on a topic or an experience, using communication technology and picture support. • Students will participate in creating multimedia components to support a presentation. • Students will communicate through supported modes of expression.

Standards for Language	Grades 3–5
Common Core Standards **Conventions of Standard English**	**Core Content Connectors**

GRADE 3
CCSS.ELA-Literacy.L.3 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   CCSS.ELA-Literacy.L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
   b.   CCSS.ELA-Literacy.L.3.1b Form and use regular and irregular plural nouns.
   c.   CCSS.ELA-Literacy.L.3.1c Use abstract nouns (e.g., *childhood*).
   d.   CCSS.ELA-Literacy.L.3.1d Form and use regular and irregular verbs.
   e.   CCSS.ELA-Literacy.L.3.1e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
   f.   CCSS.ELA-Literacy.L.3.1f Ensure subject-verb and pronoun-antecedent agreement.
   g.   CCSS.ELA-Literacy.L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
   h.   CCSS.ELA-Literacy.L.3.1h Use coordinating and subordinating conjunctions.
   i.   CCSS.ELA-Literacy.L.3.1i Produce simple, compound, and complex sentences.
	GRADE 3
	3.WA.4 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.
	3.WA.5 Use simple and compound sentences in informative/explanatory writing.
	3.WA.6 Write sentences using nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), and adjectives and/or adverbs.
	3.WA.7 Write sentences using correct subject-verb and pronoun-antecedent agreement.
	3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.3.2a Capitalize appropriate words in titles.
   b.   CCSS.ELA-Literacy.L.3.2b Use commas in addresses.
   c.   CCSS.ELA-Literacy.L.3.2c Use commas and quotation marks in dialogue.
   d.   CCSS.ELA-Literacy.L.3.2d Form and use possessives.
   e.   CCSS.ELA-Literacy.L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
   f.   CCSS.ELA-Literacy.L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g.   CCSS.ELA-Literacy.L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
	3.WA.8 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.
	3.WA.9 Use quotation marks within writing.
	3.WA.10 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g.,word families, syllable patterns, ending rules) in writing high frequency and/or previously learned words.
	3.WA.11 Use commas accurately in addresses or dialogue within writing.

GRADE 4
CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   CCSS.ELA-Literacy.L.4.1a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
   b.   CCSS.ELA-Literacy.L.4.1b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
   c.   CCSS.ELA-Literacy.L.4.1c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
   d.   CCSS.ELA-Literacy.L.4.1d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
   e.   CCSS.ELA-Literacy.L.4.1e Form and use prepositional phrases.
   f.   CCSS.ELA-Literacy.L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
   g.   CCSS.ELA-Literacy.L.4.1g Correctly use frequently confused words (e.g., *to, too, two; there, their*).
	GRADE 4
	4.WA.4 Use relative pronouns and relative adverbs in writing.
	4.WA.5 Use prepositional phrases in writing.
	4.WA.6 Produce simple, compound, and complex sentences in writing.
	4.WA.7 Recognize and correct inappropriate fragments and run-on sentences.

CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.4.2a Use correct capitalization.
   b.   CCSS.ELA-Literacy.L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.
   c.   CCSS.ELA-Literacy.L.4.2c Use a comma before a coordinating conjunction in a compound sentence.
   d.   CCSS.ELA-Literacy.L.4.2d Spell grade-appropriate words correctly, consulting references as needed.
	4.WA.8 Use correct capitalization in writing.
	4.WA.8 Use correct capitalization in writing.
	4.WA.9 Use commas and quotation marks in writing.
	4.WA.10 Spell words correctly in writing, consulting references as needed.

GRADE 5
CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   CCSS.ELA-Literacy.L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
   b.   CCSS.ELA-Literacy.L.5.1b Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
   c.   CCSS.ELA-Literacy.L.5.1c Use verb tense to convey various times, sequences, states, and conditions.
   d.   CCSS.ELA-Literacy.L.5.1d Recognize and correct inappropriate shifts in verb tense.
   e.   CCSS.ELA-Literacy.L.5.1e Use correlative conjunctions (e.g., *either/or, neither/nor*).
	GRADE 5
	5.WA.6 Recognize and correct inappropriate shifts in verb tense.
	5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.
	5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.

CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.5.2a Use punctuation to separate items in a series.
   b.   CCSS.ELA-Literacy.L.5.2b Use a comma to separate an introductory element from the rest of the sentence.
   c.   CCSS.ELA-Literacy.L.5.2c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
   d.   CCSS.ELA-Literacy.L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.
CCSS.ELA-Literacy.L.5.2e Spell grade-appropriate words correctly, consulting references as needed.
	5.WA.9 Use punctuation to separate items in a series.
	5.WA.10 Use commas accurately in writing.
	5.WA.11 Spell words correctly in writing, consulting references as needed.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Demonstrate conventions of grammar when writing or speaking declarative and interrogatory sentences. • Generate a written sentence with appropriate capitalization, punctuation and spelling.	**Unique**	**Unique**
	Lessons 8 and 9: High-Frequency Spelling Lists Lesson 12: Scrambled Sentences Lesson 13: Literary Experience Lesson 14: Edit It Lesson 15: Time for Writing Lesson 30: Journal Writing Core Task 1.5: Home Report Core Task 1.3: Sign In Core Task 4.0: Circle Time Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Game Page Standards Connection Think Page Standards Connection Joey's Locker: Parts of Speech

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will demonstrate conventions of grammar in spoken and written sentence forms. • Students will demonstrate conventions of written language, including appropriate initial capitalization, ending punctuation and common spelling.	• Students will combine nouns, pronouns, verbs, adjectives and prepositions in grammatically correct order when speaking or writing. • Students will identify beginning capital letters and ending punctuation in a written sentence. • Students will spell familiar words with letter-sound matches.	• With picture supports, students will combine two or more words during a shared writing or speaking activity. • Students will locate capital letters in a name or sentence.

Standards for Language	Grades 3–5
Common Core Standards Knowledge of Language	Core Content Connectors

GRADE 3
CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a.   CCSS.ELA-Literacy.L.3.3a Choose words and phrases for effect.
    b.   CCSS.ELA-Literacy.L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.
	GRADE 3
	3.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.

GRADE 4
CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a.   CCSS.ELA-Literacy.L.4.3a Choose words and phrases to convey ideas precisely.
    b.   CCSS.ELA-Literacy.L.4.3b Choose punctuation for effect.
    c.   CCSS.ELA-Literacy.L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
	GRADE 4
	4.WA.11 Choose words and phrases for appropriate effect (e.g., to inform) within writing.

GRADE 5
CCSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a.   CCSS.ELA-Literacy.L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
    b.   CCSS.ELA-Literacy.L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	GRADE 5
	5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Choose appropriate words and phrases to convey a spoken or written message.	**Unique** Lessons 2 and 4: Read and Answer Lesson 12: Scrambled Sentences Lesson 13: Literary Experience Lesson 14: Write a Story Lesson 30: Journal Writing Core Task 1.5: Home Report	**Unique** Standards Connection
	News-2-You	**News-2-You** People and Places in the News Standards Connection Recipe Page Standards Connection Review Page Standards Connection Think Page Standards Connection Sports Page Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will select words and phrases to convey a specific spoken or written message.	• Students will choose words and phrases to convey an idea when speaking or writing.	• Students will use language to communicate an idea.

Standards for Language   Grades 3–5

Common Core Standards Vocabulary Acquisition and Use	Core Content Connectors

GRADE 3
CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.
    a.   CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.
    b.   CCSS.ELA-Literacy.L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
    c.   CCSS.ELA-Literacy.L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
    d.   CCSS.ELA-Literacy.L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	GRADE 3
	3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.
	3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.
	3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.
	3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
    a.   CCSS.ELA-Literacy.L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
    b.   CCSS.ELA-Literacy.L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
    c.   CCSS.ELA-Literacy.L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
	3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.
	3.RWL.j1 Use newly acquired words in real-life context.
	3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately. 3.RWL.j3 Use newly acquired domain-specific words and phrases accurately. 3.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within informational writing.

GRADE 4
CCSS.ELA-Literacy.L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies.
    a.   CCSS.ELA-Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
    b.   CCSS.ELA-Literacy.L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
    c.   CCSS.ELA-Literacy.L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	GRADE 4
	4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.
	4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.
	4.RWL.k4 Determine the meaning of literal and nonliteral words and phrases as they are used in a text.

CCSS.ELA-Literacy.L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. CCSS.ELA-Literacy.L.4.5a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
    b. CCSS.ELA-Literacy.L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. CCSS.ELA-Literacy.L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	4.RWL.i5 Relate words to their opposites (antonyms).
	4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).
	4.RWL.k1 Identify simple similes in context.
	4.RWL.k2 Identify simple metaphors in context.
	4.RWL.k3 Identify the meaning of common idioms.

CCSS.ELA-Literacy.L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	4.RWL.j1 Use general academic and domain specific words and phrases accurately. 4.WA.12 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.

GRADE 5
CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies.
 	
    a. CCSS.ELA-Literacy.L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    b. CCSS.ELA-Literacy.L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
    c. CCSS.ELA-Literacy.L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	GRADE 5
	5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words.
	5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.

