

Raz-Plus Alignment to Ontario, Canada

Grade 2

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| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A1. | Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts |
| STAGE / SKILLS | | Receptive and Expressive Communication |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A1.1. | identify how transferable skills can be used to support communication in various cultural, social, linguistic, and domain-specific contexts, and apply them when reading, listening to, viewing, and creating texts of various forms |

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[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Trip to Rio](#)

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[Abigail Adams](#)

[Adding It Up](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Theme Pack](#)

[Awesome Ants](#)

[Big Surprise in the Bug Tank](#)

[Brainstorm Bear](#)

[Brainstorm Bear](#)

[Bread and Jam for Frances](#)

[Caps for Sale](#)

[Cinderella](#)

[Cinderella](#)

[Cinderello](#)

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[Citizenship Theme Pack](#)

[Coins Count](#)

[Deep in the Ocean](#)

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[Disappearing Coral Reefs Project Pack](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Feet Go Two By Two](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Habitats/Adaptations Theme Pack](#)
[Half Is Fair](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hooray! Arrays!](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[How Do We Use Money?](#)
[How Many Squares?](#)
[How do some people use their senses to do some jobs?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[Influenza](#)
[It's Time for the Park](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Let's Change Together Project Pack](#)
[Literature Circles](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Make More Chocolate Project Pack](#)
[Man Out at First](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Morocco](#)
[Native American](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
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[Odd Number Thirteen](#)
[Oil: Rewards and Risks](#)
[People Theme Pack](#)
[Picture Day](#)
[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Rapunzel](#)
[Rapunzel](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
[Rent a Llama](#)
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[Russia](#)
[Show Respect! Project Pack](#)
[So You Want to Be President?](#)
[Solids All Around](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[That's Close Enough](#)
[The Animal Data Files](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Snowy Day](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[Three Little Dogs](#)
[Tornadoes](#)
[Tornadoes](#)
[Traditional Tales Theme Pack](#)
[Triple Threat to Trash Project Pack](#)
[Two Make Twins](#)
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[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Waiting for Mama](#)
[What Happens When You Flush?](#)
[What do all baby mammals need?](#)

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| | | What makes a celebration great? |
| | | What's Your Money Worth? |
| | | What's the Difference? |
| | | Which One Is More? |
| | | Why do people help each other? |
| | | William Shakespeare |
| | | William Shakespeare |
| | | Winter Snapshots |
| | | World Traveler Ibn Battuta |
| | | Writer's Response |
| | | Yellowstone: A Place of Wild Wonders |
| | | Yellowstone: A Place of Wild Wonders |
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A1. | Transferable Skills: demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts |
| STAGE / SKILLS | | Student Agency and Engagement |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A1.2. | demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
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[Adding It Up](#)
[Aesop's Fables](#)
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[Amber Brown Is Not a Crayon](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Art Theme Pack](#)
[Awesome Ants](#)
[Big Surprise in the Bug Tank](#)
[Brainstorm Bear](#)
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[Bread and Jam for Frances](#)
[Caps for Sale](#)
[Cinderella](#)
[Cinderella](#)
[Cinderello](#)
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[Citizenship Theme Pack](#)
[Coins Count](#)

[Deep in the Ocean](#)
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[Disappearing Coral Reefs Project Pack](#)
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[Ghost Towns](#)
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[Henry and Mudge in the Green Time](#)
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[How Many Squares?](#)
[How do some people use their senses to do some jobs?](#)
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[How have things we use every day changed?](#)
[Influenza](#)
[It's Time for the Park](#)
[Jack-o'-Lanterns](#)
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[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
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[Let's Change Together Project Pack](#)
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[Measuring Tails](#)
[Morocco](#)
[Native American](#)

[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Oil: Rewards and Risks](#)
[People Theme Pack](#)
[Picture Day](#)
[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Rapunzel](#)
[Rapunzel](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
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[So You Want to Be President?](#)
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[South Korea](#)
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[Stonehenge](#)
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[The Butterfly Life Cycle](#)
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[The Empty Pot](#)
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[The Grand Canyon](#)
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[The Solar System](#)
[The Trumpet of the Swan](#)
[Three Little Dogs](#)
[Tornadoes](#)
[Tornadoes](#)
[Traditional Tales Theme Pack](#)
[Triple Threat to Trash Project Pack](#)
[Two Make Twins](#)
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[United Arab Emirates](#)
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[What's the Difference?](#)
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|--------------------------------------|-------|---|
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A2. | Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media |
| STAGE / SKILLS | | Digital Citizenship |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.1. | demonstrate an understanding of their rights and responsibilities when interacting online with appropriate permission, and make decisions that contribute positively to the development of their digital identity and those of their communities |

No Correlations

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| STRAND / OVERALL EXPECTATION | A2. | Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media |
| STAGE / SKILLS | | Online Safety, Well-Being, and Etiquette |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.2. | demonstrate an understanding of how to navigate online environments safely, manage their privacy, and interact in a way that supports their well-being and that of others, including seeking appropriate permission |

No Correlations

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| STRAND / OVERALL EXPECTATION | A2. | Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media |
| STAGE / SKILLS | | Research and Information Literacy |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.3. | gather, evaluate, and use information, considering various perspectives, to construct knowledge and demonstrate learning |

Learning A-Z RAZ

[America's Wild Horses: Living Free](#)

[Art Made from What?](#)

[Author's Point of View](#)

[Jackie Robinson](#)

[Jackie Robinson](#)

[Labor Day](#)

[Let's Change Together Project Pack](#)

[What Happens When You Flush?](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A2. | Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media |
| STAGE / SKILLS | | Forms, Conventions, and Techniques |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.4. | demonstrate an understanding of the forms, conventions, and techniques of digital and media texts, and apply this understanding when analyzing texts |

No Correlations

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|--------------------------------------|-------|---|
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| STAGE / SKILLS | | Media, Audience, and Production |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.5. | demonstrate an understanding of the interrelationships between the form, message, and context of a text, the audience, and the creator |

No Correlations

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| STAGE / SKILLS | | Innovation and Design |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.6. | use digital and media tools to support stages of the design process and to develop creative solutions to authentic, real-world problems |

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[All-Star Fever](#)

[Three Little Dogs](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A2. | Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media |
| STAGE / SKILLS | | Community and Cultural Awareness |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A2.7. | communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate cultural awareness with members of the community |
| No Correlations | | |
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A3. | Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations |
| STAGE / SKILLS | | Cross-Curricular and Integrated Learning |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A3.1. | apply the knowledge and skills developed in this grade to support learning in various subject areas and identify some ways this learning can be used in everyday life |
| No Correlations | | |
| STRAND / COURSE | A. | Literacy Connections And Applications |
| STRAND / OVERALL EXPECTATION | A3. | Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations |
| STAGE / SKILLS | | Identity and Community |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | A3.2. | demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts |

Learning A-Z RAZ

[All-Star Fever](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Horrible Harry and the Dragon War](#)

[Jack-o'-Lanterns](#)

[Jack-o'-Lanterns](#)

[Landmarks/Places Theme Pack](#)

[Literature Circles](#)

[Morocco](#)

[Russia](#)

[South Korea](#)

[Spain](#)

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| STRAND / COURSE STRAND / OVERALL EXPECTATION | A. A3. | Stonehenge United Arab Emirates World Traveler Ibn Battuta Writer's Response |
| | | Literacy Connections And Applications Applications, Connections, and Contributions: apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations First Nations, Métis, and Inuit Perspectives and Ways of Knowing |
| STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION | A3.3. | identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing |

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[Adding It Up](#)
[America's Wild Horses: Living Free](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Author's Point of View](#)
[Citizenship Theme Pack](#)
[Coins Count](#)
[Feet Go Two By Two](#)
[Half Is Fair](#)
[Hooray! Arrays!](#)
[How Do We Use Money?](#)
[How Many Squares?](#)
[It's Time for the Park](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Let's Change Together Project Pack](#)
[Literature Circles](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Morocco](#)
[Native American](#)
[Odd Number Thirteen](#)
[Real-Life Multiplication](#)
[Russia](#)
[Solids All Around](#)
[South Korea](#)
[Spain](#)

| | | |
|--------------------------------------|-------|--|
| | | Stonehenge |
| | | That's Close Enough |
| | | The Animal Data Files |
| | | The Trumpet of the Swan |
| | | United Arab Emirates |
| | | What Happens When You Flush? |
| | | What's Your Money Worth? |
| | | What's the Difference? |
| | | Which One Is More? |
| | | World Traveler Ibn Battuta |
| | | Writer's Response |
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B1. | Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences |
| STAGE / SKILLS | | Effective Listening Skills |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B1.1. | use effective listening skills, including asking relevant questions, restating what they heard, and expressing interest, in formal and informal contexts and for various purposes, including in conversations and various classroom activities |

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[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[A Trip to Rio](#)
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[Abigail Adams](#)
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[Adding It Up](#)
[Aesop's Fables](#)
[Aesop's Fables](#)
[All-Star Fever](#)
[Amber Brown Is Not a Crayon](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Art Theme Pack](#)
[Awesome Ants](#)
[Big Surprise in the Bug Tank](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Caps for Sale](#)
[Cinderella](#)
[Cinderella](#)
[Cinderello](#)
[Cinderello](#)
[Citizenship Theme Pack](#)
[Code Talkers](#)
[Coins Count](#)

[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Feet Go Two By Two](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Guardian Dogs: Penguin Protectors](#)
[Habitats/Adaptations Theme Pack](#)
[Half Is Fair](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hooray! Arrays!](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[How Do We Use Money?](#)
[How Many Squares?](#)
[How do some people use their senses to do some jobs?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[Influenza](#)
[It's Time for the Park](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Let's Change Together Project Pack](#)
[Literature Circles](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Make More Chocolate Project Pack](#)
[Man Out at First](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Model Rockets](#)

[Morocco](#)
[Native American](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Oil: Rewards and Risks](#)
[People Theme Pack](#)
[Picture Day](#)
[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Presidents' Day](#)
[Rapunzel](#)
[Rapunzel](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Russia](#)
[Show Respect! Project Pack](#)
[So You Want to Be President?](#)
[Solids All Around](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[That's Close Enough](#)
[The Animal Data Files](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Mysteries of Easter Island](#)
[The Snowy Day](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[Tornadoes](#)
[Tornadoes](#)
[Traditional Tales Theme Pack](#)
[Triple Threat to Trash Project Pack](#)

[Two Make Twins](#)
[Two Make Twins](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Waiting for Mama](#)
[What Happens When You Flush?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What's Your Money Worth?](#)
[What's the Difference?](#)
[Where's Your Hair?](#)
[Which One Is More?](#)
[Why do people help each other?](#)
[Wiggly Worms](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Snapshots](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B1. | Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences |
| STAGE / SKILLS | | Listening Strategies for Comprehension |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B1.2. | identify and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, and to recognize when a message is difficult to understand |

Learning A-Z RAZ

[Disappearing Coral Reefs Project Pack](#)
[Let's Change Together Project Pack](#)
[Make More Chocolate Project Pack](#)
[Show Respect! Project Pack](#)
[Triple Threat to Trash Project Pack](#)

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| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B1. | Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences |
| STAGE / SKILLS | | Speaking Purposes and Strategies |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B1.3. | identify the purpose and audience for speaking in formal and informal contexts, and use appropriate speaking strategies, including taking turns and staying on topic, to communicate meaning clearly and coherently |

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[Let's Change Together Project Pack](#)
[Make More Chocolate Project Pack](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | B. | Show Respect! Project Pack |
| STRAND / OVERALL EXPECTATION | B1. | Triple Threat to Trash Project Pack Foundations of Language Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences |
| STAGE / SKILLS | | Oral and Non-Verbal Communication Strategies |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B1.4. | identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and demonstrate an understanding of how these strategies can contribute to the meaning being conveyed |

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[Triple Threat to Trash Project Pack](#)

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| STAGE / SKILLS | | Word Choice, Syntax, and Grammar in Oral Communication |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B1.5. | use appropriate word choice, including new vocabulary, grammar, and cohesive sentences when speaking and communicating ideas, to support audience comprehension |

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[Aesop's Fables](#)

[April Fools' Day](#)

[April Fools' Day](#)

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[Brainstorm Bear](#)

[Brainstorm Bear](#)

[Cinderella](#)

[Cinderella](#)

[Cinderello](#)

[Cinderello](#)

[Deep in the Ocean](#)

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[Disappearing Coral Reefs Project Pack](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)

[Dr. King's Memorial](#)

[Dr. King's Memorial](#)

[Earth's Water](#)
[Earth's Water](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Homophone Concentration](#)
[Horrible Harry and the Dragon War](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
[Let's Change Together Project Pack](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Make More Chocolate Project Pack](#)
[Man Out at First](#)
[Morocco](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[People Theme Pack](#)
[Picture Day](#)
[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Rapunzel](#)
[Rapunzel](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Russia](#)
[Show Respect! Project Pack](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Empty Pot](#)
[The Empty Pot](#)

| | | |
|--------------------------------------|-------|--|
| | | The Grand Canyon |
| | | The Grand Canyon |
| | | Tornadoes |
| | | Tornadoes |
| | | Triple Threat to Trash Project Pack |
| | | United Arab Emirates |
| | | What Happens When You Flush? |
| | | William Shakespeare |
| | | William Shakespeare |
| | | World Traveler Ibn Battuta |
| | | Yellowstone: A Place of Wild Wonders |
| | | Yellowstone: A Place of Wild Wonders |
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B2. | Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing |
| STAGE / SKILLS | | Word-Level Reading and Spelling: Using Phonics Knowledge |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B2.1. | use phonics knowledge, including phonemic blending to read words and set for variability to correct approximations, and phonemic segmentation to spell phonetically regular monosyllabic and multisyllabic words, in isolation and various text contexts |