CCSS.ELA-Literacy.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. CCSS.ELA-Literacy.L.5.5a Interpret figurative language, including similes and metaphors, in context.
    b. CCSS.ELA-Literacy.L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. CCSS.ELA-Literacy.L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
	5.RWL.e2 Identify the meaning of common idioms or proverbs.
	5.WA13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
	5.WL.f1 Use figurative language in context, including similes and metaphors.

CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	5.RWL.c1 Use general academic and domain specific words and phrases accurately. 5.WA14 Use grade appropriate general academic and domain-specific words and phrases accurately within informational writing.

n2y Instructional Targets	n2y Intermediate Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues, word structures or glossaries to determine the meaning of unknown words. • Identify the meaning of simple figurative language (similes and metaphors). • Use words acquired through conversation and domain-specific sources when speaking and writing.	Unique Lesson 11: Vocabulary	Unique ULS Instructional Guides: Vocabulary Standards Connection
	News-2-You Puzzle Page Words Page	News-2-You Game Page Standards Connection Worksheets: Sense Matrix Core Worksheets: Word Sort Core Worksheets: Webbing
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will match a unit word to a definition. • Students will identify the meaning of words with multiple meanings and recognize figurative language. • Students will use topic words in conversation.	• Students will point to pictures or words to match a description within a text passage. • Students will match words and pictures with similar meanings. • Students will point to pictures of key vocabulary from unit topics as part of a discussion.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice). • Students will make a selection to indicate a picture of key vocabulary within a unit topic.

Reading Standards for Literature — Grades 6–8

Common Core Standards Key Ideas and Details	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADE 6* 6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly. 6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story. 6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.
CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RLc1 Select key details about a character and relate those details to a theme within the text. 6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details. 6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.
CCSS.ELA-Literacy.RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	6.RL.b1 Describe how the plot unfolds in a story. 6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.
GRADE 7 CCSS.ELA-Literacy.RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADE 7* 7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.
CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	7.RL.i3 Determine the theme or central idea of a text. 7.RL.j1 Analyze the development of the theme or central idea over the course of the text.
CCSS.ELA-Literacy.RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text). 7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

GRADE 8	GRADE 8
CCSS.ELA-Literacy.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly. 8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. 8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.
CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	8.RL.j1 Determine the theme or central idea of a text. 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. 8.RL.j3 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision. 8.RL.k1 Identify the use of literary techniques within a text. 8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions to explain the main ideas, details and inferences of a story. • Summarize the main theme and events of a story.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer	ULS Instructional Guides: Word Study ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection
	News-2-You	**News-2-You**
		Joey's Story Book

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will independently read questions about a story and write, speak, or select an answer. • Students will summarize a story, including the main idea, events and key details. • Students will describe the plot of a story, including the series of events.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details and events from a story. • Students will use picture supports to identify events from a story.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details and events from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify a character or an event from a story (single option or errorless choice).

Reading Standards for Literature	Grades 6–8
Common Core Standards **Craft and Structure**	**Core Content Connectors**
GRADE 6 CCSS.ELA-Literacy.RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	*GRADE 6* 6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CCSS.ELA-Literacy.RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	6.RL.f1 Determine the narrative point of view. 6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation. 6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.
GRADE 7 CCSS.ELA-Literacy.RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	*GRADE 7* 7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 7.RWL.l1 Identify alliteration within text. 7.RWL.l2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.
CCSS.ELA-Literacy.RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.
CCSS.ELA-Literacy.RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	7.RL.m1 Compare and contrast the points of view of different characters in the same text.
GRADE 8 CCSS.ELA-Literacy.RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	*GRADE 8* 8.RWL.k4 Identify and interpret an analogy within a text. 8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.

CCSS.ELA-Literacy.RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CCSS.ELA-Literacy.RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	8.RL.l1 Compare and contrast the structure of two or more texts. 8.RL.l2 Explain how language use contributes to the meaning of a poem or drama. 8.RL.m1 Compare and contrast the points of view of different characters in the same text. 8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative meanings. • Identify the structure of sentences, chapters or scenes that contribute to meaning of the text.	Unique Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 15: Word Study	Unique ULS Instructional Guides: Vocabulary n2y Library Standards Connection
n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will determine meaning (literal and figurative) of a word as it is used in text. • Students will describe a series of events as they develop through chapters of a book or scenes from a play.	• Students will point to pictures or words to match words with meanings from text. • Students will locate a chapter of a book or a scene from a play.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify a picture representing an event from a chapter or scene.

Reading Standards for Literature — Grades 6–8

Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	*GRADE 6* 6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.
GRADE 7 CCSS.ELA-Literacy.RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums. 7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
GRADE 8 CCSS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	*GRADE 8* 8.RL.m3 Compare and contrast content presented in text, media, and live performance.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Compare various ways to read, listen to and view stories and drama (print, multimedia, etc.). • Compare different genres and identify personal preferences.	Unique Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer	Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection
	n2y Differentiated Tasks	
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Students will identify different genres and match books and stories that belong in each genre.	• Students will identify similarities and differences between reading a story and experiencing a multimedia version of that story. • Students will identify two stories or books of the same genre.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will select a book or story of personal preference.

Reading Standards for Literature — Grades 6–8

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 6* 6.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. 6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.
GRADE 7 CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 7* 7.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.
GRADE 8 CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	*GRADE 8* 8.HD.g1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works that are adapted to student reading level.	Unique Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 17: Book Report	Unique ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks

Level 3	Level 2	Level 1
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Reading Standards for Informational Text   Grades 6–8

Common Core Standards Key Ideas and Details	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADE 6* 6.RI.d2 Use textual evidence to support inferences.
CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.
CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	6.RI.g1 Identify key individuals, events, or ideas in a text. 6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text. 6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text. 6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.
GRADE 7 CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADE 7* 7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.
CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	7.RI.j2 Determine the central idea of a text 7.RI.j3 Analyze the development of the central idea over the course of the text. 7.RI.j4 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
GRADE 8 CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADE 8* 8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.

CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	8.RI.j3 Determine two or more central ideas in a text. 8.RI.j4 Analyze the development of the central ideas over the course of the text. 8.RI.j5 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions and locate information in text to support the main idea and key details. • Summarize the central idea and main events of a text.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer Lesson 29: History Timeline Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 1.1: Daily Schedules Core Task 5.0: Mealtime Tasks	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	News-2-You Current Events News Page People and Places in the News Recipe Page Review Page Puzzle Page Think Page Sports Page	News-2-You Current Events News Page Standards Connection People and Places in the News Page Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Standards Connection Sports Page Standards Connection PowerPoint® World News Holidays Worksheets: Recipe Review Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer. • Students will summarize a story, including the main idea and events. • Students will describe a sequence of events in a story or the steps of a procedure.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details from a story. • Students will use picture supports to identify a sequence of events from a story or the steps of a procedure.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify an event in a story or a step in a procedure (single option or errorless choice).

Reading Standards for Informational Text	Grades 6–8
Common Core Standards **Craft and Structure**	**Core Content Connectors**
GRADE 6 CCSS.ELA-Literacy.RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	*GRADE 6* 6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result). 6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSS.ELA-Literacy.RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.
GRADE 7 CCSS.ELA-Literacy.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	*GRADE 7* 7.RWL.l3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text. 7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	7.RI.i1 Use signal words as a means of locating information. 7.RI.i3 Outline a given text to show how ideas build upon one another. 7.RI.k1 Determine the structure of a text. 7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.
CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

GRADE 8	GRADE 8
CCSS.ELA-Literacy.RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	8.RWL.k4 Identify and interpret an analogy within a text. 8.RWL.k5 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 8.RWL.l1 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.
CCSS.ELA-Literacy.RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	8.RI.i1 Use signal words as a means of locating information. 8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph. 8.RI.k1 Determine the structure of a text. 8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.
CCSS.ELA-Literacy.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Determine the meaning of words and phrases that support the purpose of the text. • Identify the purpose of an informational text. • Identify the structure of a text, including sentences in a paragraph, chapter or section, as it supports the text purpose.	**Unique**	**Unique**
	Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 15: Word Study Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks	ULS Instructional Guides: Vocabulary ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	People and Places in the News Recipe Page Joke Page Game Page Review Page Puzzle Page Words Page	Puzzle Page Standards Connection Words Page Standards Connection Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangeman

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will determine meaning (literal and figurative) of a word as it is used in a text. • Students will describe a series of events as they develop through chapters of a book or scenes from a play. • Students will locate the sentences in a story or chapter or the steps of a procedure that give needed information.	• Students will point to pictures or words to match words with meanings from text. • Students will locate a chapter of a book or a scene from a play. • Students will locate a sentence that gives information or is a step in a procedure.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify a picture representing an event from a chapter or scene. • Students will follow the steps of a procedure.

Reading Standards for Informational Text	Grades 6–8
Common Core Standards Integration of Knowledge and Ideas	**Core Content Connectors**
GRADE 6 CCSS.ELA-Literacy.RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	*GRADE 6* 6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words. 6.RI.b4 Summarize information gained from a variety of sources including media or texts. 6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).
CCSS.ELA-Literacy.RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.g5 Identify an argument or claim that the author makes. 6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence. 6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.
CCSS.ELA-Literacy.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)	6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
GRADE 7 CCSS.ELA-Literacy.RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	*GRADE 7* 7.RI.l1 Compare/contrast how two or more authors write or present about the same topic.
CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	7.RI.k3 Identify an argument or claim that the author makes. 7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence. 7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.
CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts. 7.RI.l1 Compare/contrast how two or more authors write about the same topic. 7.RI.l2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

| GRADE 8
CCSS.ELA-Literacy.RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

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

CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | GRADE 8
No standards

8.RI.k4 Identify an argument or claim that the author makes.
8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.

8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. |
|---|---|

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Identify relevant information in a text. • Evaluate different media (print, digital, etc.) as a means to gain information on a topic.	**Unique** Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Tasks 2.1, 2.1, 2.3: Attendance, Calendar, Weather Reports Core Task 5: Mealtime Tasks	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You Game Page Sudoku Think Page Sports Page Words Page	**News-2-You** World News Holidays PowerPoint®

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to viewing and listening to a multimedia version of that story. • Students will distinguish important information from a story or steps in a procedure from items that are less important.	• Students will identify similarities and differences between reading a story and experiencing a multimedia version of that story. • Students will identify key information from a story or recognize critical steps in a procedure.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will identify a picture of a key event from a story. • Students will follow steps of a procedure.

Reading Standards for Informational Text — Grades 6–8

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 6* 6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. 6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.
GRADE 7 CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	*GRADE 7* 7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.
GRADE 8 CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	*GRADE 8* 8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels. 8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 17: Book Report Core Task informational documents	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library
	News-2-You News-2-You Current Events News Page Recipe Page Sports Pag3e	**News-2-You** Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Start Spangled Banner Extra Materials: Holiday Songs

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.	• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.	• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.

Standards for Writing	Grades 6–8
Common Core Standards Text Types and Purposes	**Core Content Connectors**

GRADE 6
CCSS.ELA-Literacy.W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
   a.   CCSS.ELA-Literacy.W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.
   b.   CCSS.ELA-Literacy.W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c.   CCSS.ELA-Literacy.W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
   d.   CCSS.ELA-Literacy.W.6.1d Establish and maintain a formal style.
   e.   CCSS.ELA-Literacy.W.6.1e Provide a concluding statement or section that follows from the argument presented.
	GRADE 6
	6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.
	6.WP.c1 Write an introduction that introduces the writer's claim within persuasive text.
	6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.
	6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.
	6.WP.e1 Use words, phrases and clauses to link claims, and reasons.
	6.WP.g1 Provide a concluding statement or section that follows the argument presented.

CCSS.ELA-Literacy.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a.   CCSS.ELA-Literacy.W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b.   CCSS.ELA-Literacy.W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
   c.   CCSS.ELA-Literacy.W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.
   d.   CCSS.ELA-Literacy.W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
   e.   CCSS.ELA-Literacy.W.6.2e Establish and maintain a formal style.
   f.   CCSS.ELA-Literacy.W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.
	6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).
	6.WI.c1 Write an introduction that includes context/background information establishes a central idea or focus about a topic.
	6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.
	6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.
	6.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
	6.WI.e2 Maintain a consistent style and voice throughout writing.
	6.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.
	6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.

CCSS.ELA-Literacy.W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a.   CCSS.ELA-Literacy.W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b.   CCSS.ELA-Literacy.W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
	6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
	6.WL.c1 Organize ideas and event so that they unfold naturally.
	6.WL.c2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. CCSS.ELA-Literacy.W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. CCSS.ELA-Literacy.W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. CCSS.ELA-Literacy.W.6.3e Provide a conclusion that follows from the narrated experiences or events.	6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 6.WL.f1 Use figurative language appropriately, including similes and metaphors. 6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.
GRADE 7 CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style. e. CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.	*GRADE 7* 7.WP.k1 Write an introduction that introduces the writer's claims and acknowledges alternate or opposing claims. 7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim. 7.WP.l1 Write arguments to support claims with logical reasoning and relevant evidence from credible sources. 7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas. 7.WP.m1 Maintain a consistent style and voice throughout writing. 7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.
CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension. b. CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic. e. CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style. f. CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect). 7.WI.j3 Write an introduction that clearly previews information to follow. 7.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic. 7.WI.l2 Maintain a consistent style and voice throughout writing. 7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples. 7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples. 7WI.n1 Provide a concluding statement or section that follows from and supports the information presented. 7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.

CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
   a.   CCSS.ELA-Literacy.W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
   b.   CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
   c.   CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
   d.   CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
   e.   CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.
7.WL.k1 Organize ideas and event so that they unfold naturally.
7.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.
7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.

GRADE 8
CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
   a.   CCSS.ELA-Literacy.W.8.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b.   CCSS.ELA-Literacy.W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
   c.   CCSS.ELA-Literacy.W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d.   CCSS.ELA-Literacy.W.8.1d Establish and maintain a formal style.
   e.   CCSS.ELA-Literacy.W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.

GRADE 8
8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.
8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.
8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.
8.WP.l2 Use words, phrases and clauses to link opinions and reasons and clarify relationship of ideas.
8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).
8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.

CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
   a.   CCSS.ELA-Literacy.W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
   b.   CCSS.ELA-Literacy.W.8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
   c.   CCSS.ELA-Literacy.W.8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
   d.   CCSS.ELA-Literacy.W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.
8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.
8.WI.k1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

e. CCSS.ELA-Literacy.W.8.2e Establish and maintain a formal style. f. CCSS.ELA-Literacy.W.8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic. 8.WI.l2 Maintain a consistent style and voice throughout writing. 8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. 8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence. 8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented. 8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.
CCSS.ELA-Literacy.W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. CCSS.ELA-Literacy.W.8.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. CCSS.ELA-Literacy.W.8.3b Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. CCSS.ELA-Literacy.W.8.3c Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. CCSS.ELA-Literacy.W.8.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. CCSS.ELA-Literacy.W.8.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters. 8.WL.k1 Organize ideas and event so that they unfold naturally. 8.WL.k2 When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. 8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. 8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing. 8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Generate a simple paragraph that expresses an opinion and contains relevant supporting details. • Generate a simple informative paragraph that includes a defined topic, supporting details and a concluding sentence. • Generate a simple narrative paragraph that includes a logical sequence of events and descriptive details.	**Unique**	**Unique**
	Lesson 16: Edit It Lesson 17: Book Report Lesson 18: Topic Paragraph Lesson 30: Journal Writing Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review

		Extra Materials: Recipe Review
		Extra Materials: Sports Worksheet
		Extra Materials: Horoscope Worksheet
		Extra Materials: Glad to Meet You
		Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will create a simple paragraph that states an opinion and provides supporting reasons. • Students will create a simple paragraph that includes a topic sentence, supporting facts and details, and a concluding sentence. • Students will create and write a story that includes narrative elements, including a sequence of events.	• Students will select pictures with text to create a written text that supports an opinion. • Students will select pictures with text to create a written document of factual sentences on a topic. • Students will select pictures with text to create a logical sequence of events that tell a story.	• Given errorless choices of pictures, students will select pictures to communicate an opinion on a topic. • Given errorless choices of pictures, students will make a selection to communicate facts on a given topic. • Given an errorless choice of pictures, students will make a selection to tell a story sequence.

Standards for Writing	Grades 6–8
Common Core Standards Production and Distribution of Writing	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 6* 6.WI.h2 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). 6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 6.WP.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task purpose (e.g., to persuade), and audience.
CCSS.ELA-Literacy.W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)	6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing. 6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion). 6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information; use word

	processing to generate and collaborate on writing). 6.WA2 Develop sufficient keyboarding skills.
GRADE 7 CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 7* 7.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (reader). 7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 7.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.
CCSS.ELA-Literacy.W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)	7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. 7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience. 7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	7.WA1 Develop sufficient keyboarding skills. 7.WA3 Use technology to produce and publish writing (e.g., use internet to gather information; use word processing to generate and collaborate on writing).
GRADE 8	

CCSS.ELA-Literacy.W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADE 8* 8.WI.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader). 8.WL.p1 Produce a clear, coherent, permanent product) that is appropriate to the specific task, purpose (e.g. to entertain), and audience. 8.WP.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.
CCSS.ELA-Literacy.W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 52.)	8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion). 8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing. 8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story). 8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion). 8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	8.WA1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• With some guidance and support, plan, edit and revise writing to increase clarity and coherence. • With guidance and support, use technology, including the internet, to compose a simple paragraph.	**Unique** Lesson 16: Edit It Lesson 17: Book Report Lesson 18: Topic Paragraph Lesson 30: Journal Writing Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	**Unique** Standards Connection
	News-2-You	**News-2-You**
	Think Page	Think Page Standards Connection Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will plan, edit and revise to strengthen written sentences. • Students will select and use digital tools, including the internet, to generate a paragraph.	• With support, students will use pictures and text to plan, edit and revise a written sentence. • With support, students will use digital tools, including the internet, to generate multiple sentences.	• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a written sentence. • With support and adaptive tools, students will use digital tools to create a sentence.