Learning A-Z RAZ

[2016 Summer Olympic Games](#)

[A Landforms Adventure](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Big Surprise in the Bug Tank](#)

[Brainstorm Bear](#)

[Brainstorm Bear](#)

[Cinderella](#)

[Cinderella](#)

[Cinderello](#)

[Cinderello](#)

[Clusters Go Fish](#)

[Comprehension Pack \(Single-Session\)](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)

[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[HeroRATS](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Humminbirds](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[MP Blend](#)
[Man Out at First](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Oil: Rewards and Risks](#)
[Phonological Awareness: Lesson 06](#)
[Phonological Awareness: Lesson 07](#)
[Phonological Awareness: Lesson 08](#)
[Phonological Awareness: Lesson 09](#)
[Phonological Awareness: Lesson 10](#)
[Phonological Awareness: Lesson 11](#)
[Phonological Awareness: Lesson 12](#)
[Phonological Awareness: Lesson 13](#)
[Phonological Awareness: Lesson 14](#)
[Phonological Awareness: Lesson 15](#)
[Phonological Awareness: Lesson 16](#)
[Phonological Awareness: Lesson 17](#)
[Phonological Awareness: Lesson 18](#)
[Phonological Awareness: Lesson 19](#)

[Phonological Awareness: Lesson 20](#)
[Phonological Awareness: Lesson 21](#)
[Phonological Awareness: Lesson 22](#)
[Phonological Awareness: Lesson 23](#)
[Phonological Awareness: Lesson 24](#)
[Phonological Awareness: Lesson 25](#)
[Phonological Awareness: Lesson 26](#)
[Phonological Awareness: Lesson 27](#)
[Phonological Awareness: Lesson 28](#)
[Phonological Awareness: Lesson 29](#)
[Phonological Awareness: Lesson 30](#)
[Picture Day](#)
[Picture Day](#)
[Plant Defenses](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Rapunzel](#)
[Rapunzel](#)
[Rent a Llama](#)
[Rent a Llama](#)
[ST Blend](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Solar System](#)
[Tornadoes](#)
[Tornadoes](#)
[Two Make Twins](#)
[Two Make Twins](#)
[Vowel Pattern Bingo](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Snapshots](#)
[World Traveler Ibn Battuta](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)

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| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B2. | Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing |
| STAGE / SKILLS | | Word-Level Reading and Spelling: Using Orthographic Knowledge |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B2.2. | use orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading |

Learning A-Z RAZ

[Art Theme Pack](#)

[Citizenship Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Habitats/Adaptations Theme Pack](#)

[Horrible Harry and the Dragon War](#)

[Landmarks/Places Theme Pack](#)

[People Theme Pack](#)

[Second-Place Steven](#)

[Traditional Tales Theme Pack](#)

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| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B2. | Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing |
| STAGE / SKILLS | | Word-Level Reading and Spelling: Using Morphological Knowledge |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B2.3. | use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[A Nation on Wheels](#)

[Alia and the Furniture Troll](#)

[Art Theme Pack](#)

[Blackbeard the Pirate](#)

[Blackbeard the Pirate](#)

[Brainstorm Bear](#)

[Brainstorm Bear](#)

[Comprehension Pack \(Single-Session\)](#)

[Cy and Medusa](#)

[Cy and Medusa](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)

[Edible Bugs](#)

[Giant Pandas](#)

[Good for Thurgood](#)

[Good for Thurgood](#)

[Guardian Dogs: Penguin Protectors](#)

[Habitats/Adaptations Theme Pack](#)

[Happy New Year Around the World](#)

[HeroRATS](#)

[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)

[Jenny Loves Yoga](#)
[Joey's Stop Sign](#)
[Landmarks/Places Theme Pack](#)
[Landon's Pumpkins](#)
[Magnetism](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mythical Creatures of Ancient Greece](#)
[Noise in the Night](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: Rewards and Risks](#)
[One Pony Too Many](#)
[Parrots](#)
[Paul Bunyan and Babe the Blue Ox](#)
[Playing It Safe](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Rapunzel](#)
[Rapunzel](#)
[Rockin' Rhythm and Sweet Harmony](#)
[Simple Machines](#)
[Sled Dogs to the Rescue](#)
[Sled Dogs to the Rescue](#)
[So You Want to Be President?](#)
[Spider Monkey's Question](#)
[The April Fools' Joke](#)
[The Beekeeper](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Legend of the Giant's Causeway](#)
[The Legend of the Giant's Causeway](#)
[The Magic of Migration](#)
[The Mystery of the Sky Stone](#)
[The St. Patrick's Day Mystery](#)
[Tornadoes](#)
[Tornadoes](#)
[U.S. Presidency from Election to Inauguration](#)
[Watching Earth from Space](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Woods of Wonder](#)
[Working with Animals](#)
[World Cup Soccer](#)

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| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B2. | Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing |
| STAGE / SKILLS | | Vocabulary |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B2.4. | demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Backyard Garden](#)

[A Camel Plods Along](#)

[A Forest is Full of Life](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A Park](#)

[A Pet's Perfect Home](#)

[A Prairie Dog's Life](#)

[A World of Easter Eggs](#)

[Abigail Adams](#)

[Abigail Adams](#)

[About Trees](#)

[Acropolis Adventure](#)

[Adding It Up](#)

[All About Chocolate](#)

[All About Kites](#)

[All About Kites](#)

[America's Wild Horses: Living Free](#)

[Ancient Egypt](#)

[Ancient Soldiers of Clay](#)

[Animal Discoveries](#)

[Animals, Animals](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Arctic Life](#)

[Art Around Us](#)

[Art Around Us](#)

[Art Made from What?](#)

[Art Theme Pack](#)

[Asthma](#)

[Author's Point of View](#)

[Author's Purpose: Inform](#)

[Awesome Ants](#)

[Baltic Rescue](#)

[Barack Obama](#)

[Barack Obama](#)

[Bats](#)
[Because of El Nino](#)
[Bedbugs Bite!](#)
[Beyond the Five Senses](#)
[Big Ben and Westminster Palace](#)
[Big Machines](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)
[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Blackbeard's Doom](#)
[Breeds of Dogs](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Chichén Itzá](#)
[Chickens in My Backyard](#)
[China](#)
[Citizenship Theme Pack](#)
[Coins Count](#)
[Community Government](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Crocs and Gators](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Desert People](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dogs at Work, HeroRATs: Rats Who Save Lives](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)

[Earth's Water](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Eiffel Tower](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Feet Go Two By Two](#)
[Firefighters](#)
[Fluency Practice Passage](#)
[France](#)
[Frogs and Toads](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Giant Pandas](#)
[Giant Pumpkins](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Gorillas](#)
[Guardian Dogs: Penguin Protectors](#)
[Habitats/Adaptations Theme Pack](#)
[Happy New Year Around the World](#)
[Helen Keller](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Homophone Concentration](#)
[Hoover Dam](#)
[How Animals Sleep](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Many Squares?](#)
[How Much Is a Trillion?](#)
[How We Measure](#)
[How do some people use their senses to do some jobs?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)

[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Humminbirds](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Love City Parks](#)
[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[In Ten Days of Less](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[It's About Time](#)
[It's Time for the Park](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Jane and the Chimpanzees](#)
[Japan](#)
[Jenny Loves Yoga](#)
[Jobs Change](#)
[Karate](#)
[Karate](#)
[Katie's Forest Finds](#)
[Keb Needs a Home, Hermit Crabs](#)
[Kenya](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Life in the Desert Night](#)
[Literature Circles](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)

[Making Rice](#)
[Manatees](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Masks Around the World](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Memorial Day, Dia de los Muertos](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[More Cities Should Tax Sweet Drinks](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[People Theme Pack](#)
[Pepper: The King of Spices](#)
[Petra](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Problem and Solution](#)
[Puppets](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Russia](#)
[Sally Ride](#)

[Salt Rocks!](#)
[Saving the Last Wild Tigers](#)
[Seals, Sea Lions, and Walruses](#)
[Sharks](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Simple Machines](#)
[Slithery and Slimy](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Solids All Around](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spiders](#)
[Stonehenge](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Taj Mahal](#)
[Tarantula!](#)
[The Animal Data Files](#)
[The Beekeeper](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Day I Couldn't Breathe](#)
[The Day I Couldn't Breathe, Asthma](#)
[The First Thanksgiving](#)
[The Force of Water](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Wall of China](#)
[The Magic of Migration](#)
[The Mind Game](#)
[The Mona Lisa Mystery](#)
[The Power of Magnets](#)
[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)

[The Solar System](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Washington Monument](#)
[Tokyo Imperial Palace](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Two Make Twins](#)
[Two Make Twins](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Valley of the Kings](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Watching Earth from Space](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What's Your Money Worth?](#)
[What's the Difference?](#)
[Where We Get Energy](#)
[Which One Is More?](#)
[Why Do Leaves Change Color?](#)
[Why do people help each other?](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)

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| | | World Traveler Ibn Battuta |
| | | Writer's Response |
| | | Yellowstone: A Place of Wild Wonders |
| | | Yellowstone: A Place of Wild Wonders |
| | | You Stink! |
| | | You're a Jellyfish! |
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B2. | Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing |
| STAGE / SKILLS | | Reading Fluency: Accuracy, Rate, and Prosody |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B2.5. | read words, sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud with expression and intonation |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[Art Theme Pack](#)

[Big Surprise in the Bug Tank](#)

[Bread and Jam for Frances](#)

[Caps for Sale](#)

[Citizenship Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Disappearing Coral Reefs Project Pack](#)

[Fluency Practice Passage](#)

[Habitats/Adaptations Theme Pack](#)

[Henry and Mudge and the Happy Cat](#)

[Henry and Mudge in the Green Time](#)

[Horrible Harry and the Dragon War](#)

[Horrible Harry and the Green Slime](#)

[Influenza](#)

[Julian, Secret Agent](#)

[Landmarks/Places Theme Pack](#)

[Let's Change Together Project Pack](#)

[Make More Chocolate Project Pack](#)

[Man Out at First](#)

[Messy Martha](#)

[Native American](#)

[Oil: Rewards and Risks](#)

[People Theme Pack](#)

[Polar Bear, Polar Bear, What Do You Hear?](#)

[Reader's Theater Scripts](#)

[Show Respect! Project Pack](#)

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| | | So You Want to Be President? |
| | | The Day Jimmy's Boa Ate the Wash |
| | | The Snowy Day |
| | | The Solar System |
| | | The Trumpet of the Swan |
| | | Traditional Tales Theme Pack |
| | | Triple Threat to Trash Project Pack |
| | | U.S. Presidency from Election to Inauguration |
| | | Waiting for Mama |
| | | Why do different cultures tell similar stories? |
| | | Winter Snapshots |
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B3. | Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts |
| STAGE / SKILLS | | Syntax and Sentence Structure |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B3.1. | identify and construct declarative, imperative, interrogative, and exclamatory sentences, including compound sentences |

Learning A-Z RAZ

[2016 Summer Olympic Games](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[All-Star Fever](#)

[Awesome Ants](#)

[Horrible Harry and the Green Slime](#)

[Jackie Robinson](#)

[Jackie Robinson](#)

[Little Red Riding Hood](#)

[Model Rockets](#)

[Mongo's Migration](#)

[Mother Teresa: Mother to Many](#)

[Picture Day](#)

[Picture Day](#)

[Polar Bear, Polar Bear, What Do You Hear?](#)

[Rapunzel](#)

[Rapunzel](#)

[Rent a Llama](#)

[Rent a Llama](#)

[The Day Jimmy's Boa Ate the Wash](#)

[Winter Snapshots](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B3. | Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts |
| STAGE / SKILLS | | Grammar |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B3.2. | demonstrate an understanding of the functions of parts of speech in sentences, including abstract and collective nouns, personal pronouns, forms of the verb “to be”, comparative and superlative adjectives, conjunctions, and recognition of the words that adverbs modify, and use this knowledge to support comprehension and communicate meaning clearly |

Learning A-Z RAZ

[A Dog's Tale](#)

[A Forest is Full of Life](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A Pet's Perfect Home](#)

[Adjectives / Adverbs \(Language Arts Vocabulary\)](#)

[Amazing Antarctica](#)

[Amazing Antarctica](#)

[Amber Brown Is Not a Crayon](#)

[Anansi and the Talking Watermelon](#)

[Anca's Journey](#)

[Ancient Soldiers of Clay](#)

[Animals, Animals](#)

[Anna and the Magic Coat](#)

[Art Made from What?](#)

[Art Theme Pack](#)

[Asthma](#)

[Awesome Ants](#)

[Baltic Rescue](#)

[Baskerville Takes the Day](#)

[Bats](#)

[Because of El Nino](#)

[Becky's Puzzle Problem](#)

[Big Machines](#)

[Big Surprise in the Bug Tank](#)

[Bigger Than a Monster Truck](#)

[Bigger Than a Monster Truck](#)

[Birds of the Amazon Rainforest](#)

[Blackbeard the Pirate](#)

[Blackbeard the Pirate](#)

[Breeds of Dogs](#)

[Caps for Sale](#)

[Chickens in My Backyard](#)

[Cinderella](#)

[Cinderella](#)

[Citizenship Theme Pack](#)

[Community Government](#)
[Contrary Emily Carr](#)
[Critter Crossings](#)
[Crows Share a Pie](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Dia de los Muertos](#)
[Dia de los Muertos](#)
[Diabetes and Me](#)
[Dictionary Dave](#)
[Edible Bugs](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Firefighters](#)
[Flower Power](#)
[Frogs and Toads](#)
[Habitats/Adaptations Theme Pack](#)
[Hector's Halloween](#)
[Henry and Mudge in the Green Time](#)
[HeroRATS](#)
[How to Make Lemonade](#)
[Humminbirds](#)
[I Fly Hot-Air Balloons](#)
[I Love City Parks](#)
[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Inside the Beast](#)
[Jack's Tale](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jason at the Jump-a-thon](#)
[Jobs Change](#)
[Katie's Forest Finds](#)
[Landmarks/Places Theme Pack](#)
[Landon's Pumpkins](#)
[Late Again!](#)
[Leap! A Salmon's Story](#)
[Let's look at Rhinos](#)
[Little Red's Secret Sauce](#)
[Magnetism](#)
[Manatees](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)