Standards for Writing	Grades 6–8
Common Core Standards **Research to Build Knowledge**	**Core Content Connectors**
GRADE 6 CCSS.ELA-Literacy.W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	*GRADE 6* 6.WI.b3 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
CCSS.ELA-Literacy.W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. 6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. 6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece. 6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. 6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece. 6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.

CCSS.ELA-Literacy.W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a.   CCSS.ELA-Literacy.W.6.9a Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
   b.   CCSS.ELA-Literacy.W.6.9b Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
	6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).

GRADE 7 CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	*GRADE 7* 7.WI.i5 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	7.WI.i1 List internet search terms for a topic of study. 7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from

	print and/or digital sources. 7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. 7.WI.i4 Use a standard format to write citations. 7.WP.j3 List internet search terms for a topic of persuasive writing. 7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. 7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. 7.WP.j7 Use a standard format to write citations.

CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a.   CCSS.ELA-Literacy.W.7.9a Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
   b.   CCSS.ELA-Literacy.W.7.9b Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
	7.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and research.

GRADE 8 CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	*GRADE 8* 8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources. 8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. 8.WI.i3 Use a standard format to produce citations. 8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources. 8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism. 8.WP.j4 Use a standard format to write citations.
1. CCSS.ELA-Literacy.W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. CCSS.ELA-Literacy.W.8.9a Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes,	8.WA2 Provide evidence from grade appropriate literary or informational texts to support analysis, reflection, and

patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. CCSS.ELA-Literacy.W.8.9b Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	research.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Research and collect information to answer a question in a short research project. • Generate a text document to summarize information from print and digital sources; identify sources. • Gather information from (adapted) literary or informational materials.	**Unique** Information gathering is built into various writing and life skills applications lessons. Lesson 17: Book Report Core Tasks 2.2, 2.3: Calendar and Weather Reports	**Unique** Standards Connection
	News-2-You	**News-2-You**
		Worksheets: Key Topic Facts Worksheets: Letter Home Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will research and gather information from multiple print and digital sources on a specific topic. • Students will generate a report of one or more paragraphs to summarize information and list sources.	• Students will collect information from print or digital sources on a specific topic. • Students will generate multiple sentences to summarize information.	• Students will select a picture from an errorless choice to contribute to a shared research and writing task.

Standards for Writing	Grades 6–8

Common Core Standards Range of Writing	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *GRADE 7* CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *GRADE 8* CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Participate routinely in supported writing activities for varied purposes.	**Unique**	**Unique**
	Lesson 16: Edit It Lesson 17: Book Report Lesson 18: Topic Paragraph Lesson 30: Journal Writing Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.	• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.	• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.

Standards for Speaking and Listening — *Grades 6–8*

Common Core Standards Comprehension and Collaboration	Core Content Connectors

GRADE 6
CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
    a. CCSS.ELA-Literacy.SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. CCSS.ELA-Literacy.SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
    c. CCSS.ELA-Literacy.SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
    d. CCSS.ELA-Literacy.SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
	GRADE 6
	6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.
	6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.

CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally). 6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	6.RI.c5 Summarize the points a speaker makes. 6.RI.e2 Summarize the points an author makes. 6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not. 6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.

GRADE 7
CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
    a. CCSS.ELA-Literacy.SL.7.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
    b. CCSS.ELA-Literacy.SL.7.1b Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
    c. CCSS.ELA-Literacy.SL.7.1c Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
    d. CCSS.ELA-Literacy.SL.7.1d Acknowledge new information expressed by others and, when warranted, modify their own views.
	GRADE 7
	7.HD.i1 Use information and feedback to refine understanding or products.
	7.HD.j1 Use information and feedback to refine own thinking.
	7.WP.i1 Discuss how own view or opinion changes using new information provided by others.
	7.WP.j5 Describe how the claims within a speaker's argument match own argument.

[CCSS.ELA-Literacy.SL.7.2](#) Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy. 7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study. 7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.
[CCSS.ELA-Literacy.SL.7.3](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument. 7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.

GRADE 8
[CCSS.ELA-Literacy.SL.8.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.
   a. [CCSS.ELA-Literacy.SL.8.1a](#) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. [CCSS.ELA-Literacy.SL.8.1b](#) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
   c. [CCSS.ELA-Literacy.SL.8.1c](#) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
   d. [CCSS.ELA-Literacy.SL.8.1d](#) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
	GRADE 8
	8.HD.i1 Use information and feedback to refine understanding.
	8.HD.j1 Use information and feedback to clarify meaning for readers.
	8.WP.i1 Discuss how own view or opinion changes using new information provided by others.

[CCSS.ELA-Literacy.SL.8.2](#) Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media). 8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media). 8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.
[CCSS.ELA-Literacy.SL.8.3](#) Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument. 8.HD.h4 Identify when irrelevant evidence is introduced within an argument. 8.WP.i3 Evaluate the soundness or accuracy (e.g., multiple sources to validate information) of reasons presented to support a claim.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities

• Engage in grade level and age-appropriate discussions, including ability to:
   • follow rules of discussion,
   • ask questions related to the topic; respond to others' questions; make comments; share ideas.
• Identify main ideas presented orally or from diverse media formats.
• Identify a speaker's purpose and main ideas.
	Unique
	Target skills are applicable in all unit lessons.
	Lessons 1 and 2: Leveled Book and Read and Answer
	Lessons 3, 5, 7, 9, 11, and 13: Discussion questions/Chapter Book
	Core Task 3: Meeting Time
	Core Task 3.1: Current Events
		Unique
		ULS Instructional Guides: Active Participation Guidelines and Scripts

	News-2-You	**News-2-You**
	News-2-You Current Events News Recipe Page Joke Page Review Page Sudoku Sports Page	People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will share information, ask and answer questions and make comments during a group discussion. • Students will summarize information from content-specific reading, topics and tasks.	• Using picture supports, students will share information, ask and answer questions and make comments during group discussions. • Students will describe information, using picture supports from content-specific reading, topics and tasks.	• Students will participate in conversational exchanges, using communication technology and picture supports. • Using picture supports and communication technologies, students will respond to questions related to content topics and tasks.

Standards for Speaking and Listening — Grades 6–8

Common Core Standards Presentation of Knowledge and Ideas	Core Content Connectors
GRADE 6 CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	*GRADE 6* 6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details
CCSS.ELA-Literacy.SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. 6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.
CCSS.ELA-Literacy.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	No standards
GRADE 7 CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	*GRADE 7* 7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples. 7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	No standards

GRADE 8	*GRADE 8*
CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence. 8.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.
CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)	No standards

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Present information sequentially about a selected topic; use appropriate eye contact, volume and clear pronunciation. • Add media to enhance a presentation. • Adapt communication, using formal or informal language specific to a task or situation.	**Unique** Reporting is applicable in many lessons, including life skills applications. Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11, and 13: Discussion questions/Chapter Book Lesson 18: Topic Paragraph Core Task 3: Meeting Time Core Task 3.1: Current Events	**Unique** ULS Instructional Guides: Active Participation Guidelines and Scripts
	News-2-You People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page	**News-2-You** News-2-You Current Events News Page Standards Connection Communication Board Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will communicate on a topic, including facts and details to support the main idea. • Students will select and use multimedia components to enhance a presentation. • Students will communicate by using formal or informal language specific to the task or topic.	• Students will use picture supports to communicate main ideas, including facts and details, on a given topic. • With support, students will add multimedia components to a presentation. • Students will communicate messages in multi-word sentences specific to the topic.	• Students will communicate basic information on a topic or experience, using communication technology and picture supports. • Students will participate in creating multimedia components to support a presentation. • Students will communicate by using supported modes of expression.

Standards for Language	Grades 6–8
Common Core Standards Conventions of Standard English	Core Content Connectors

GRADE 6
CCSS.ELA-Literacy.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. CCSS.ELA-Literacy.L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).
  b. CCSS.ELA-Literacy.L.6.1b Use intensive pronouns (e.g., *myself, ourselves*).
  c. CCSS.ELA-Literacy.L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.
  d. CCSS.ELA-Literacy.L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  e. CCSS.ELA-Literacy.L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
	GRADE 6
	6.WA.6 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.
	6.WA.7 Identify and use pronouns accurately in writing.

CCSS.ELA-Literacy.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. CCSS.ELA-Literacy.L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.
  b. CCSS.ELA-Literacy.L.6.2b Spell correctly.
	6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.
	6.WA.9 Spell words correctly in writing.

GRADE 7
CCSS.ELA-Literacy.L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. CCSS.ELA-Literacy.L.7.1a Explain the function of phrases and clauses in general and their function in specific sentences.
  b. CCSS.ELA-Literacy.L.7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  c. CCSS.ELA-Literacy.L.7.1c Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
	GRADE 7
	7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
	7.WA.6 Use phrases and clauses accurately within a sentence.

CCSS.ELA-Literacy.L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. CCSS.ELA-Literacy.L.7.2a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
  b. CCSS.ELA-Literacy.L.7.2b Spell correctly.
	7.WA.7 Use commas to separate coordinate adjectives.
	7.WA.8 Spell words correctly in writing.