[Masks Around the World](#)
[Mighty Glaciers](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[Noise in the Night](#)
[Nouns / Verbs \(Language Arts Vocabulary\)](#)
[Ocean Animals](#)
[Ocean Animals](#)
[One Pony Too Many](#)
[Owen and the Tortoise](#)
[Parrots](#)
[Pecos Bill Tames a Rough Bunch](#)
[Pepper: The King of Spices](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Present Tense / Past Tense \(Language Arts Vocabulary\)](#)
[Ratty Rats](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Sailing the Windy Waves](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sharks](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Simple Machines](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Synonym Concentration](#)
[The 100th Day Project](#)
[The 100th Day Project](#)
[The April Fools' Joke](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The First Thanksgiving](#)
[The Halloween House](#)
[The Mystery of the Sky Stone](#)
[The Shadow People](#)
[The Solar System](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Trumpet of the Swan](#)
[The UpDown Boy](#)

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| | | The Wild Swans Totem Poles Treasure From the Mud Vampire Dentist Voyagers in Space Voyagers in Space Weird Bird Beaks Wiggly Worms Wonderful Winter Yellowstone: A Place of Wild Wonders Yellowstone: A Place of Wild Wonders You Stink! |
| STRAND / COURSE | B. | Foundations of Language |
| STRAND / OVERALL EXPECTATION | B3. | Language Conventions for Reading and Writing: demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts |
| STAGE / SKILLS | | Capitalization and Punctuation |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | B3.3. | use their understanding of the meaning and function of capitalization and punctuation to communicate clearly, including capital letters for proper nouns, commas to separate items in lists, apostrophes for possessives, and quotation marks for direct speech |

Learning A-Z RAZ

[A Golden Tragedy](#)
[A Hero's Name](#)
[A Landforms Adventure](#)
[A Late Night Chat with a Parakeet](#)
[A New Way of Speaking](#)
[A Prairie Dog's Life](#)
[Abigail Adams](#)
[Abigail Adams](#)
[Acropolis Adventure](#)
[Aesop's Fables](#)
[Aesop's Fables](#)
[Aesop's Fables](#)
[Alia and the Furniture Troll](#)
[Ancient Egypt](#)
[Anna and the Painted Eggs](#)
[Art Theme Pack](#)
[Beyond the Five Senses](#)
[Big Surprise in the Bug Tank](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Breeds of Dogs](#)
[Carlos' Family Celebration](#)
[Chicken Little](#)
[Cinderello](#)

[Cinderello](#)
[Citizenship Theme Pack](#)
[Code Talkers](#)
[Colleen and the Leprechaun](#)
[Comprehension Pack \(Single-Session\)](#)
[Contraction Go Fish](#)
[Contractions / Other \(Language Arts Vocabulary\)](#)
[Cy and Medusa](#)
[Cy and Medusa](#)
[Deep Inside a Copper Mine](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Friends Around the World](#)
[Friends Around the World](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Giant Pandas](#)
[Giant's Tale](#)
[Grounded to Earth](#)
[Grounded to Earth](#)
[Habitats/Adaptations Theme Pack](#)
[Hansel and Gretel](#)
[Hector's Halloween](#)
[Horrible Harry and the Dragon War](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[Hugs for Daddy](#)
[I'd Like To Be](#)
[I'm the Small One](#)
[I'm the Small One](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jenny Loves Yoga](#)
[Jessica Loves Soccer](#)
[Jobs Change](#)
[Joey's Stop Sign](#)
[Keb Needs a Home](#)
[Landmarks/Places Theme Pack](#)
[Li's Tangram Animals](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Marcus Loses Patches](#)
[Maria's Family Christmas](#)
[Meeting Father in Plymouth](#)

[Memorial Day](#)
[New Planet, New School](#)
[Park Rangers](#)
[Paul Bunyan and Babe the Blue Ox](#)
[Pecos Bill Rides a Tornado](#)
[People Theme Pack](#)
[Persephone: A Greek Myth](#)
[Pluto's New Friends](#)
[Presidents' Day](#)
[Randolph and the Lion](#)
[Saint Patrick's Day](#)
[Sally Ride](#)
[Scotty's Spring Training](#)
[Snow Camping](#)
[So You Want to Be President?](#)
[Spare the Turkey](#)
[Tarantula!](#)
[The April Fools' Joke](#)
[The Best Guess](#)
[The Day I Couldn't Breathe](#)
[The Fishing Derby](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Last Day of School](#)
[The Legend of the Giant's Causeway](#)
[The Legend of the Giant's Causeway](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Mind Game](#)
[The Mysteries of Easter Island](#)
[The Other Book of World Records](#)
[The Other Book of World Records](#)
[The Powwow Beat](#)
[The Sleeping Dog](#)
[The Solar System](#)
[The St. Patrick's Day Mystery](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Wild Swans](#)
[Traditional Tales Theme Pack](#)
[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[World Cup Soccer](#)
[World Traveler Ibn Battuta](#)

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| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C1. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS | | Using Foundational Knowledge and Skills to Comprehend Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.1. | read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A New Way of Speaking](#)

[About Trees](#)

[Acadia National Park \[ILO\]](#)

[Acadia National Park \[ILO\]](#)

[All About Chocolate](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[Animals, Animals](#)

[Anna and the Painted Eggs](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Around Us](#)

[Art Around Us](#)

[Baa Baa Black Sheep](#)

[Big Machines](#)

[Big Surprise in the Bug Tank](#)

[Brad Needs a Budget](#)

[Bread and Jam for Frances](#)

[Breeds of Dogs](#)

[Caps for Sale](#)

[China](#)

[Coral Reefs](#)

[Cy and Medusa](#)

[Deep Inside a Copper Mine](#)

[Deep in the Ocean](#)

[Disappearing Coral Reefs Project Pack](#)

[Doctor Foster](#)

[Dogs at Work](#)

[Dogs at Work](#)

[Earth's Water](#)

[Earth's Water](#)

[Fantastic Flying Machines](#)

[Fantastic Flying Machines](#)

[France](#)

[Gandhi](#)

[Henry and Mudge and the Happy Cat](#)

[Henry and Mudge in the Green Time](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[Horrible Harry and the Dragon War](#)
[How Animals Sleep](#)
[How Long?](#)
[How to Make Ice Cream](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Collect That](#)
[I Collect That](#)
[I Had a Great Day](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'm All Right](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[India](#)
[Influenza](#)
[Introducing Planet Earth](#)
[It's About Time](#)
[Jack and Jill](#)
[Japan](#)
[Julian, Secret Agent](#)
[Kenya](#)
[Kitty Cat, Kitty Cat](#)
[Ladybug, Ladybug](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Looking for Numbers](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Maria's Family Christmas](#)
[Mary Had a Little Lamb](#)
[Memorial Day](#)
[Miss Susie: A Handclap Game](#)
[Native American](#)
[New Year Celebrations](#)
[New Year Celebrations](#)

[Oil: Rewards and Risks](#)
[One Pony Too Many](#)
[Planets of My Solar System](#)
[Playing It Safe](#)
[Saving the Last Wild Tigers](#)
[Ships and Boats](#)
[Slithery and Slimy](#)
[So Much to Learn](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Sound All Around](#)
[Summer Olympics Events](#)
[The Beekeeper](#)
[The History of House Cats](#)
[The Itsy Bitsy Spider](#)
[The Last Day of School](#)
[The Lion and the Unicorn](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The Story of Jeans](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[To Market](#)
[Tornadoes](#)
[Tornadoes](#)
[Two Blackbirds](#)
[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[Wee Willie Winkie](#)
[Whales](#)
[Wild Horses](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[World Cup Soccer](#)
[World Holidays](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C1. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS | | Text Forms and Genres |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.2. | identify and describe some characteristics of literary and informational text forms and their associated genres |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Backyard Garden](#)

[A Bad Movie](#)

[A Camel Plods Along](#)

[A Dog's Tale](#)

[A Forest is Full of Life](#)

[A Golden Tragedy](#)

[A Hero's Name](#)

[A Landforms Adventure](#)

[A Late Night Chat with a Parakeet](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A New Way of Speaking](#)

[A Park](#)

[A Pet's Perfect Home](#)

[A Prairie Dog's Life](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[A World of Easter Eggs](#)

[About Trees](#)

[Acropolis Adventure](#)

[Adding It Up](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Alia and the Furniture Troll](#)

[All About Chocolate](#)

[All About Kites](#)

[All About Kites](#)

[All-Star Fever](#)

[Amazing Antarctica](#)

[Amazing Antarctica](#)

[Amber Brown Is Not a Crayon](#)

[America's Wild Horses: Living Free](#)

[Analyze Character](#)

[Anansi and the Talking Watermelon](#)

[Anca's Journey](#)

[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)
[Anna and the Magic Coat](#)
[Anna and the Painted Eggs](#)
[Annie Oakley](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Arthur's Bad News Day](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baa Baa Black Sheep](#)
[Baltic Rescue](#)
[Bar Graph](#)
[Barack Obama](#)
[Barack Obama](#)
[Baskerville Takes the Day](#)
[Bathing Buddy](#)
[Bats](#)
[Because of El Nino](#)
[Becky's Puzzle Problem](#)
[Bedbugs Bite!](#)
[Beyond the Five Senses](#)
[Big Ben and Westminster Palace](#)
[Big Machines](#)
[Big Surprise in the Bug Tank](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)
[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Blackbeard's Doom](#)
[Blizzards!](#)
[Blizzards!](#)
[Brad Needs a Budget](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)

[Breeds of Dogs](#)
[Can I Vote?](#)
[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Catching Santa](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Charts](#)
[Chichén Itzá](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Code Talkers](#)
[Coding Camp](#)
[Coins Count](#)
[Colleen and the Leprechaun](#)
[Community Government](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Crocs and Gators](#)
[Crows Share a Pie](#)
[Cutaways](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Desert People](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Diagrams](#)
[Diary of a National Park Visit](#)
[Diary of a National Park Visit](#)
[Dictionary Dave](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)

[Earth's Water](#)
[Earth's Water](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Eiffel Tower](#)
[Electric Eels!](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Feet Go Two By Two](#)
[Felicia's Five Fat Frogs](#)
[Firefighters](#)
[Fishing in the Rain](#)
[Flow Charts](#)
[Flower Power](#)
[Flying Kites](#)
[Follow that Clue!](#)
[Food Label](#)
[France](#)
[Friends Around the World](#)
[Friends Around the World](#)
[Frogs and Toads](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Giant Pandas](#)
[Giant Pumpkins](#)
[Giant's Tale](#)
[Go Away, Sun!](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Three Bears](#)
[Goldilocks and the Three Bears](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Gorillas](#)
[Gross-Out Greg](#)
[Grounded to Earth](#)

[Grounded to Earth](#)
[Guardian Dogs: Penguin Protectors](#)
[Haiti Is My Home](#)
[Half Is Fair](#)
[Hansel and Gretel](#)
[Happy New Year Around the World](#)
[Harold the Hungry Plant](#)
[Hattie in the Attic](#)
[Hector's Halloween](#)
[Helen Keller](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Hooray! Arrays!](#)
[Hoover Dam](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How Animals Sleep](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Many Squares?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How are the characters and setting connected in a story?](#)
[How do some people use their senses to do some jobs?](#)
[How do you care for a pet?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Hugs for Daddy](#)
[Humminbirds](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'd Like To Be](#)
[I'm Allergic to Peanuts](#)
[I'm the Small One](#)

[I'm the Small One](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Identify Character Point of View](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[Independence Day](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Inside the Beast](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)
[It's Time for the Park](#)
[Ivy and Bean and the Ghost That Had to Go](#)
[Jack and Jill](#)
[Jack's Tale](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Jane and the Chimpanzees](#)
[Japan](#)
[Jason at the Jump-a-thon](#)
[Jenny Loves Yoga](#)
[Jessica Loves Soccer](#)
[Jobs Change](#)
[Joey's Stop Sign](#)
[Judy Moody was in a Mood](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Katie's Forest Finds](#)
[Keb Needs a Home](#)
[Kenya](#)
[Kitty Cat, Kitty Cat](#)
[Labor Day](#)
[Ladybug, Ladybug](#)
[Landon's Pumpkins](#)
[Late Again!](#)
[Leap Year Birthday](#)

[Leap Year Birthday](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Li's Tangram Animals](#)
[Life in the Desert Night](#)
[Line Graph](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Manatees](#)
[Map](#)
[Marcus Loses Patches](#)
[Maria's Family Christmas](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Mary Had a Little Lamb](#)
[Masks Around the World](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Meeting Father in Plymouth](#)
[Memorial Day](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Model Rockets](#)
[More Cities Should Tax Sweet Drinks](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Mummies in the Morning](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Mythical Creatures of Ancient Greece](#)
[Nature Stinks!](#)

[Nature Stinks!](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Noise in the Night](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Paul Bunyan and Babe the Blue Ox](#)
[Pecos Bill Rides a Tornado](#)
[Pecos Bill Tames a Rough Bunch](#)
[Pepper: The King of Spices](#)
[Persephone: A Greek Myth](#)
[Pictograph/Infographic](#)
[Picture Day](#)
[Picture Day](#)
[Pie Chart](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Presidents' Day](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Randolph and the Lion](#)
[Ratty Rats](#)
[Real-Life Multiplication](#)
[Reality and Fantasy](#)
[Recipe](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Rescue on the Ice](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Rock Is My Best Friend Because](#)
[Rockin' Rhythm and Sweet Harmony](#)
[Russia](#)

[Sailing the Windy Waves](#)
[Saint Patrick's Day](#)
[Sally Ride](#)
[Sally Takayama's Worst Day Ever](#)
[Salt Rocks!](#)
[Sam's Big Night](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Saving the Last Wild Tigers](#)
[Scotty's Spring Training](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Simple Machines](#)
[Sled Dogs to the Rescue](#)
[Sled Dogs to the Rescue](#)
[Slithery Snakes](#)
[Slithery and Slimy](#)
[Smelly Clyde](#)
[Smile!](#)
[Snow Camping](#)
[Soccer Is A Kick!](#)
[Soggy Stepsisters](#)
[Solids All Around](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spare the Turkey](#)
[Sparky's Mystery Fortune](#)
[Spider Monkey's Question](#)
[Spiders](#)
[Sports Schedule](#)
[Steps in a Process](#)
[Stonehenge](#)
[Story of the Sun](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)

[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Taj Mahal](#)
[Tarantula!](#)
[That's Close Enough](#)
[The Animal Data Files](#)
[The April Fools' Joke](#)
[The Backpack Tax](#)
[The Beekeeper](#)
[The Best Guess](#)
[The Bird's Nest](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day Before Thanksgiving](#)
[The Day I Couldn't Breathe](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The First Thanksgiving](#)
[The Fishing Derby](#)
[The Five Brothers](#)
[The Five Brothers](#)
[The Force of Water](#)
[The Fox and the Stork](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Great Salt March of Gandhi](#)
[The Great Wall of China](#)
[The Halloween House](#)
[The Hoppers Start School](#)
[The Igloo](#)
[The Itsy Bitsy Spider](#)
[The Legend of John Henry](#)
[The Legend of Sleepy Hollow](#)
[The Legend of the Giant's Causeway](#)
[The Legend of the Giant's Causeway](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mailman's Hat](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Mind Game](#)

[The Mona Lisa Mystery](#)
[The Mysteries of Easter Island](#)
[The Mystery of the Sky Stone](#)
[The Other Book of World Records](#)
[The Other Book of World Records](#)
[The Pirate Substitute](#)
[The Pirate Substitute](#)
[The Power of Magnets](#)
[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)
[The Shadow People](#)
[The Sleeping Dog](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The St. Patrick's Day Mystery](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)
[The Tinosaur](#)
[The Trumpet of the Swan](#)
[The Umbrella Trick](#)
[The UpDown Boy](#)
[The Washington Monument](#)
[The Wild Swans](#)
[The Wild Swans](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Dogs](#)
[Three Little Pigs: The Wolf's Story](#)
[Timeline](#)
[To Market](#)
[To the Circus](#)
[To the Pumpkin Patch](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Travel Schedule](#)
[Treasure From the Mud](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)

[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Vacation Time!](#)
[Valentine's Day](#)
[Valley of the Kings](#)
[Vampire Dentist](#)
[Vampires Don't Wear Polka Dots](#)
[Venn Diagram](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What makes a person good at solving problems?](#)
[What makes a story a fable?](#)
[What makes someone a good team member?](#)
[What's Your Money Worth?](#)
[What's the Difference?](#)
[What's Up With Pop?](#)
[Where We Get Energy](#)
[Where's Your Hair?](#)
[Which One Is More?](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)

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| | | Woods of Wonder |
| | | Woods of Wonder |
| | | Working with Animals |
| | | World Cup Soccer |
| | | World Holidays |
| | | Writer's Response |
| | | Yellowstone: A Place of Wild Wonders |
| | | Yellowstone: A Place of Wild Wonders |
| | | You Stink! |
| | | You're a Jellyfish! |
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C1. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS | | Text Patterns and Features |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.3. | identify some text patterns, such as chronological order and journal entry, and text features, including table of contents, charts, and icons, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[A Backyard Garden](#)
[A Camel Plods Along](#)
[A Forest is Full of Life](#)
[A Landforms Adventure](#)
[A Man of Vision](#)
[A Nation on Wheels](#)
[A Park](#)
[A Pet's Perfect Home](#)
[A Prairie Dog's Life](#)
[A World of Easter Eggs](#)
[Abigail Adams](#)
[Abigail Adams](#)
[About Trees](#)
[Acropolis Adventure](#)
[All About Chocolate](#)
[All About Kites](#)
[All About Kites](#)
[All-Star Fever](#)
[America's Wild Horses: Living Free](#)
[Anca's Journey](#)
[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)

[Anna and the Painted Eggs](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baltic Rescue](#)
[Bar Graph](#)
[Barack Obama](#)
[Barack Obama](#)
[Baskerville Takes the Day](#)
[Bathing Buddy](#)
[Bats](#)
[Because of El Nino](#)
[Bedbugs Bite!](#)
[Beyond the Five Senses](#)
[Big Machines](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)
[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Breeds of Dogs](#)
[Carlos' Family Celebration](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Charts](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Citizenship Theme Pack](#)
[Code Talkers](#)
[Colleen and the Leprechaun](#)
[Community Government](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Coral Reefs](#)

[Critter Crossings](#)
[Crocs and Gators](#)
[Cutaways](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Desert People](#)
[Dia de los Muertos](#)
[Dia de los Muertos](#)
[Diabetes and Me](#)
[Diagrams](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Elephants](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Felicia's Five Fat Frogs](#)
[Firefighters](#)
[Flow Charts](#)
[Flower Power](#)
[Follow that Clue!](#)
[Food Label](#)
[France](#)
[Frogs and Toads](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Giant Pandas](#)
[Giant Pumpkins](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Gorillas](#)
[Guardian Dogs: Penguin Protectors](#)
[Habitats/Adaptations Theme Pack](#)
[Haiti Is My Home](#)
[Happy New Year Around the World](#)
[Hector's Halloween](#)
[Helen Keller](#)

[Henry and Mudge and the Happy Cat](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Horrible Harry and the Green Slime](#)
[How Animals Sleep](#)
[How Do You Have Fun at the White House?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How do some people use their senses to do some jobs?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Humminbirds](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Love City Parks](#)
[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Japan](#)
[Jason at the Jump-a-thon](#)
[Jenny Loves Yoga](#)
[Jobs Change](#)
[Katie's Forest Finds](#)
[Kenya](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)

[Landon's Pumpkins](#)
[Late Again!](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Life in the Desert Night](#)
[Line Graph](#)
[Literature Circles](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Man Out at First](#)
[Manatees](#)
[Map](#)
[Maria's Family Christmas](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Masks Around the World](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Model Rockets](#)
[Mongo's Migration](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Pecos Bill Tames a Rough Bunch](#)
[Pepper: The King of Spices](#)
[Pictograph/Infographic](#)
[Picture Day](#)

[Picture Day](#)
[Pie Chart](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Problem and Solution](#)
[Puppets](#)
[Randolph and the Lion](#)
[Ratty Rats](#)
[Recipe](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Russia](#)
[Sailing the Windy Waves](#)
[Sally Ride](#)
[Salt Rocks!](#)
[Sam's Big Night](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Saving the Last Wild Tigers](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Simple Machines](#)
[Slithery and Slimy](#)
[Smile!](#)
[Soccer Is A Kick!](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Sparky's Mystery Fortune](#)
[Spiders](#)
[Sports Schedule](#)
[Steps in a Process](#)
[Stonehenge](#)
[Strange Plants](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Tarantula!](#)

[The 100th Day Project](#)
[The 100th Day Project](#)
[The April Fools' Joke](#)
[The Beekeeper](#)
[The Best Guess](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Day I Couldn't Breathe](#)
[The First Thanksgiving](#)
[The Force of Water](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Halloween House](#)
[The Magic of Migration](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Mona Lisa Mystery](#)
[The Mystery of the Sky Stone](#)
[The Other Book of World Records](#)
[The Other Book of World Records](#)
[The Power of Magnets](#)
[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)
[The Solar System](#)
[The St. Patrick's Day Mystery](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)
[The Trumpet of the Swan](#)
[The Washington Monument](#)
[Three Little Dogs](#)
[Timeline](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Travel Schedule](#)
[Treasure From the Mud](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)

[Venn Diagram](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[Where We Get Energy](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)
[You Stink!](#)
[You're a Jellyfish!](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C1. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS | | Visual Elements of Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.4. | identify ways in which images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Bad Movie](#)

[A Dog's Tale](#)

[A Golden Tragedy](#)

[A Man of Vision](#)

[A Pet's Perfect Home](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Acropolis Adventure](#)

[Adding It Up](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[All About Kites](#)

[All About Kites](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[America's Wild Horses: Living Free](#)

[Anansi and the Talking Watermelon](#)

[Ancient Egypt](#)

[Anna and the Painted Eggs](#)

[Art Theme Pack](#)

[Arthur's Bad News Day](#)

[Asthma](#)

[Awesome Ants](#)

[Baa Baa Black Sheep](#)

[Because of El Nino](#)

[Beyond the Five Senses](#)

[Big Ben and Westminster Palace](#)

[Big Surprise in the Bug Tank](#)

[Bigger Than a Monster Truck](#)

[Bigger Than a Monster Truck](#)

[Birds of the Amazon Rainforest](#)

[Blackbeard the Pirate](#)

[Blackbeard the Pirate](#)

[Blackbeard's Doom](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Charts](#)
[Chichén Itzá](#)
[Cinderella](#)
[Cinderella](#)
[Cinderello](#)
[Cinderello](#)
[Citizenship Theme Pack](#)
[Coding Camp](#)
[Coins Count](#)
[Colleen and the Leprechaun](#)
[Community Government](#)
[Comprehension Pack \(Single-Session\)](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Crows Share a Pie](#)
[Cutaways](#)
[Diagrams](#)
[Dinosaurs](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Eiffel Tower](#)
[Empire State Building](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Feet Go Two By Two](#)
[Flow Charts](#)
[Friends Around the World](#)
[Friends Around the World](#)
[Frogs and Toads](#)
[Giant's Tale](#)
[Grounded to Earth](#)
[Grounded to Earth](#)
[Habitats/Adaptations Theme Pack](#)
[Half Is Fair](#)

[Harold the Hungry Plant](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[Hooray! Arrays!](#)
[Hoover Dam](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Long?](#)
[How Many Squares?](#)
[How are the characters and setting connected in a story?](#)
[How do you care for a pet?](#)
[Humpty Dumpty](#)
[I Had a Great Day](#)
[I Had a Little Hen](#)
[I'm All Right](#)
[I'm Allergic to Peanuts](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[Introducing Planet Earth](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)
[It's Time for the Park](#)
[Jack and Jill](#)
[Jack's Tale](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane and the Chimpanzees](#)
[Jobs Change](#)
[Joey's Stop Sign](#)
[Julian, Secret Agent](#)
[Katie's Forest Finds](#)
[Kitty Cat, Kitty Cat](#)
[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Leap Year Birthday](#)
[Leap Year Birthday](#)
[Leap! A Salmon's Story](#)
[Li's Tangram Animals](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)

[Little Red Riding Hood](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Looking for Numbers](#)
[Magnetism](#)
[Man Out at First](#)
[Map](#)
[Marcus Loses Patches](#)
[Mary Had a Little Lamb](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Meeting Father in Plymouth](#)
[Migrating Geese](#)
[Miss Susie: A Handclap Game](#)
[Mother Teresa: Mother to Many](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Planet, New School](#)
[Odd Number Thirteen](#)
[Off to Join the Circus](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[People Theme Pack](#)
[Pepper: The King of Spices](#)
[Persephone: A Greek Myth](#)
[Pictograph/Infographic](#)
[Picture Day](#)
[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Presidents' Day](#)
[Rapunzel](#)
[Rapunzel](#)
[Real-Life Multiplication](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Scotty's Spring Training](#)
[Sharks](#)
[Ships and Boats](#)
[Sign Language and Hand Talk](#)
[Simple Machines](#)

[Smelly Clyde](#)
[So Much to Learn](#)
[So You Want to Be President?](#)
[Solids All Around](#)
[Spare the Turkey](#)
[Spider Monkey's Question](#)
[Steps in a Process](#)
[Story of the Sun](#)
[Taj Mahal](#)
[That's Close Enough](#)
[The Animal Data Files](#)
[The Backpack Tax](#)
[The Best Guess](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day I Couldn't Breathe](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Great Land Run](#)
[The Great Wall of China](#)
[The Itsy Bitsy Spider](#)
[The Lion and the Unicorn](#)
[The Mona Lisa Mystery](#)
[The Mysteries of Easter Island](#)
[The Other Book of World Records](#)
[The Other Book of World Records](#)
[The Pirate Substitute](#)
[The Pirate Substitute](#)
[The Powwow Beat](#)
[The Snowy Day](#)
[The Solar System](#)
[The Three Little Pigs](#)
[The Tinosaur](#)
[The Trumpet of the Swan](#)
[The UpDown Boy](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Pigs: The Wolf's Story](#)
[Timeline](#)
[To Market](#)
[Traditional Tales Theme Pack](#)
[Triple Threat to Trash Project Pack](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)
[Two Thanksgivings](#)

[U.S. Presidency from Election to Inauguration](#)
[Valley of the Kings](#)
[Waiting for Mama](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a person good at solving problems?](#)
[What makes a story a fable?](#)
[What makes someone a good team member?](#)
[What's Your Money Worth?](#)
[What's the Difference?](#)
[Which One Is More?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Wild Horses](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Wonderful Winter](#)
[World Traveler Ibn Battuta](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C1. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS | | Elements of Style |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.5. | identify some simple elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[Acadia National Park \[ILO\]](#)
[Acadia National Park \[ILO\]](#)
[All-Star Fever](#)
[Coral Reefs](#)
[Cy and Medusa](#)
[Gandhi](#)
[How Long?](#)
[I Collect That](#)
[I Collect That](#)
[I Had a Great Day](#)
[I'm All Right](#)
[Literature Circles](#)
[Looking for Numbers](#)
[Miss Susie: A Handclap Game](#)