GRADE 8
CCSS.ELA-Literacy.L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. CCSS.ELA-Literacy.L.8.1a Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  b. CCSS.ELA-Literacy.L.8.1b Form and use verbs in the active and passive voice.
  c. CCSS.ELA-Literacy.L.8.1c Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  d. CCSS.ELA-Literacy.L.8.1d Recognize and correct inappropriate shifts in verb voice and mood.
	GRADE 8
	8.WA.4 Use active and passive verbs in writing.
	8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.

CCSS.ELA-Literacy.L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
   b.   CCSS.ELA-Literacy.L.8.2b Use an ellipsis to indicate an omission.
   c.   CCSS.ELA-Literacy.L.8.2c Spell correctly.
	8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.
	8.WA.7 Spell words correctly in writing.

n2y Instructional Targets	**n2y Middle School Grade Band Lessons and Activities**	**n2y Supporting Activities**
• Use conventions of grammar when speaking or writing. • Use correct capitalization, punctuation and spelling in sentences.	Unique	Unique
	Lessons 1 and 2: Leveled Book and Read and Answer Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books Lesson 16: Edit It Lesson 17: Book Report Lesson 18: Topic Paragraph Lesson 30: Journal Writing Core Task Reports	Standards Connection
	News-2-You	News-2-You
	Think Page	Think Page Standards Connection Joey's Locker: Pars of Speech

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will demonstrate conventions of grammar in spoken and written sentence forms. • Students will demonstrate conventions of written language, including appropriate capitalization, end punctuation and common spelling.	• Students will create simple sentence forms in a grammatically correct order when speaking or writing. • Students will identify beginning capital letters and end punctuation in a written sentence. • Students will spell familiar words with letter-sound matches.	• With picture supports, students will combine two or more words during a shared writing or speaking activity. • Students will locate capital letters and end punctuation in a sentence.

Standards for Language	Grades 6–8

Common Core Standards Knowledge of Language	Core Content Connectors

GRADE 6
CCSS.ELA-Literacy.L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. CCSS.ELA-Literacy.L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.
  b. CCSS.ELA-Literacy.L.6.3b Maintain consistency in style and tone.
	GRADE 6
	6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.

GRADE 7 CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	GRADE 7 7.WA.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy. 7.WL.n1 Use words, phrases, or gathered information to accurately reflect meaning.
GRADE 8 CCSS.ELA-Literacy.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. CCSS.ELA-Literacy.L.8.3a Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	GRADE 8 8.WA.8 Use active and passive voice in writing to achieve particular effect. 8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Use conventions of language to generate sentences when speaking or writing.	**Unique** Lesson 16: Edit It Lesson 17: Book Report Lesson 18: Topic Paragraph Lesson 30: Journal Writing	**Unique** Standards Connection
	News-2-You Think Page	**News-2-You** News-2-You Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Standards Connection Game Page Standards Connection Review Page Standards Connection Spots Page Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will use conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will use language to share an idea with others.

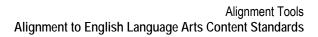| Standards for Language	Grades 6–8
Common Core Standards **Vocabulary Acquisition and Use**	**Core Content Connectors**

GRADE 6
CCSS.ELA-Literacy.L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
    a. CCSS.ELA-Literacy.L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. CCSS.ELA-Literacy.L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
    c. CCSS.ELA-Literacy.L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    d. CCSS.ELA-Literacy.L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	GRADE 6
	6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.
	6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.
	6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

CCSS.ELA-Literacy.L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. CCSS.ELA-Literacy.L.6.5a Interpret figures of speech (e.g., personification) in context.
    b. CCSS.ELA-Literacy.L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
    c. CCSS.ELA-Literacy.L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).
	6.RL.g1 Interpret personification to help explain the characters within a text.
	6.RL.g2 Interpret the use of personification within a text.
	6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.
	6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.
	6.WA.11 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.
	6.WL.f1 Use figurative language appropriately, including similes and metaphors.

CCSS.ELA-Literacy.L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6.RWL.c1 Use general academic and domain specific words and phrases accurately. 6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

GRADE 7	*GRADE 7*

CCSS.ELA-Literacy.L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 	
    a.   CCSS.ELA-Literacy.L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b.   CCSS.ELA-Literacy.L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
    c.   CCSS.ELA-Literacy.L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    d.   CCSS.ELA-Literacy.L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	7.RWL.g1 Use context as a clue to determine the meaning of a grade appropriate word or phrases.
	7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

CCSS.ELA-Literacy.L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a.   CCSS.ELA-Literacy.L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
    b.   CCSS.ELA-Literacy.L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
    c.   CCSS.ELA-Literacy.L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).
	7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).
	7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	7.RWL.k1 Identify allusion within a text or media.
	7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.'
	7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.
	7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.

CCSS.ELA-Literacy.L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	7.RWL.i1 Use general academic and domain specific words and phrases accurately. 7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.
GRADE 8	*GRADE 8*

CCSS.ELA-Literacy.L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
 	
    a.   CCSS.ELA-Literacy.L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b.   CCSS.ELA-Literacy.L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
    c.   CCSS.ELA-Literacy.L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    d.   CCSS.ELA-Literacy.L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.
	8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.

CCSS.ELA-Literacy.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. CCSS.ELA-Literacy.L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.
   b. CCSS.ELA-Literacy.L.8.5b Use the relationship between particular words to better understand each of the words.
   c. CCSS.ELA-Literacy.L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
	8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	8.RWL.g2 Use the relationship between particular words to better understand each of the words.
	8.RWL.k1 Identify irony within a text or media
	8.RWL.k2 Identify a pun within a text or media.
	8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.
	8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.

CCSS.ELA-Literacy.L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	8.RWL.i1 Use general academic and domain specific words and phrases accurately. 8.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

n2y Instructional Targets	n2y Middle School Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues, word structures or reference materials to determine the meaning of unknown words. • Use words acquired through academic and domain-specific sources when speaking and writing.	**Unique**	**Unique**
	Lessons 4, 6, 8, 10, 12, and 14: Life Skills Applications Lesson 15: Word Study	ULS Instructional Guides: Vocabulary Standards Connection
	News-2-You	**News-2-You**
	Words Page	Game Page Standards Connection Puzzle Page Standards Connection Words Page Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will match a unit word to a definition. • Students will use reference materials (glossary, dictionary, etc.) to determine the meaning of an unknown word. • Students will identify the specific meaning of words with multiple meanings and recognize figurative language. • Students will use unit topic words in conversation.	• Students will point to pictures or words to match a description within a text passage. • Students will match words and pictures that have similar meanings. • Students will point to pictures of key vocabulary from unit topics as part of a discussion.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection to indicate a picture of a word with a meaning similar to that of another word (errorless choice). • Students will make a selection to indicate a picture of key vocabulary within a unit topic.

Reading Standards for Literature	Grades 9–12
Common Core Standards **Key Ideas and Details**	**Core Content Connectors**
GRADES 9–10 CCSS.ELA-Literacy.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADES 9–10* 910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. 910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.
CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	910.RL.c1 Determine the theme or central idea of an adapted grade appropriate text. 910.RL.c2 Determine how the theme develops. 910.RL.c3 Determine how key details support the development of the theme of an adapted grade appropriate text.
CCSS.ELA-Literacy.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character). 910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.
GRADES 11–12 CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	*GRADES 11–12* 1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. 1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. 1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.
CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	1112.RL.c1 Determine two or more themes or central ideas of an adapted grade appropriate text. 1112.RL.c2 Determine how the theme develops. 1112.RL.c3 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements. 1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions and use support from text to explain the main ideas, details and inferences of a story. • Summarize the main theme of a text and support it by citing details and a sequence of events.	**Unique** Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer	**Unique** ULS Instructional Guides: Word Study ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection
		News-2-You
		Joey's Locker: Story Book
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read questions about a story and write, speak or select an answer. • Students will summarize a story, including the main idea, events and key details. • Students will describe events from a story.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details and events from a story. • Students will use picture supports to identify events from a story.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify a character or an event from a story (single option or errorless choice).

Reading Standards for Literature — Grades 9–12

Common Core Standards Craft and Structure	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	*GRADES 9–10* 910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
CCSS.ELA-Literacy.RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	910.RL.e1 Compare and contrast works from different cultures with a common theme.
GRADES 11–12 CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	*GRADES 11–12* 1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.
CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	1112.RL.d2 Define satire, sarcasm, irony. 1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues and illustrations to determine meanings of words and phrases in a text, including figurative and connotative meanings. • Identify and compare what is stated directly and what is implied in text.	**Unique** Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 15: Word Study	**Unique** ULS Instructional Guides: Vocabulary n2y library Standards Connection

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will determine literal and figurative meanings of a word as it is used in a text. • Students will compare literal and implied meaning presented in a text passage.	• Students will point to pictures or words to match words with same meanings in text. • Students will identify feelings associated with a text passage.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify or select a word that has two meanings within the context of story reading.

Reading Standards for Literature   Grades 9–12

Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	GRADES 9–10 910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.
GRADES 11–12 CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	GRADES 11–12 1112.RL.e1 Analyze multiple interpretations of a story drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.
(Not applicable to literature)	No standards
CCSS.ELA-Literacy.R-L.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	1112.RL.f1 Demonstrate knowledge of eighteenth, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Compare and contrast various ways to read, listen to and view stories and drama; identify personal preferences. • Compare and contrast different genres; identify personal preferences.	Unique	Unique
	Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library Standards Connection

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will describe similarities and differences between reading a story and experiencing a multimedia version of that story. • Students will experience different literature genres having various themes.	• Students will identify similarities and differences between features of reading a story and experiencing a multimedia version of that story. • Students will identify two stories or books of the same genre.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will select a book or story of personal preference.