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|---|-----------|---|
| STRAND / COURSE STRAND / OVERALL EXPECTATION | C. C1. | One Pony Too Many So Much to Learn The History of House Cats The Last Day of School U.S. Presidency from Election to Inauguration |
| | | Comprehension: Understanding and Responding to Texts |
| STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.6. | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| | | Point of View identify the narrator's point of view, including first person or third person, in simple texts, and suggest an alternative point of view to tell the story |

Learning A-Z RAZ

[Amber Brown Is Not a Crayon](#)
[Horrible Harry and the Green Slime](#)
[Identify Character Point of View](#)
[Julian, Secret Agent](#)
[Native American](#)
[Reader's Theater Scripts](#)
[Rent a Llama](#)
[Rent a Llama](#)
[The Halloween House](#)
[The Last Day of School](#)
[The Last Day of School](#)
[The Trumpet of the Swan](#)
[Writer's Response](#)

| | | |
|---|-----------|---|
| STRAND / COURSE STRAND / OVERALL EXPECTATION | C. C1. | Comprehension: Understanding and Responding to Texts |
| | | Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various texts forms and genres |
| STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION | C1.7. | Indigenous Context of Various Text Forms |
| | | read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[A Trip to Rio](#)
[A Trip to Rio](#)
[Abigail Adams](#)
[Abigail Adams](#)
[Anca's Journey](#)
[April Fools' Day](#)
[April Fools' Day](#)

[Art Theme Pack](#)
[Comprehension Pack \(Single-Session\)](#)
[Dia de los Muertos](#)
[Dia de los Muertos](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Literature Circles](#)
[Meeting Father in Plymouth](#)
[Morocco](#)
[Native American](#)
[Olympic Sports Stars](#)
[People Theme Pack](#)
[Russia](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Traditional Tales Theme Pack](#)
[United Arab Emirates](#)
[William Shakespeare](#)
[William Shakespeare](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C2. | Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts |
| STAGE / SKILLS | | Prereading: Activating Prior Knowledge |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.1. | activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts |

Learning A-Z RAZ
[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[A New Way of Speaking](#)
[About Trees](#)
[All About Chocolate](#)
[All-Star Fever](#)
[Amber Brown Is Not a Crayon](#)
[Animals, Animals](#)

[Anna and the Painted Eggs](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Art Around Us](#)
[Art Around Us](#)
[Baa Baa Black Sheep](#)
[Big Machines](#)
[Big Surprise in the Bug Tank](#)
[Brad Needs a Budget](#)
[Bread and Jam for Frances](#)
[Breeds of Dogs](#)
[Caps for Sale](#)
[China](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Disappearing Coral Reefs Project Pack](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Earth's Water](#)
[Earth's Water](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[France](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[Horrible Harry and the Dragon War](#)
[How Animals Sleep](#)
[How Long?](#)
[How to Make Ice Cream](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Had a Great Day](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'm All Right](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[India](#)
[Influenza](#)
[Introducing Planet Earth](#)
[It's About Time](#)

[Jack and Jill](#)
[Japan](#)
[Julian, Secret Agent](#)
[Kenya](#)
[Kitty Cat, Kitty Cat](#)
[Ladybug, Ladybug](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Looking for Numbers](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Maria's Family Christmas](#)
[Mary Had a Little Lamb](#)
[Memorial Day](#)
[Miss Susie: A Handclap Game](#)
[Native American](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Oil: Rewards and Risks](#)
[Planets of My Solar System](#)
[Playing It Safe](#)
[Saving the Last Wild Tigers](#)
[Ships and Boats](#)
[Slithery and Slimy](#)
[So Much to Learn](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Sound All Around](#)
[Summer Olympics Events](#)
[The Beekeeper](#)
[The Itsy Bitsy Spider](#)
[The Lion and the Unicorn](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The Story of Jeans](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[To Market](#)
[Tornadoes](#)

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|--------------------------------------|-------|---|
| | | Tornadoes |
| | | Two Blackbirds |
| | | Two Thanksgivings |
| | | Wee Willie Winkie |
| | | Whales |
| | | Wild Horses |
| | | Winter Is Fun |
| | | Winter Snapshots |
| | | World Cup Soccer |
| | | World Holidays |
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C2. | Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts |
| STAGE / SKILLS | | Prereading: Identifying the Purpose for Reading, Listening, and Viewing |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.2. | identify various purposes for engaging with texts, including enjoyment or finding information |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[A Backyard Garden](#)
[A Camel Plods Along](#)
[A Dog's Tale](#)
[A Forest is Full of Life](#)
[A Golden Tragedy](#)
[A Hero's Name](#)
[A Late Night Chat with a Parakeet](#)
[A Man of Vision](#)
[A Nation on Wheels](#)
[A New Way of Speaking](#)
[A Park](#)
[A Pet's Perfect Home](#)
[A Prairie Dog's Life](#)
[A Trip to Rio](#)
[A Trip to Rio](#)
[A World of Easter Eggs](#)
[Abigail Adams](#)
[Abigail Adams](#)
[About Trees](#)
[Acropolis Adventure](#)
[Aesop's Fables](#)
[Aesop's Fables](#)
[Aesop's Fables](#)
[Alia and the Furniture Troll](#)
[All About Chocolate](#)
[All About Kites](#)

[All About Kites](#)
[All-Star Fever](#)
[Amber Brown Is Not a Crayon](#)
[America's Wild Horses: Living Free](#)
[Analyze Character](#)
[Anansi and the Talking Watermelon](#)
[Anca's Journey](#)
[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)
[Anna and the Magic Coat](#)
[Anna and the Painted Eggs](#)
[Annie Oakley](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Arthur's Bad News Day](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baa Baa Black Sheep](#)
[Baltic Rescue](#)
[Barack Obama](#)
[Barack Obama](#)
[Baskerville Takes the Day](#)
[Bathing Buddy](#)
[Bats](#)
[Because of El Nino](#)
[Becky's Puzzle Problem](#)
[Bedbugs Bite!](#)
[Beyond the Five Senses](#)
[Big Machines](#)
[Big Surprise in the Bug Tank](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)
[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Brad Needs a Budget](#)
[Brainstorm Bear](#)

[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Breeds of Dogs](#)
[Can I Vote?](#)
[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Catching Santa](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Cinderella](#)
[Cinderello](#)
[Cinderello](#)
[Coding Camp](#)
[Colleen and the Leprechaun](#)
[Community Government](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Crocs and Gators](#)
[Crows Share a Pie](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Desert People](#)
[Dia de los Muertos](#)
[Dia de los Muertos](#)
[Diabetes and Me](#)
[Dictionary Dave](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dogs at Work, HeroRATs: Rats Who Save Lives](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)

[Edible Bugs](#)
[Eggy's Easy Out](#)
[Elephants](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Felicia's Five Fat Frogs](#)
[Firefighters](#)
[Fishing in the Rain](#)
[Flower Power](#)
[Fluency Practice Passage](#)
[Flying Kites](#)
[Follow that Clue!](#)
[France](#)
[Friends Around the World](#)
[Friends Around the World](#)
[Frogs and Toads](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Giant Pandas](#)
[Giant Pumpkins](#)
[Giant's Tale](#)
[Go Away, Sun!](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Three Bears](#)
[Goldilocks and the Three Bears](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Gorillas](#)
[Grounded to Earth](#)
[Grounded to Earth](#)
[Guardian Dogs: Penguin Protectors](#)
[Haiti Is My Home](#)
[Happy New Year Around the World](#)
[Harold the Hungry Plant](#)
[Hattie in the Attic](#)
[Hector's Halloween](#)
[Helen Keller](#)

[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How Animals Sleep](#)
[How Do You Have Fun at the White House?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How are the characters and setting connected in a story?](#)
[How do some people use their senses to do some jobs?](#)
[How do you care for a pet?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Hugs for Daddy](#)
[Humminbirds](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'd Like To Be](#)
[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Identify Character Point of View](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Independence Day](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Inside the Beast](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)

[Jack and Jill](#)
[Jack's Tale](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Japan](#)
[Jason at the Jump-a-thon](#)
[Jenny Loves Yoga](#)
[Jessica Loves Soccer](#)
[Jobs Change](#)
[Joey's Stop Sign](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Keb Needs a Home](#)
[Keb Needs a Home, Hermit Crabs](#)
[Kenya](#)
[Kitty Cat, Kitty Cat](#)
[Labor Day](#)
[Ladybug, Ladybug](#)
[Landon's Pumpkins](#)
[Late Again!](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Li's Tangram Animals](#)
[Life in the Desert Night](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Manatees](#)

[Marcus Loses Patches](#)
[Maria's Family Christmas](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Mary Had a Little Lamb](#)
[Masks Around the World](#)
[Meeting Father in Plymouth](#)
[Memorial Day](#)
[Memorial Day, Dia de los Muertos](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Native American](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Noise in the Night](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Paul Bunyan and Babe the Blue Ox](#)
[Pecos Bill Rides a Tornado](#)
[Pecos Bill Tames a Rough Bunch](#)
[Pepper: The King of Spices](#)
[Persephone: A Greek Myth](#)
[Picture Day](#)
[Picture Day](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)

[Problem and Solution](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Randolph and the Lion](#)
[Rapunzel](#)
[Rapunzel](#)
[Ratty Rats](#)
[Reader's Theater Scripts](#)
[Reality and Fantasy](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Rockin' Rhythm and Sweet Harmony](#)
[Russia](#)
[Sailing the Windy Waves](#)
[Sally Ride](#)
[Sally Takayama's Worst Day Ever](#)
[Salt Rocks!](#)
[Sam's Big Night](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Saving the Last Wild Tigers](#)
[Scotty's Spring Training](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Simple Machines](#)
[Slithery and Slimy](#)
[Smelly Clyde](#)
[Smile!](#)
[Snow Camping](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Soggy Stepsisters](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spare the Turkey](#)
[Sparky's Mystery Fortune](#)

[Spider Monkey's Question](#)
[Spiders](#)
[Stonehenge](#)
[Story of the Sun](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Tarantula!](#)
[The April Fools' Joke](#)
[The Backpack Tax](#)
[The Beekeeper](#)
[The Best Guess](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day Before Thanksgiving](#)
[The Day I Couldn't Breathe](#)
[The Day I Couldn't Breathe, Asthma](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The First Thanksgiving](#)
[The Fishing Derby](#)
[The Force of Water](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Halloween House](#)
[The Hoppers Start School](#)
[The Igloo](#)
[The Itsy Bitsy Spider](#)
[The Legend of John Henry](#)
[The Legend of Sleepy Hollow](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mailman's Hat](#)
[The Mind Game](#)
[The Mona Lisa Mystery](#)
[The Mystery of the Sky Stone](#)
[The Power of Magnets](#)

[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)
[The Shadow People](#)
[The Sleeping Dog](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The St. Patrick's Day Mystery](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)
[The Tinosaur](#)
[The Trumpet of the Swan](#)
[The Umbrella Trick](#)
[The UpDown Boy](#)
[The Washington Monument](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Dogs](#)
[Three Little Pigs: The Wolf's Story](#)
[To Market](#)
[To the Circus](#)
[To the Pumpkin Patch](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Treasure From the Mud](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[Two Blackbirds](#)
[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Vacation Time!](#)
[Valentine's Day](#)
[Vampire Dentist](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[Weird Bird Beaks](#)
[Whales](#)

[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What makes a person good at solving problems?](#)
[What makes a story a fable?](#)
[What makes someone a good team member?](#)
[Where We Get Energy](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)
[World Traveler Ibn Battuta](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)
[You Stink!](#)
[You're a Jellyfish!](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
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| STAGE / SKILLS | | Monitoring of Understanding: Making and Confirming Predictions |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.3. | make predictions using background knowledge, text features, and evidence from the text |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Backyard Garden](#)

[A Bad Movie](#)

[A Camel Plods Along](#)

[A Dog's Tale](#)

[A Forest is Full of Life](#)

[A Frog Prince](#)

[A Golden Tragedy](#)

[A Hero's Name](#)

[A Landforms Adventure](#)

[A Late Night Chat with a Parakeet](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A New Way of Speaking](#)

[A Park](#)

[A Pet's Perfect Home](#)

[A Prairie Dog's Life](#)

[A Record With Wings](#)

[A Record With Wings](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[A World of Easter Eggs](#)

[Abigail Adams](#)

[Abigail Adams](#)

[About Trees](#)

[Acropolis Adventure](#)

[Adding It Up](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Alia and the Furniture Troll](#)

[All About Chocolate](#)

[All About Kites](#)

[All About Kites](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[America's Wild Horses: Living Free](#)
[Analyze Character](#)
[Anansi and the Talking Watermelon](#)
[Anca's Journey](#)
[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)
[Anna and the Magic Coat](#)
[Anna and the Painted Eggs](#)
[Annie Oakley](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Arthur's Bad News Day](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baa Baa Black Sheep](#)
[Backwards and Forwards](#)
[Baltic Rescue](#)
[Barack Obama](#)
[Barack Obama](#)
[Baskerville Takes the Day](#)
[Bathing Buddy](#)
[Bats](#)
[Because of El Nino](#)
[Becky's Puzzle Problem](#)
[Bedbugs Bite!](#)
[Belling the Cat](#)
[Beyond the Five Senses](#)
[Big Ben and Westminster Palace](#)
[Big Machines](#)
[Big Surprise in the Bug Tank](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)
[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Blackbeard's Doom](#)