Reading Standards for Literature — Grades 9–12

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. *GRADES 11–12* CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	*GRADES 9–10* 910.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums. *GRADES 11–12* 1112.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 Independently read challenging grade appropriate texts or grade appropriate adapted texts. 1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Experience grade level and age-appropriate literature materials, including poems, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.	**Unique** Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists n2y Library

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will read supported and shared literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student reading level.	• Students will actively participate in supported reading of literature forms, including chapter books, biographies, poems, fiction and nonfiction works that have been adapted to student ability level.

Reading Standards for Informational Text — Grades 9–12

Common Core Standards Key Ideas and Details	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	*GRADES 9–10* 910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries. 910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	910.RI.b3 Determine the central idea of a text. 910.RI.b4 Determine how the central idea develops. 910.RI.b5 Determine how key details support the development of the central idea of a text. 910.RI.b6 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure. 910.RI.c2 Identify connections between key points.
GRADES 11–12 CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	*GRADES 11–12* 1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. 1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.
CCSS.ELA-Literacy.RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1112.RI.b3 Determine two or more central ideas of a text. 1112.RI.b4 Determine how the central ideas develop. 1112.RI.b5 Determine how key details support the development of the central idea of a text. 1112.RI.b6 Provide/create an objective summary of a text.
CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure. 1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Answer questions and use support from text to explain the main ideas, details and inferences of a story. • Summarize the central idea and specific supporting details of a text.	**Unique**	**Unique**
	Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 1.1: Daily Schedule Core Task 5.0: Mealtime Tasks	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	News-2-You Current Events News Page People and Places in the News Recipe Page Review Page Think Page Sports Page	News-2-You Current Events News Page Standards Connection People in the News Standards Connection PowerPoint® World News Holidays Worksheets: Recipe Review Worksheets: Map Skills Joey's Locker: Cartoon Joey's Locker: Quiz Show
	n2y Differentiated Tasks	

Level 3	Level 2	Level 1
• Students will independently read questions about a story and write, speak, or select an answer. • Students will summarize a story, including the main idea and events. • Students will describe a sequence of events from a story or list the steps of a procedure.	• Students will point to or select a picture from a choice of three in response to a question about a story. • Students will use picture supports to retell key details from a story. • Students will use picture supports to identify a sequence of events from a story or list the steps of a procedure.	• Students will respond to a question by choosing a single option or errorless picture. • Students will retell key details from a story through an active participation response (e.g., voice output device, eye gaze choice board). • Students will select a picture to identify an event from a story or a step from a procedure (single option or errorless choice).

Reading Standards for Informational Text — Grades 9–12

Common Core Standards Craft and Structure	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	*GRADES 9–10* 910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.
CCSS.ELA-Literacy.RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	910.RI.c3 Analyze in detail how an author's ideas or claims are developed. 910.RI.c4 Identify key sentences or paragraphs that support claims.
CCSS.ELA-Literacy.RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	910.RI.c5 Determine the author's point of view or purpose in a text. 910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose. 910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.
GRADES 11–12 CCSS.ELA-Literacy.RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	*GRADES 11–12* 1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument. 1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.
CCSS.ELA-Literacy.RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	1112.RI.d1 Determine the author's point of view or purpose in a text. 1112.RI.d2 Determine what arguments the author makes. 1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text. 1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Determine the meaning of words and phrases that support the purpose of the text. • Identify and describe the intent or the purpose of a text (inform, persuade, etc.). • Use structures of a text (paragraphs, chapters, etc.) to locate information as it supports the purpose of a text.	**Unique**	**Unique**
	Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 15: Word Study Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Task 5.0: Mealtime Tasks	ULS Instructional Guides: Vocabulary ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You	**News-2-You**
	People and Places in the News Joke Page Review Page Sudoku Think Page Words Page	Worksheets: Color & Label Worksheets: Vocabulary Words & Definitions Worksheets: Word Definitions Worksheets: Read & Do Worksheets: Look, Think & Read Worksheets: Cooking Vocabulary Words Joey's Locker: Match the Definition Joey's Locker: Hangman
n2y Differentiated Tasks		

Level 3	Level 2	Level 1
• Students will determine meaning (literal and figurative) of a word as it is used in a text. • Students will describe a series of events as these develop through chapters of a book or scenes of a play. • Students will locate sentences in a story or chapter and find steps of a procedure that give needed information.	• Students will point to pictures or words to match words with similar meanings in text. • Students will locate a chapter of a book or a scene from a play. • Students will locate a sentence that gives information or find steps of a procedure.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will identify a picture representing an event from a chapter or scene. • Students will follow the steps of a procedure.

Reading Standards for Informational Text	Grades 9–12
Common Core Standards Integration of Knowledge and Ideas	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	*GRADES 9–10* 910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	910.RI.d1 Identify claims and arguments made by the author. 910.RI.d2 Delineate/trace the authors argument and specific claims. 910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false. 910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics. 910.RI.f2 Assess the validity of the arguments across texts on related topics.
CCSS.ELA-Literacy.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail). 910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.
GRADES 11–12 CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	*GRADES 11–12* 1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).	1112.RI.d4 Identify claims made by the author as being fact or opinion. 1112.RI.d5 Distinguish reliable sources from non-reliable. 1112.RI.d6 Evaluate the premises, purposes, argument that the author makes. 1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics. 1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		1112.RI.e2 identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail). 1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.
n2y Instructional Targets	**n2y High School Grade Band Lessons and Activities**	**n2y Supporting Activities**
• Integrate and evaluate information from different media that show same and different viewpoints. • Experience information from leveled text related to U.S. documents and those of historical significance.	**Unique** Lessons 1 and 2: Leveled Book/Read and Answer Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book/Read and Answer Core Tasks 2.6, 2.7, 2.8, 2.9: Vocational Tasks Core Tasks 2.1, 2.1, 2.3: Attendance, Calendar, Weather Reports Core Task 5.0: Mealtime Tasks	**Unique** ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library Standards Connection
	News-2-You News-2-You Current Events News Page People and Places in the News Recipe Page Game Page Review Page Puzzle Page Think Page Sports Page	**News-2-You** News-2-You Current Events News Page Standards Connection People and Places in the News Standards Connection Recipe Page Standards Connection Joke Page Standards Connection Review Page Standards Connection Puzzle Page Standards Connection Sports Page Standards Connection PowerPoint® World News Holidays
n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will describe similar and different features of reading a story as opposed to experiencing a multimedia version. • Students will summarize key information from important U.S. texts of historical and literary significance.	• Students will identify similarities and differences between features of reading a story as opposed to experiencing a multimedia version. • Students will identify key information from important U.S. texts of historical and literary significance.	• When presented with illustrations of a character or an event from one story, students will select a matching character or event from a similar story. • Students will make a selection of a key point from a significant U.S. document.

Reading Standards for Informational Text — Grades 9–12

Common Core Standards Range and Level of Text Complexity	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.RI.9-10.10 **By the end of grade 9**, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. **By the end of grade 10**, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	*GRADES 9–10* 910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 910.HD.e1 Read challenging grade appropriate texts. 910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.
GRADES 11–12 CCSS.ELA-Literacy.RI.11-12.10 **By the end of grade 11**, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. **By the end of grade 12**, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	*GRADES 11–12* 1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 Independently read challenging grade appropriate texts. 1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level.	**Unique**	**Unique**
	Lesson 1: Leveled Book Lessons 3, 5, 7, 9, 11 and 13: Simple Chapter Book Lesson 26: Trading Cards Core Task informational documents	ULS Monthly Tools: Supporting Files/PowerPoint® Stories ULS Monthly Tools: Supplemental Reading Lists ULS Monthly Tools: Links with News-2-You ULS Monthly Tools: Supplemental Science n2y Library
	News-2-You	**News-2-You**
	News-2-You Current Events News Page Recipe Page Sports Page World News Holidays	Worksheets: Recipe Ingredient Needs Extra Materials: Pledge of Allegiance Extra Materials: Star Spangled Banner Extra Materials: Holiday Songs

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will independently read informational materials, including social studies and technical texts that have been adapted to student reading level.	• Students will read supported and shared informational materials, including social studies and technical texts that have been adapted to student reading level.	• Students will actively participate in supported reading of informational materials, including social studies and technical texts that have been adapted to student ability level.

Standards for Writing	Grades 9–12
Common Core Standards Text Types and Purposes	**Core Content Connectors**

GRADES 9–10
CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 	
   a. CCSS.ELA-Literacy.W.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. CCSS.ELA-Literacy.W.9-10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
   c. CCSS.ELA-Literacy.W.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. CCSS.ELA-Literacy.W.9-10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. CCSS.ELA-Literacy.W.9-10.1e Provide a concluding statement or section that follows from and supports the argument presented.
	GRADES 9–10
	910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.
	910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.
	910.WP.b5 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) developing relationships among claim(s), reason, and evidence.
	910.WP.b6 Identify evidence for claim(s) and counterclaim(s).
	910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.
	910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.
	910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
	910.WP.d1 Maintain a consistent style and voice throughout writing.
	910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.

CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
 	
   a. CCSS.ELA-Literacy.W.9-10.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. CCSS.ELA-Literacy.W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. CCSS.ELA-Literacy.W.9-10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. CCSS.ELA-Literacy.W.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   e. CCSS.ELA-Literacy.W.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. CCSS.ELA-Literacy.W.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.
	910.WI.b3 Write an introduction that clearly previews information to follow.
	910.WI.b4 Select relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.
	910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.

CCSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. CCSS.ELA-Literacy.W.9-10.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. CCSS.ELA-Literacy.W.9-10.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. CCSS.ELA-Literacy.W.9-10.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. CCSS.ELA-Literacy.W.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. CCSS.ELA-Literacy.W.9-10.3e Provide a conclusion that follows from and reflects on what experienced, observed, or resolved over the course of the narrative.

GRADES 11–12
CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. CCSS.ELA-Literacy.W.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
b. CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
c. CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.
910.WI.d2 Maintain a consistent style and voice throughout writing.
910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.
910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.

910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.
910.WL.b2 Engage and orient the reader to the narrator and/or characters.
910.WL.c1 Create a smooth progression of experiences or events.
910.WL.c2 Sequence events so that they build on one another to create a coherent whole.
910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.
910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
910.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives.
910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

GRADES 11–12
1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.
1112.WP.b4 Use context or related text to

CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
a. CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. CCSS.ELA-Literacy.W.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. CCSS.ELA-Literacy.W.11-12.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
d. CCSS.ELA-Literacy.W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
e. CCSS.ELA-Literacy.W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. CCSS.ELA-Literacy.W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

establish the significance of the claim(s).
1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.
1112.WP.b6 Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) logically sequencing claim(s), counterclaims, reason, and evidence.
1112.WP.b7 Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing.
1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.
1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.
1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.
1112.WP.d1 Maintain a consistent style and voice throughout writing.
1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.

CCSS.ELA-Literacy.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
a. CCSS.ELA-Literacy.W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
b. CCSS.ELA-Literacy.W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. CCSS.ELA-Literacy.W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
d. CCSS.ELA-Literacy.W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
e. CCSS.ELA-Literacy.W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.
1112.WI.b3 Write an introduction that clearly previews information to follow.
1112.WI.b4 Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.
1112.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.
1112.WI.d1 Use precise language, domain-specific vocabulary to manage the complexity of the topic.
1112.WI.d2 Maintain a consistent style and voice

	throughout writing. 1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented. 1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, and descriptive details which support the main ideas. 1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view. 1112.WL.b2 Engage and orient the reader to the narrator and/or characters. 1112.WL.c1 Create a smooth progression of experiences or events. 1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing. 1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 1112.WL.e1 Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives. 1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Generate paragraphs to analyze a topic, including supporting facts and evidence. • Generate informative paragraphs, including a topic sentence, supporting facts or details and a concluding sentence. • Generate narrative paragraphs, including a logical sequence of events, descriptive details and a reflective conclusion.	Unique	Unique
	Lesson 16: Edit It Lesson 17: Real-World Writing Lesson 18: Topic Paragraph Lesson 27: Oral Report Lesson 30: Journal Writing Lessons 4, 6, 8, 10, 12 14: Life Skills Application Lessons Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	News-2-You
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will create one or more paragraphs, expressing an analysis of a topic or text with supporting reasons and clear evidence. • Students will create one or more paragraphs, including a topic sentence with supporting facts, details and a concluding sentence. • Students will create one or more paragraphs containing narrative elements, including a sequence of events and a reflective conclusion.	• Students will select pictures with text to express an opinion with supporting reasons. • Students will select pictures with text to create a written document containing factual sentences on a topic. • Students will select pictures with text to create a logical sequence of events that tell a story.	• Given errorless choices of pictures, students will make a selection of pictures to communicate an opinion. • Given errorless choices of pictures, students will make a selection to communicate facts on a given topic. • Given an errorless choice of pictures, students will make a selection to tell a story sequence.

Standards for Writing	Grades 9–12

Common Core Standards Production and Distribution of Writing	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	*GRADES 9–10* 910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). 910.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience. 9-10.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.
CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)	910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. 910.WI.f2 Strengthen writing by revising and editing. 910.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). 910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument). 910.WP.f2 Strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	910.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).
GRADES 11–12 CCSS.ELA-Literacy.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	*GRADES 11–12* 1112.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). 1112.WL.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience. 11-12.WP.f1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), or audience.

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)	1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. 1112.WI.f2 Strengthen writing by revising and editing. 1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story). 1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument). 1112.WP.f2 Strengthen writing by revising and editing.
CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	1112.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• With some guidance and support, plan, edit and revise writing with a focus on the purpose of the document. • Use technology, including the internet, to compose a paragraph.	Unique	Unique
	Lesson 16: Edit It Lesson 17: Real-World Writing Lesson 18: Topic Paragraph Lesson 27: Oral Report Lesson 30: Journal Writing Information gathering is built into Life Skills Application Lessons Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	News-2-You
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will plan, edit and revise writing to strengthen written sentences. • Students will select and use digital tools, including the internet, to generate a paragraph.	• With support, students will use pictures and text to plan, edit and revise a written sentence idea. • With support, students will use digital tools, including the internet, to generate multiple sentences.	• Given errorless choices of pictures, students will make a selection of pictures to plan, edit and revise a sentence idea. • With support and adaptive tools, students will use digital tools to create a sentence.

Standards for Writing — Grades 9–12

Common Core Standards Research to Build Knowledge	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	*GRADES 9–10* 910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).
CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	910.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources. 910.WI.a2 Integrate information presented by others into the writing product while avoiding plagiarism. 910.WI.a3 Use a standard format to write citations. 910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources. 910.WP.b7 Integrate information presented by others into the writing product while avoiding plagiarism. 910.WP.b8 Use a standard format to write citations.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. CCSS.ELA-Literacy.W.9-10.9a Apply *grades 9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
  b. CCSS.ELA-Literacy.W.9-10.9b Apply *grades 9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	910.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research.
	910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.

GRADES 11–12 CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	*GRADES 11–12* 1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1112.WI.a1 Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources. 1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. 1112.WI.a3 Use a standard format to write citations. 1112.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources. 1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. 1112.WP.b9 Use a standard format to write citations.

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. CCSS.ELA-Literacy.W.11-12.9a Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
  b. CCSS.ELA-Literacy.W.11-12.9b Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
	1112.WA2 Provide evidence from literary or information texts to support analysis, reflection, and research. 1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Research and gather information to answer a question or solve a problem. • Generate a written text to summarize information from multiple sources; cite sources. • Gather information from (adapted) literary or informational materials.	**Unique**	**Unique**
	Lesson 27: Oral Report Information gathering is built into various Life Skills Application lessons. Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will research and gather information from multiple print and digital sources to answer a question or solve a problem. • Students will generate a report of one or more paragraphs to summarize information and list sources.	• Students will collect information from print or digital sources to answer a question or solve a problem. • Students will generate multiple sentences to summarize information.	• Students will select a picture from an errorless choice to contribute to a shared research and writing task.

Standards for Writing · Grades 9–12

Common Core Standards Range of Writing	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. *GRADES 11–12* CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No standards

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Participate routinely in supported writing activities, using conventional formats.	**Unique**	**Unique**
	Lesson 16: Edit It Lesson 17: Real-World Writing Lesson 18: Topic Paragraph Lesson 27: Oral Report Lesson 30: Journal Writing Core Task 1.6: Daily Buzz Core Tasks 2.2, 2.3: Calendar and Weather Reports	Standards Connection
	News-2-You	**News-2-You**
	Think Page	Worksheets: Write a Story Worksheets: Paragraph Completion Extra Materials: Book Review Extra Materials: Movie Review Extra Materials: Recipe Review Extra Materials: Sports Worksheet Extra Materials: Horoscope Worksheet Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will write routinely for a range of discipline-specific tasks, purposes and audiences.	• Students will participate routinely in supported writing activities for a range of discipline-specific tasks, purposes and audiences.	• Students will actively participate in shared writing and communication activities for a range of discipline-specific tasks, purposes and audiences.

Standards for Speaking and Listening	Grades 9–12
Common Core Standards Comprehension and Collaboration	Core Content Connectors

GRADES 9–10
CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   a. CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
	GRADES 9–10
	910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.
	910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.
	910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.
	910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.
	910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.

CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	910.RI.f3 Determine the speaker's point of view or purpose in a text. 910.RI.f4 Determine what arguments the speaker makes. 910.RI.f5 Evaluate the evidence used to make the argument. 910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.