[Brad Needs a Budget](#)
[Brad's Backpack](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Breeds of Dogs](#)
[Buy This!](#)
[Can I Vote?](#)
[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Catching Santa](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Chichén Itzá](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Cinderella](#)
[Cinderella](#)
[Cinderello](#)
[Cinderello](#)
[Citizenship Theme Pack](#)
[Coding Camp](#)
[Coins Count](#)
[Colleen and the Leprechaun](#)
[Colosseum](#)
[Community Government](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Crocs and Gators](#)
[Crows Share a Pie](#)
[Cy and Medusa](#)
[Deep Inside a Copper Mine](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Desert People](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Diary of a National Park Visit](#)
[Diary of a National Park Visit](#)

[Dictionary Dave](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dogs at Work, HeroRATs: Rats Who Save Lives](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Eiffel Tower](#)
[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Feet Go Two By Two](#)
[Felicia's Five Fat Frogs](#)
[Firefighters](#)
[Fishing in the Rain](#)
[Flower Power](#)
[Fluency Practice Passage](#)
[Flying Kites](#)
[Follow that Clue!](#)
[France](#)
[Friends Around the World](#)
[Friends Around the World](#)
[Frogs and Toads](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Giant Pandas](#)
[Giant Pumpkins](#)

[Giant's Tale](#)
[Go Away, Sun!](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Three Bears](#)
[Goldilocks and the Three Bears](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Gorillas](#)
[Gross-Out Greg](#)
[Grounded to Earth](#)
[Grounded to Earth](#)
[Guardian Dogs: Penguin Protectors](#)
[Habitats/Adaptations Theme Pack](#)
[Haiti Is My Home](#)
[Half Is Fair](#)
[Happy New Year Around the World](#)
[Harold the Hungry Plant](#)
[Hattie in the Attic](#)
[Hector's Halloween](#)
[Helen Keller](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Here Come the Locusts](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Hooray! Arrays!](#)
[Hoover Dam](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How Animals Sleep](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Long?](#)
[How Many Squares?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How are the characters and setting connected in a story?](#)
[How do some people use their senses to do some jobs?](#)
[How do you care for a pet?](#)
[How does someone's environment affect how they live?](#)

[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Hugs for Daddy](#)
[Humminbirds](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Had a Great Day](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'd Like To Be](#)
[I'm All Right](#)
[I'm Allergic to Peanuts](#)
[I'm the Guest, The Sometimes Friend](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Identify Character Point of View](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[Independence Day](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Inside the Beast](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)
[It's Time for the Park](#)
[Ivy and Bean and the Ghost That Had to Go](#)
[Jack and Jill](#)
[Jack's Tale](#)
[Jack's Tale, Giant's Tale](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Jane and the Chimpanzees](#)
[Japan](#)
[Jason at the Jump-a-thon](#)

[Jenny Loves Yoga](#)
[Jessica Loves Soccer](#)
[Jobs Change](#)
[Joey's Stop Sign](#)
[Judy Moody was in a Mood](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Katie's Forest Finds](#)
[Keb Needs a Home](#)
[Keb Needs a Home, Hermit Crabs](#)
[Kenya](#)
[Kick It, Don't Head It](#)
[Kitty Cat, Kitty Cat](#)
[Labor Day](#)
[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Landon's Pumpkins](#)
[Late Again!](#)
[Leap Year Birthday](#)
[Leap Year Birthday](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Li's Tangram Animals](#)
[Life in the Desert Night](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Looking for Numbers](#)
[Lost](#)
[Luna Has Nothing to Wear, Pluto's New Friends](#)
[Machu Picchu](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Manatees](#)

[Marcus Loses Patches](#)
[Maria's Family Christmas](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Mary Had a Little Lamb](#)
[Masks Around the World](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Meeting Father in Plymouth](#)
[Memorial Day](#)
[Memorial Day, Dia de los Muertos](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Miss Susie: A Handclap Game](#)
[Model Rockets](#)
[More Cities Should Tax Sweet Drinks](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Mummies in the Morning](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Noise in the Night](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[One Pony Too Many](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Paul Bunyan](#)

[Paul Bunyan and Babe the Blue Ox](#)
[Paul Bunyan and Babe the Blue Ox, Pecos Bill Rides a Tornado](#)
[Pecos Bill Rides a Tornado](#)
[Pecos Bill Tames a Rough Bunch](#)
[People Theme Pack](#)
[Pepper: The King of Spices](#)
[Persephone: A Greek Myth](#)
[Petra](#)
[Picture Day](#)
[Picture Day](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Problem and Solution](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Randolph and the Lion](#)
[Rapunzel](#)
[Rapunzel](#)
[Ratty Rats](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
[Reality and Fantasy](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Rock Is My Best Friend Because](#)
[Rockin' Rhythm and Sweet Harmony](#)
[Russia](#)
[Sailing the Windy Waves](#)
[Sally Ride](#)
[Sally Takayama's Worst Day Ever](#)
[Salt Rocks!](#)
[Sam's Big Night](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Saving the Last Wild Tigers](#)
[Scotty's Spring Training](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Buddies](#)
[Shelter Pets Are Best](#)

[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Silk Leaves Home](#)
[Simple Machines](#)
[Slithery Snakes](#)
[Slithery and Slimy](#)
[Smelly Clyde](#)
[Smile!](#)
[Snow Camping](#)
[So Much to Learn](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Soggy Stepsisters](#)
[Solids All Around](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spare the Turkey](#)
[Sparky's Mystery Fortune](#)
[Spider Monkey's Question](#)
[Spiders](#)
[Stinky Trash](#)
[Stonehenge](#)
[Story of the Sun](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Taj Mahal](#)
[Tarantula!](#)
[That's Close Enough](#)
[The Animal Data Files](#)
[The April Fools' Joke](#)
[The Backpack Tax](#)
[The Beekeeper](#)
[The Best Guess](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day Before Thanksgiving](#)

[The Day I Couldn't Breathe](#)
[The Day I Couldn't Breathe, Asthma](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The First Thanksgiving](#)
[The Fishing Derby](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Fox and the Stork](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Great Wall of China](#)
[The Halloween House](#)
[The Hoppers Start School](#)
[The Igloo](#)
[The Itsy Bitsy Spider](#)
[The Last Day of School](#)
[The Legend of John Henry](#)
[The Legend of Sleepy Hollow](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mailman's Hat](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Mind Game](#)
[The Mona Lisa Mystery](#)
[The Mystery of the Sky Stone](#)
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[The Pirate Substitute](#)
[The Power of Magnets](#)
[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)
[The Shadow People](#)
[The Sleeping Dog](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The St. Patrick's Day Mystery](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)

[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)
[The Three Little Pigs, Three Little Pigs: The Wolf's Story](#)
[The Tinosaur](#)
[The Trumpet of the Swan](#)
[The Umbrella Trick](#)
[The UpDown Boy](#)
[The Washington Monument](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Dogs](#)
[Three Little Pigs: The Wolf's Story](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[To the Circus](#)
[To the Pumpkin Patch](#)
[Tokyo Imperial Palace](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Traditional Tales Theme Pack](#)
[Treasure From the Mud](#)
[Tricky Tiger Tally](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)
[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Vacation Time!](#)
[Valentine's Day](#)
[Valley of the Kings](#)
[Vampire Dentist](#)
[Vampires Don't Wear Polka Dots](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)

[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What makes a person good at solving problems?](#)
[What makes a story a fable?](#)
[What makes someone a good team member?](#)
[What's Your Money Worth?](#)
[What's in Washington, D.C.?](#)
[What's the Difference?](#)
[What's Up With Pop?](#)
[Where We Get Energy](#)
[Which One Is More?](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working Under Pressure](#)
[Working Under Pressure](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)
[You Stink!](#)
[You're a Jellyfish!](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C2. | Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts |
| STAGE / SKILLS | | Monitoring of Understanding: Ongoing Comprehension Check |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.4. | use strategies such as rereading, visualizing, and asking questions, to monitor their understanding of simple texts |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Frog Prince](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A Record With Wings](#)

[A Record With Wings](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Acadia National Park \[ILO\]](#)

[Acadia National Park \[ILO\]](#)

[Acropolis Adventure](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[All About Kites](#)

[All About Kites](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[Animal Discoveries](#)

[Annie Oakley](#)

[Art Theme Pack](#)

[Asthma](#)

[Awesome Ants](#)

[Baa Baa Black Sheep](#)

[Backwards and Forwards](#)

[Baltic Rescue](#)

[Bar Graph](#)

[Barack Obama](#)

[Barack Obama](#)

[Bedbugs Bite!](#)

[Belling the Cat](#)

[Beyond the Five Senses](#)

[Big Ben and Westminster Palace](#)

[Big Surprise in the Bug Tank](#)

[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Blizzards!](#)
[Blizzards!](#)
[Brad's Backpack](#)
[Bread and Jam for Frances](#)
[Buy This!](#)
[Can I Vote?](#)
[Caps for Sale](#)
[Charts](#)
[Chichén Itzá](#)
[Chickens in My Backyard](#)
[Cinderello](#)
[Cinderello](#)
[Citizenship Theme Pack](#)
[Community Government](#)
[Comprehension Pack \(Single-Session\)](#)
[Coral Reefs](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Cutaways](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Diagrams](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Edible Bugs](#)
[Eiffel Tower](#)
[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Firefighters](#)
[Flow Charts](#)
[Food Label](#)
[Friends Around the World](#)
[Friends Around the World](#)

[Gandhi](#)
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[George Washington Carver](#)
[Giant Pumpkins](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Habitats/Adaptations Theme Pack](#)
[Helen Keller](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[History of the Bicycle](#)
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[Hoover Dam](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How We Measure](#)
[Humpty Dumpty](#)
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[I Collect That](#)
[I Had a Little Hen](#)
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[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Influenza](#)
[Insect Life Cycle](#)
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[Inside the Beast](#)
[Jack and Jill](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Keb Needs a Home](#)
[Kick It, Don't Head It](#)
[Kitty Cat, Kitty Cat](#)
[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)

[Li's Tangram Animals](#)
[Line Graph](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Lost](#)
[Make More Chocolate Project Pack](#)
[Man Out at First](#)
[Manatees](#)
[Map](#)
[Mary Had a Little Lamb](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mythical Creatures of Ancient Greece](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Off to Join the Circus](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[One Pony Too Many](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Paul Bunyan](#)
[Pecos Bill Rides a Tornado](#)
[People Theme Pack](#)
[Persephone: A Greek Myth](#)
[Pictograph/Infographic](#)
[Pie Chart](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Rapunzel](#)
[Rapunzel](#)

[Ratty Rats](#)
[Recipe](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Saint Patrick's Day](#)
[Sally Ride](#)
[Seals, Sea Lions, and Walruses](#)
[Sharks](#)
[Shelter Buddies](#)
[Shelter Pets Are Best](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Silk Leaves Home](#)
[Simple Machines](#)
[Slithery Snakes](#)
[Snow Camping](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Sonia Joins the Supreme Court](#)
[Sports Schedule](#)
[Steps in a Process](#)
[Stinky Trash](#)
[Story of the Sun](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Taj Mahal](#)
[Tarantula!](#)
[The Day I Couldn't Breathe](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Great Land Run](#)
[The Great Wall of China](#)
[The Itsy Bitsy Spider](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mona Lisa Mystery](#)
[The Secret Lives of Snails and Slugs](#)
[The Shadow People](#)
[The Snowy Day](#)
[The Solar System](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)

[The Trumpet of the Swan](#)
[The UpDown Boy](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Timeline](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[Totem Poles](#)
[Travel Schedule](#)
[Tricky Tiger Tally](#)
[Triple Threat to Trash Project Pack](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)
[U.S. Presidency from Election to Inauguration](#)
[Valley of the Kings](#)
[Venn Diagram](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[Where We Get Energy](#)
[Why Do Leaves Change Color?](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Snapshots](#)
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[Woods of Wonder](#)
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| STAGE / SKILLS | | Monitoring of Understanding: Making Connections |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.5. | identify connections between ideas expressed in simple texts and their knowledges and lived experiences, the ideas in other familiar texts, and the world around them |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

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[Art Made from What?](#)

[Baa Baa Black Sheep](#)

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[Caps for Sale](#)

[Cave Dwellers](#)

[Chicken Little](#)

[China](#)

[Comprehension Pack \(Single-Session\)](#)

[Contrary Emily Carr](#)

[Doctor Foster](#)

[Elephant Numbers Drop](#)

[Felicia's Five Fat Frogs](#)
[Flower Power](#)
[Follow that Clue!](#)
[France](#)
[Haiti Is My Home](#)
[Happy New Year Around the World](#)
[Hector's Halloween](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hey, Diddle Diddle](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[How Do You Have Fun at the White House?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[Humminbirds](#)
[Humpty Dumpty](#)
[I Had a Little Hen](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[India](#)
[Influenza](#)
[Jack and Jill](#)
[Jane Goodall: Friend of the Forest](#)
[Japan](#)
[Jason at the Jump-a-thon](#)
[Jobs Change](#)
[Julian, Secret Agent](#)
[Kenya](#)
[Kick It, Don't Head It](#)
[Kitty Cat, Kitty Cat](#)
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[Sam's Big Night](#)
[Second-Place Steven](#)
[Shelter Buddies](#)
[Silk Leaves Home](#)
[Smile!](#)
[So You Want to Be President?](#)
[Stinky Trash](#)
[The April Fools' Joke](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The First Thanksgiving](#)
[The Fortune Cookie](#)
[The Frog Chef](#)
[The Halloween House](#)
[The Itsy Bitsy Spider](#)
[The Lion and the Unicorn](#)
[The Mighty Mississippi](#)
[The Mighty Mississippi](#)
[The Mystery of the Sky Stone](#)
[The Powwow Beat](#)
[The Snowy Day](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[The Washington Monument](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Dogs](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[Treasure From the Mud](#)
[Tricky Tiger Tally](#)
[Two Blackbirds](#)
[U.S. Presidency from Election to Inauguration](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Wee Willie Winkie](#)
[Who Ate My Latkes?](#)
[Why the Bat Flies Only at Night](#)
[Wild Horses](#)
[Wild Turkeys](#)
[Winged Fishers](#)
[Winter Is Fun](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | | Winter Snapshots |
| | | Working Under Pressure |
| STRAND / OVERALL EXPECTATION | | Working Under Pressure |
| | | Working with Animals |
| | | Writer's Response |
| | C. | Comprehension: Understanding and Responding to Texts |
| | C2. | Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts |
| STAGE / SKILLS | | Summarizing: Identifying Relevant information and Drawing Conclusions |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.6. | identify the main idea in a simple text, and relate important details in sequence |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Backyard Garden](#)