GRADES 11–12
CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   a. CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
   c. CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and
	GRADES 11–12
	1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.
	1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text
	1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.
	1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.
	1112.HD.h1 Work with peers to promote democratic discussions.

evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text. 1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.
CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	1112.RI.f3 Determine the speaker's point of view or purpose in a text. 1112.RI.f4 Determine what arguments the speaker makes. 1112.RI.f5 Evaluate the evidence used to make the speaker's argument. 1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, and evidence, and word choice.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities

• Initiate and participate in grade level and age-appropriate discussion on diverse topics to:
  • express an opinion,
  • share ideas and information,
  • ask and respond to questions relevant to the topic.
• Identify information from multiple sources that contribute to making a decision.
• Identify a speaker's purpose and main ideas.
	Unique
	Target skills are applicable in all unit lessons.
	Lessons 3, 5, 7, 9, 11, and 13: Discussion questions with Chapter Books
	Core Task 3.0: Meeting Time
	Core Task 3.1: Current Events
		Unique
		ULS Instructional Guides: Active Participation Guidelines and Scripts

	News-2-You News-2-You Current Events News Page Recipe Page Joke Page Review Page Sudoku Sports Page	**News-2-You** People and Places in the News Standards Connection Communication Board Extra Materials: Glad to Meet You Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	Level 2	Level 1
• Students will share information and opinions, ask and answer questions and make comments during a group discussion. • Students will obtain information from two or more sources to reach a personal decision. • Students will summarize information from a speaker's topic.	• Students will use picture supports to share information and opinions, ask and answer questions and make comments during group discussions. • Students will gather and compare information from two sources. • Students will give a description of information, using picture supports from a speaker's topic.	• Students will participate in conversational exchanges, using communication technology and picture supports. • Students will make a choice when presented with two informational choices. • Students will respond to questions related to a speaker's topic, using picture supports and communication technologies.

Standards for Speaking and Listening | Grades 9–12

Common Core Standards Presentation of Knowledge and Ideas	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	*GRADES 9–10* 910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.
CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)	No standards
GRADES 11–12 CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	*GRADES 11–12* 1112.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.
CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)	No standards

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Present information in an organized manner and appropriate to a task, an audience or a situation. • Integrate media to enhance a presentation. • Adapt communication, using formal or informal language to communicate effectively in a variety of contexts and tasks.	**Unique** Reporting is applicable in many lessons, including life skills applications. Lesson 18: Topic Paragraph Lesson 27: Oral Report Core Task 3: Meeting Time Core Task 3.1: Current Events	**Unique** ULS Instructional Guides: Active Participation Guidelines and Scripts
	News-2-You People and Places in the News Joke Page Puzzle Page Sudoku Think Page Sports Page	**News-2-You** News-2-You Current Events News Page Standards Connection Communication Board Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will communicate on a topic specific to the purpose and audience. • Students will select and use multimedia components to enhance a presentation. • Students will communicate by using formal or informal language specific to the task or topic.	• Students will communicate on a topic specific to the purpose and audience, using picture supports. • With support, students will add multimedia components to a presentation. • Students will effectively communicate in a variety of contexts and tasks.	• Students will communicate basic information on a topic or experience, using communication technology and picture supports. • Students will participate in creating multimedia components to support a presentation. • Students will communicate by using supported modes of expression.

Standards for Language	Grade 9–12

Common Core Standards Conventions of Standard English	Core Content Connectors

GRADES 9–10
CCSS.ELA-Literacy.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   CCSS.ELA-Literacy.L.9-10.1a Use parallel structure.
   b.   CCSS.ELA-Literacy.L.9-10.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	GRADES 9–10
	910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.
	910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.

CCSS.ELA-Literacy.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.9-10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b.   CCSS.ELA-Literacy.L.9-10.2b Use a colon to introduce a list or quotation.
   c.   CCSS.ELA-Literacy.L.9-10.2c Spell correctly.
	910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.
	910.WA.7 Spell correctly in writing.

GRADES 11–12
CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a.   CCSS.ELA-Literacy.L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
   b.   CCSS.ELA-Literacy.L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
	GRADES 11–12
	No standards

CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a.   CCSS.ELA-Literacy.L.11-12.2a Observe hyphenation conventions.
   b.   CCSS.ELA-Literacy.L.11-12.2b Spell correctly.
	1112.WA.4 Use hyphenation conventions.
	1112.WA.5 Spell correctly in writing.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Apply conventions of grammar when speaking or writing. • Apply correct capitalization, punctuation and spelling in sentences.	Unique	Unique
	Lesson 16: Edit It Lesson 17: Real-World Writing Lesson 18: Topic Paragraph Lesson 27: Oral Report Lesson 30: Journal Writing	Standards Connection
	News-2-You	News-2-You
	Think Page	Think Page Standards Connection Joey's Locker: Parts of Speech

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will demonstrate conventions of grammar in spoken and written sentence forms. • Students will demonstrate conventions of written language, including appropriate capitalization, ending punctuation and common spelling.	• Students will create simple sentence forms in a grammatically correct order when speaking or writing. • Students will identify beginning capital letters and ending punctuation in a written sentence. • Students will spell familiar words with letter-sound matches.	• With picture supports, students will combine two or more words during a shared writing or speaking activity. • Students will locate capital letters and ending punctuation in a sentence.

Standards for Language — Grades 9–12

Common Core Standards Knowledge of Language	Core Content Connectors
GRADES 9–10 CCSS.ELA-Literacy.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. CCSS.ELA-Literacy.L.9-10.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	*GRADES 9–10* 910.WA.8 Write and edit work to conform to guidelines in a style manual.
GRADES 11–12 CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. CCSS.ELA-Literacy.L.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	*GRADES 11–12* 1112.WA.6 Vary syntax within writing for effect. 1112.WA.7 Write and edit work to conform to guidelines in a style manual.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.	**Unique**	**Unique**
	Lesson 2: Read/Answer Lessons 3, 5, 7, 9, 11, 13: (Chapter Book story retell) Lesson 16: Edit It Lesson 17: Real-World Writing Lesson 18: Topic Paragraph Lesson 27: Oral Report Lesson 30: Journal Writing	Standards Connection
	News-2-You	**News-2-You**
	Think Page	News-2-You Current Events News Page Standards Connection People and Places in the News Standards Connection Think Page Standards Connection Sports Page Standards Connection Group Interaction: Class News

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will apply conventions of language to generate sentences specific to the purpose when speaking or writing.	• Students will use conventions of language to generate a simple sentence when speaking or writing.	• Students will use language to share an idea with others.

Standards for Language	Grades 9–12
Common Core Standards Vocabulary Acquisition and Use	Core Content Connectors

GRADES 9–10
CCSS.ELA-Literacy.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
    a.   CCSS.ELA-Literacy.L.9-10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b.   CCSS.ELA-Literacy.L.9-10.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
    c.   CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
    d.   CCSS.ELA-Literacy.L.9-10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	GRADES 9–10
	910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
	910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
	910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a.   CCSS.ELA-Literacy.L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    b.   CCSS.ELA-Literacy.L.9-10.5b Analyze nuances in the meaning of words with similar denotations.
	910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.
	910.RWL.c1 Identify the denotation for a known word.
	910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.
	910.RWL.d1 Identify an oxymoron in a text.
	910.RWL.d2 Interpret figures of speech in context.

CCSS.ELA-Literacy.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	910.RWL.b2 Use newly acquired domain-specific words and phrases accurately. 910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

GRADES 11–12	GRADES 11–12

CCSS.ELA-Literacy.L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11 - 12 reading and content*, choosing flexibly from a range of strategies.
    a. CCSS.ELA-Literacy.L.11-12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    b. CCSS.ELA-Literacy.L.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
    c. CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    d. CCSS.ELA-Literacy.L.11-12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).
	1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.
	1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.
	1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.
	1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CCSS.ELA-Literacy.L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. a. CCSS.ELA-Literacy.L.11-12.5b Analyze nuances in the meaning of words with similar denotations.	1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work. 1112.RWL.c1 Identify the denotation for a known word. 1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations. 1112.RWL.d1 Identify hyperbole in a text. 1112.RWL.d2 Interpret figures of speech in context.
CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately. 1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.

n2y Instructional Targets	n2y High School Grade Band Lessons and Activities	n2y Supporting Activities
• Use context clues, word structures or reference materials to determine the meaning of unknown words. • Use words acquired through academic and domain-specific sources when speaking and writing.	**Unique** Lessons 4, 6, 8, 10, 12, and 14: Life Skills Applications Lesson 15: Word Study	**Unique** ULS Instructional Tools: Vocabulary Standards Connection
	News-2-You	**News-2-You**
	Words Page	Game Page Standards Connection Worksheets: Sense Matric Core Worksheets: Word Sort Core Worksheets: Webbing

n2y Differentiated Tasks		
Level 3	*Level 2*	*Level 1*
• Students will match a unit topic word to a definition. • Students will use reference materials, such as a glossary, or a dictionary, to determine the meaning of an unknown word. • Students will identify the meaning of words with multiple meanings and recognize figurative language. • Students will use unit topic words in conversation.	• Students will point to pictures or words to match a description within a text passage. • Students will match words and pictures with similar meanings. • Students will point to pictures of key vocabulary from unit topics as part of a discussion.	• Students will identify a named picture related to the unit topic from a single option or errorless choice. • Students will make a selection to indicate a picture of a word with whose meaning is similar to that of another word (errorless choice). • Students will make a selection to indicate a picture of key vocabulary within a unit topic.