[A Bad Movie](#)

[A Camel Plods Along](#)

[A Dog's Tale](#)

[A Forest is Full of Life](#)

[A Frog Prince](#)

[A Golden Tragedy](#)

[A Hero's Name](#)

[A Landforms Adventure](#)

[A Late Night Chat with a Parakeet](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A New Way of Speaking](#)

[A Park](#)

[A Pet's Perfect Home](#)

[A Prairie Dog's Life](#)

[A Record With Wings](#)

[A Record With Wings](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[A World of Easter Eggs](#)

[Abigail Adams](#)

[Abigail Adams](#)

[About Trees](#)

[Acropolis Adventure](#)

[Adding It Up](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[Alia and the Furniture Troll](#)

[All About Chocolate](#)

[All About Kites](#)
[All About Kites](#)
[All-Star Fever](#)
[Amber Brown Is Not a Crayon](#)
[America's Wild Horses: Living Free](#)
[Analyze Character](#)
[Anansi and the Talking Watermelon](#)
[Anca's Journey](#)
[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)
[Anna and the Magic Coat](#)
[Anna and the Painted Eggs](#)
[Annie Oakley](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Arthur's Bad News Day](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baa Baa Black Sheep](#)
[Backwards and Forwards](#)
[Baltic Rescue](#)
[Barack Obama](#)
[Barack Obama](#)
[Baskerville Takes the Day](#)
[Bathing Buddy](#)
[Bats](#)
[Because of El Nino](#)
[Becky's Puzzle Problem](#)
[Bedbugs Bite!](#)
[Belling the Cat](#)
[Beyond the Five Senses](#)
[Big Ben and Westminster Palace](#)
[Big Machines](#)
[Big Surprise in the Bug Tank](#)
[Bigger Than a Monster Truck](#)
[Bigger Than a Monster Truck](#)
[Birds of Prey](#)

[Birds of the Amazon Rainforest](#)
[Blackbeard the Pirate](#)
[Blackbeard the Pirate](#)
[Blackbeard's Doom](#)
[Brad Needs a Budget](#)
[Brad's Backpack](#)
[Brainstorm Bear](#)
[Brainstorm Bear](#)
[Bread and Jam for Frances](#)
[Breeds of Dogs](#)
[Buy This!](#)
[Can I Vote?](#)
[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Catching Santa](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Chichén Itzá](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Cinderella](#)
[Cinderella](#)
[Cinderello](#)
[Cinderello](#)
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[Coins Count](#)
[Colleen and the Leprechaun](#)
[Colosseum](#)
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[Crows Share a Pie](#)
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[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
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[Día de los Muertos](#)
[Día de los Muertos](#)

[Diabetes and Me](#)
[Diary of a National Park Visit](#)
[Diary of a National Park Visit](#)
[Dictionary Dave](#)
[Dinosaurs](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dogs at Work](#)
[Dogs at Work](#)
[Dogs at Work, HeroRATs: Rats Who Save Lives](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Edible Bugs](#)
[Eggy's Easy Out](#)
[Eiffel Tower](#)
[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Fantastic Flying Machines](#)
[Fantastic Flying Machines](#)
[Feet Go Two By Two](#)
[Felicia's Five Fat Frogs](#)
[Firefighters](#)
[Fishing in the Rain](#)
[Flow Charts](#)
[Flower Power](#)
[Fluency Practice Passage](#)
[Flying Kites](#)
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[Friends Around the World](#)
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[Gandhi](#)
[George Washington Carver](#)
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[Ghost Towns](#)
[Ghost Towns](#)
[Giant Pandas](#)
[Giant Pumpkins](#)
[Giant's Tale](#)
[Go Away, Sun!](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Other Three Bears](#)
[Goldilocks and the Three Bears](#)
[Goldilocks and the Three Bears](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
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[Gross-Out Greg](#)
[Grounded to Earth](#)
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[Guardian Dogs: Penguin Protectors](#)
[Habitats/Adaptations Theme Pack](#)
[Haiti Is My Home](#)
[Half Is Fair](#)
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[Harold the Hungry Plant](#)
[Hattie in the Attic](#)
[Hector's Halloween](#)
[Helen Keller](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Here Come the Locusts](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[Hibernation](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Hooray! Arrays!](#)
[Hoover Dam](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Horseshoes Aren't Just for Good Luck](#)
[How Animals Sleep](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Many Squares?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How are the characters and setting connected in a story?](#)

[How do some people use their senses to do some jobs?](#)
[How do you care for a pet?](#)
[How does someone's environment affect how they live?](#)
[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Hugs for Daddy](#)
[Humminbirds](#)
[Humpty Dumpty](#)
[I Am the Hope Diamond](#)
[I Fly Hot-Air Balloons](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
[I'd Like To Be](#)
[I'm Allergic to Peanuts](#)
[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Identify Character Point of View](#)
[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
[Incredible Places to Stay](#)
[Independence Day](#)
[India](#)
[Influenza](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Inside the Beast](#)
[Introducing Planet Earth](#)
[Introducing the Penny](#)
[Irma's Sandwich Shop](#)
[It's About Time](#)
[It's Time for the Park](#)
[Ivy and Bean and the Ghost That Had to Go](#)
[Jack and Jill](#)
[Jack's Tale](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Jane Goodall: Friend of the Forest](#)
[Jane and the Chimpanzees](#)
[Japan](#)
[Jason at the Jump-a-thon](#)
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[Jessica Loves Soccer](#)
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[Joey's Stop Sign](#)
[Judy Moody was in a Mood](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Katie's Forest Finds](#)
[Keb Needs a Home](#)
[Keb Needs a Home, Hermit Crabs](#)
[Kenya](#)
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[Labor Day](#)
[Ladybug, Ladybug](#)
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[Late Again!](#)
[Leap Year Birthday](#)
[Leap Year Birthday](#)
[Leap! A Salmon's Story](#)
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[Let's look at Rhinos](#)
[Li's Tangram Animals](#)
[Life in the Desert Night](#)
[Line Graph](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Lost](#)
[Machu Picchu](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Manatees](#)
[Marcus Loses Patches](#)
[Maria's Family Christmas](#)

[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Mary Had a Little Lamb](#)
[Masks Around the World](#)
[Measuring Is Believing](#)
[Measuring Tails](#)
[Meeting Father in Plymouth](#)
[Memorial Day](#)
[Memorial Day, Dia de los Muertos](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Model Rockets](#)
[Mongo's Migration](#)
[More Cities Should Tax Sweet Drinks](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Mummies in the Morning](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mysterious Mars](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Noise in the Night](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
[Paul Bunyan](#)
[Paul Bunyan and Babe the Blue Ox](#)
[Pecos Bill Rides a Tornado](#)
[Pecos Bill Tames a Rough Bunch](#)

[People Theme Pack](#)
[Pepper: The King of Spices](#)
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[Petra](#)
[Picture Day](#)
[Picture Day](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Problem and Solution](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Randolph and the Lion](#)
[Rapunzel](#)
[Rapunzel](#)
[Ratty Rats](#)
[Reader's Theater Scripts](#)
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[Rent a Llama](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Rock Is My Best Friend Because](#)
[Rockin' Rhythm and Sweet Harmony](#)
[Russia](#)
[Sailing the Windy Waves](#)
[Sally Ride](#)
[Sally Takayama's Worst Day Ever](#)
[Salt Rocks!](#)
[Sam's Big Night](#)
[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
[Saving the Last Wild Tigers](#)
[Scotty's Spring Training](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Buddies](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
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[Sign Language and Hand Talk](#)
[Silk Leaves Home](#)
[Simple Machines](#)
[Slithery Snakes](#)
[Slithery and Slimy](#)
[Smelly Clyde](#)
[Smile!](#)
[Snow Camping](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Soggy Stepsisters](#)
[Solids All Around](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spare the Turkey](#)
[Sparky's Mystery Fortune](#)
[Spider Monkey's Question](#)
[Spiders](#)
[Steps in a Process](#)
[Stinky Trash](#)
[Stonehenge](#)
[Story of the Sun](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Taj Mahal](#)
[Tarantula!](#)
[That's Close Enough](#)
[The 100th Day Project](#)
[The 100th Day Project](#)
[The Animal Data Files](#)
[The April Fools' Joke](#)
[The Backpack Tax](#)
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[The Best Guess](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day Before Thanksgiving](#)
[The Day I Couldn't Breathe](#)

[The Day I Couldn't Breathe, Asthma](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The First Thanksgiving](#)
[The Fishing Derby](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Fox and the Stork](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Great Wall of China](#)
[The Halloween House](#)
[The Hoppers Start School](#)
[The Igloo](#)
[The Itsy Bitsy Spider](#)
[The Legend of John Henry](#)
[The Legend of Sleepy Hollow](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mailman's Hat](#)
[The Mind Game](#)
[The Mona Lisa Mystery](#)
[The Mystery of the Sky Stone](#)
[The Other Book of World Records](#)
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[The Pirate Substitute](#)
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[The Power of Magnets](#)
[The Powwow Beat](#)
[The Secret Lives of Snails and Slugs](#)
[The Shadow People](#)
[The Sleeping Dog](#)
[The Snowy Day](#)
[The Solar System](#)
[The Sometimes Friend](#)
[The St. Patrick's Day Mystery](#)
[The State Hermitage: Russia's Amazing Museum](#)
[The Steam Engine](#)
[The Story of Jeans](#)
[The Story of the Statue](#)
[The Story of the Statue](#)
[The Three Little Pigs](#)
[The Tinosaur](#)

[The Trumpet of the Swan](#)
[The Umbrella Trick](#)
[The UpDown Boy](#)
[The Washington Monument](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Three Little Dogs](#)
[Three Little Pigs: The Wolf's Story](#)
[Timeline](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[To the Circus](#)
[To the Pumpkin Patch](#)
[Tokyo Imperial Palace](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Traditional Tales Theme Pack](#)
[Treasure From the Mud](#)
[Tricky Tiger Tally](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[Two Blackbirds](#)
[Two Make Twins](#)
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[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Vacation Time!](#)
[Valentine's Day](#)
[Valley of the Kings](#)
[Vampire Dentist](#)
[Vampires Don't Wear Polka Dots](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What makes a person good at solving problems?](#)

[What makes a story a fable?](#)
[What makes someone a good team member?](#)
[What's Your Money Worth?](#)
[What's in Washington, D.C.?](#)
[What's the Difference?](#)
[What's Up With Pop?](#)
[Where We Get Energy](#)
[Which One Is More?](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working Under Pressure](#)
[Working Under Pressure](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)
[You Stink!](#)
[You're a Jellyfish!](#)

| | | |
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| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
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| STAGE / SKILLS | | Reflecting on Learning |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C2.7. | identify strategies, such as rereading, visualizing, and asking questions, that have helped them comprehend various texts |

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[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Frog Prince](#)

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[A Record With Wings](#)

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[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Acadia National Park \[ILO\]](#)

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[Bar Graph](#)

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[Bigger Than a Monster Truck](#)
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[Blackbeard the Pirate](#)
[Blizzards!](#)
[Blizzards!](#)
[Brad's Backpack](#)
[Bread and Jam for Frances](#)
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[Caps for Sale](#)
[Charts](#)
[Chichén Itzá](#)
[Chickens in My Backyard](#)
[Cinderello](#)
[Cinderello](#)
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[Coral Reefs](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Cutaways](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Diagrams](#)
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[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Edible Bugs](#)
[Eiffel Tower](#)
[Electric Eels!](#)
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[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
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[Friends Around the World](#)

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[George Washington Carver](#)
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[Seals, Sea Lions, and Walruses](#)
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[Shelter Pets Are Best](#)
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[Simple Machines](#)
[Slithery Snakes](#)
[Snow Camping](#)
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[Sonia Joins the Supreme Court](#)
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[Steps in a Process](#)
[Stinky Trash](#)
[Story of the Sun](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Taj Mahal](#)
[Tarantula!](#)
[The Day I Couldn't Breathe](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
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[The Story of the Statue](#)
[The Three Little Pigs](#)

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[The UpDown Boy](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[Timeline](#)
[To Find a New Species, Listen Carefully](#)
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[Totem Poles](#)
[Travel Schedule](#)
[Tricky Tiger Tally](#)
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[Voyagers in Space](#)
[Waiting for Mama](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[Where We Get Energy](#)
[Why Do Leaves Change Color?](#)
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[William Shakespeare](#)
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[Woods of Wonder](#)
[Working Under Pressure](#)
[Working Under Pressure](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)

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|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Literary Devices |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.1. | identify simple literary devices, including consonance and simile, and describe how they help communicate meaning |

Learning A-Z RAZ
[The Legend of Sleepy Hollow](#)
[Three Little Dogs](#)

| | | |
|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Making Inferences |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.2. | make simple inferences using stated and implied information and ideas to understand simple texts |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2016 Summer Olympic Games](#)

[A Frog Prince](#)

[A Pet's Perfect Home](#)

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[A Record With Wings](#)

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[Bar Graph](#)

[Belling the Cat](#)

[Brad's Backpack](#)

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[Charts](#)

[Comprehension Pack \(Single-Session\)](#)

[Cutaways](#)

[Diagrams](#)

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[Elephant Numbers Drop](#)

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[Humpty Dumpty](#)

[I Had a Little Hen](#)

[Jack and Jill](#)

[Jason at the Jump-a-thon](#)

[Jessica Loves Soccer](#)

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[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Line Graph](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Lost](#)
[Make Inferences / Draw Conclusions](#)
[Man Out at First](#)
[Manatees](#)
[Mary Had a Little Lamb](#)
[Paul Bunyan](#)
[Pictograph/Infographic](#)
[Pie Chart](#)
[Randolph and the Lion](#)
[Shelter Buddies](#)
[Silk Leaves Home](#)
[Sled Dogs to the Rescue](#)
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[Sports Schedule](#)
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[The Trumpet of the Swan](#)
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[To Market](#)
[Travel Schedule](#)
[Tricky Tiger Tally](#)
[Two Blackbirds](#)
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[Venn Diagram](#)
[Wee Willie Winkie](#)
[What's in Washington, D.C.?](#)

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|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Working Under Pressure |
| STRAND / OVERALL EXPECTATION | C3. | Working Under Pressure Comprehension: Understanding and Responding to Texts Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Analyzing Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.3. | analyze simple texts, including literary and informational texts, by identifying and sequencing important information, and comparing and contrasting simple elements |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Backyard Garden](#)

[A Bad Movie](#)

[A Camel Plods Along](#)

[A Dog's Tale](#)

[A Forest is Full of Life](#)

[A Frog Prince](#)

[A Golden Tragedy](#)

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[A Prairie Dog's Life](#)

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[A Trip to Rio](#)

[A Trip to Rio](#)

[A World of Easter Eggs](#)

[Abigail Adams](#)

[Abigail Adams](#)

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[Acropolis Adventure](#)

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[Aesop's Fables](#)

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[Anca's Journey](#)
[Ancient Egypt](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals, Animals](#)
[Anna and the Magic Coat](#)
[Anna and the Painted Eggs](#)
[Annie Oakley](#)
[April Fools' Day](#)
[April Fools' Day](#)
[Arctic Life](#)
[Art Around Us](#)
[Art Around Us](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Arthur's Bad News Day](#)
[Asthma](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Awesome Ants](#)
[Baa Baa Black Sheep](#)
[Backwards and Forwards](#)
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[Barack Obama](#)
[Barack Obama](#)
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[Bats](#)
[Because of El Nino](#)
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[Caps for Sale](#)
[Carlos' Family Celebration](#)
[Catching Santa](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Celebrating Food and Family](#)
[Chichén Itzá](#)
[Chicken Little](#)
[Chickens in My Backyard](#)
[China](#)
[Cinderella](#)
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[Coins Count](#)
[Colleen and the Leprechaun](#)
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[Community Government](#)
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[Crows Share a Pie](#)
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[Deep in the Ocean](#)
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[Diabetes and Me](#)
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[Dogs at Work](#)
[Dogs at Work](#)
[Dogs at Work, HeroRATs: Rats Who Save Lives](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Edible Bugs](#)
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[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Extreme Animals](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
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[Giant's Tale](#)
[Go Away, Sun!](#)
[Goldilocks and the Other Three Bears](#)
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[Goldilocks and the Three Bears](#)
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[Good for Thurgood](#)
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[Horrible Harry and the Green Slime](#)
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[How Animals Sleep](#)
[How Do We Use Money?](#)
[How Do You Have Fun at the White House?](#)
[How Many Squares?](#)
[How Much Is a Trillion?](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[How We Measure](#)
[How are the characters and setting connected in a story?](#)
[How do some people use their senses to do some jobs?](#)
[How do you care for a pet?](#)
[How does someone's environment affect how they live?](#)

[How have things we use every day changed?](#)
[How to Make Ice Cream](#)
[How to Make Lemonade](#)
[Hugs for Daddy](#)
[Humminbirds](#)
[Humpty Dumpty](#)
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[I Fly Hot-Air Balloons](#)
[I Had a Little Hen](#)
[I Love City Parks](#)
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[Ichiro Suzuki](#)
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[In Ten Days of Less](#)
[In the Spotlight](#)
[Incredible Places to Stay](#)
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[Introducing the Penny](#)
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[Jack and Jill](#)
[Jack's Tale](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
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[Jackie Robinson](#)
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[Jane Goodall: Friend of the Forest](#)
[Jane and the Chimpanzees](#)
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[Karate](#)
[Katie's Forest Finds](#)
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[Keb Needs a Home, Hermit Crabs](#)
[Kenya](#)
[Kick It, Don't Head It](#)
[Kitty Cat, Kitty Cat](#)
[Labor Day](#)
[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Landon's Pumpkins](#)
[Late Again!](#)
[Leap Year Birthday](#)
[Leap Year Birthday](#)
[Leap! A Salmon's Story](#)
[Let's Change Together Project Pack](#)
[Let's Make Snowflakes!](#)
[Let's look at Rhinos](#)
[Li's Tangram Animals](#)
[Life in the Desert Night](#)
[Line Graph](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Little Red's Secret Sauce](#)
[Looking for Bigfoot](#)
[Lost](#)
[Machu Picchu](#)
[Magnetism](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Make More Chocolate Project Pack](#)
[Making Rice](#)
[Makusani's Lesson](#)
[Man Out at First](#)
[Manatees](#)
[Marcus Loses Patches](#)
[Maria's Family Christmas](#)
[Martin Luther King Jr.](#)
[Martin Luther King Jr.](#)
[Mary Had a Little Lamb](#)

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[Measuring Is Believing](#)
[Measuring Tails](#)
[Meeting Father in Plymouth](#)
[Memorial Day](#)
[Memorial Day, Dia de los Muertos](#)
[Messy Martha](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Model Rockets](#)
[Mongo's Migration](#)
[More Cities Should Tax Sweet Drinks](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[Mummies in the Morning](#)
[Musical Instruments](#)
[My Uncle is a Firefighter](#)
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[Mysterious Mars](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Noise in the Night](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Odd Number Thirteen](#)
[Off to Join the Circus](#)
[Oh, Christmas Tree!](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[Owen and the Tortoise](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)
[Parrots](#)
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[Persephone: A Greek Myth](#)

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[Picture Day](#)
[Picture Day](#)
[Planets of My Solar System](#)
[Plant Defenses](#)
[Playing It Safe](#)
[Pluto's New Friends](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Problem and Solution](#)
[Puppets](#)
[Rainy-Day Savings](#)
[Randolph and the Lion](#)
[Rapunzel](#)
[Rapunzel](#)
[Ratty Rats](#)
[Reader's Theater Scripts](#)
[Real-Life Multiplication](#)
[Reality and Fantasy](#)
[Recipe](#)
[Rent a Llama](#)
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[Roadside Oddities](#)
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[Rockin' Rhythm and Sweet Harmony](#)
[Russia](#)
[Sailing the Windy Waves](#)
[Sally Ride](#)
[Sally Takayama's Worst Day Ever](#)
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[Sam's Fourth of July](#)
[Sam's Fourth of July](#)
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[Scotty's Spring Training](#)
[Seals, Sea Lions, and Walruses](#)
[Second-Place Steven](#)
[Sequence Events](#)
[Sharks](#)
[Shelter Buddies](#)
[Shelter Pets Are Best](#)
[Ships and Boats](#)
[Shoes Around the World](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Silk Leaves Home](#)

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[Slithery Snakes](#)
[Slithery and Slimy](#)
[Smelly Clyde](#)
[Smile!](#)
[Snow Camping](#)
[So You Want to Be President?](#)
[Soccer Is A Kick!](#)
[Soggy Stepsisters](#)
[Solids All Around](#)
[Sonia Joins the Supreme Court](#)
[Sound All Around](#)
[South Korea](#)
[Spain](#)
[Spare the Turkey](#)
[Sparky's Mystery Fortune](#)
[Spider Monkey's Question](#)
[Spiders](#)
[Steps in a Process](#)
[Stinky Trash](#)
[Stonehenge](#)
[Story of the Sun](#)
[Strange Plants](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Summer Olympics Events](#)
[Summer Olympics Legends](#)
[Taj Mahal](#)
[Tarantula!](#)
[That's Close Enough](#)
[The 100th Day Project](#)
[The 100th Day Project](#)
[The Animal Data Files](#)
[The April Fools' Joke](#)
[The Backpack Tax](#)
[The Beekeeper](#)
[The Best Guess](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Creature Constitution](#)
[The Creature Constitution](#)
[The Day Before Thanksgiving](#)
[The Day I Couldn't Breathe](#)
[The Day I Couldn't Breathe, Asthma](#)
[The Day Jimmy's Boa Ate the Wash](#)

[The Empty Pot](#)
[The Empty Pot](#)
[The First Thanksgiving](#)
[The Fishing Derby](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Fox and the Stork](#)
[The Frog Chef](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Gray Wolf](#)
[The Great Land Run](#)
[The Great Wall of China](#)
[The Halloween House](#)
[The Hoppers Start School](#)
[The Igloo](#)
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[The Powwow Beat](#)
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[Three Little Pigs: The Wolf's Story](#)
[Timeline](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[To the Circus](#)
[To the Pumpkin Patch](#)
[Tokyo Imperial Palace](#)
[Tornadoes](#)
[Tornadoes](#)
[Totem Poles](#)
[Traditional Tales Theme Pack](#)
[Treasure From the Mud](#)
[Tricky Tiger Tally](#)
[Triple Threat to Trash Project Pack](#)
[Troika: Canine Superhero](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)
[Two Thanksgivings](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Vacation Time!](#)
[Valentine's Day](#)
[Valley of the Kings](#)
[Vampire Dentist](#)
[Vampires Don't Wear Polka Dots](#)
[Venn Diagram](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Waiting for Mama](#)
[Walter Tries to Whistle](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[Weird Bird Beaks](#)
[Whales](#)
[What Happens When You Flush?](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[What do all baby mammals need?](#)
[What makes a celebration great?](#)
[What makes a person good at solving problems?](#)
[What makes a story a fable?](#)

[What makes someone a good team member?](#)
[What's Your Money Worth?](#)
[What's in Washington, D.C.?](#)
[What's the Difference?](#)
[What's Up With Pop?](#)
[Where We Get Energy](#)
[Which One Is More?](#)
[Who Ate My Latkes?](#)
[Why Do Leaves Change Color?](#)
[Why do different cultures tell similar stories?](#)
[Why do people help each other?](#)
[Why the Bat Flies Only at Night](#)
[Wiggly Worms](#)
[Wild Horses](#)
[Wild Turkeys](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winged Fishers](#)
[Winter Is Fun](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Wonderful Winter](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working Under Pressure](#)
[Working Under Pressure](#)
[Working with Animals](#)
[World Cup Soccer](#)
[World Holidays](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)
[You Stink!](#)
[You're a Jellyfish!](#)

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|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Analyzing Cultural Elements of Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.4. | identify some cultural elements represented in various texts, including symbols, language, and values, and pose questions and share ideas about how these elements contribute to the meaning |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[A Frog Prince](#)

[A Man of Vision](#)

[A Nation on Wheels](#)

[A Record With Wings](#)

[A Record With Wings](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Acadia National Park \[ILO\]](#)

[Acadia National Park \[ILO\]](#)

[All About Kites](#)

[All About Kites](#)

[Animal Discoveries](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Theme Pack](#)

[Asthma](#)

[Awesome Ants](#)

[Baa Baa Black Sheep](#)

[Backwards and Forwards](#)

[Barack Obama](#)

[Barack Obama](#)

[Bedbugs Bite!](#)

[Belling the Cat](#)

[Beyond the Five Senses](#)

[Big Ben and Westminster Palace](#)

[Big Surprise in the Bug Tank](#)

[Bigger Than a Monster Truck](#)

[Bigger Than a Monster Truck](#)

[Blackbeard the Pirate](#)

[Blackbeard the Pirate](#)

[Blizzards!](#)

[Blizzards!](#)

[Brad's Backpack](#)

[Buy This!](#)

[Chichén Itzá](#)
[Chickens in My Backyard](#)
[Community Government](#)
[Comprehension Pack \(Single-Session\)](#)
[Coral Reefs](#)
[Coral Reefs](#)
[Critter Crossings](#)
[Deep in the Ocean](#)
[Deep in the Ocean](#)
[Día de los Muertos](#)
[Día de los Muertos](#)
[Diabetes and Me](#)
[Disappearing Coral Reefs Project Pack](#)
[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Doctor Foster](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Edible Bugs](#)
[Eiffel Tower](#)
[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Elephants](#)
[Empire State Building](#)
[Endangered Birds](#)
[Firefighters](#)
[Gandhi](#)
[George Washington Carver](#)
[George Washington Carver](#)
[Good for Thurgood](#)
[Good for Thurgood](#)
[Helen Keller](#)
[Hermit Crabs](#)
[HeroRATS](#)
[Hey, Diddle Diddle](#)
[History of the Bicycle](#)
[History to Chew On](#)
[Hoover Dam](#)
[How Long?](#)
[How We Measure](#)
[Humpty Dumpty](#)
[I Collect That](#)
[I Collect That](#)
[I Had a Great Day](#)
[I Had a Little Hen](#)
[I'm All Right](#)
[I'm Allergic to Peanuts](#)

[Ichiro Suzuki](#)
[Ichiro Suzuki](#)
[Insect Life Cycle](#)
[Inside Your Body](#)
[Jack and Jill](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jane Goodall](#)
[Jane Goodall](#)
[Karate](#)
[Karate](#)
[Kick It, Don't Head It](#)
[Kitty Cat, Kitty Cat](#)
[Ladybug, Ladybug](#)
[Landmarks/Places Theme Pack](#)
[Let's Change Together Project Pack](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Looking for Numbers](#)
[Lost](#)
[Make More Chocolate Project Pack](#)
[Manatees](#)
[Mary Had a Little Lamb](#)
[Mighty Glaciers](#)
[Migrating Geese](#)
[Miss Susie: A Handclap Game](#)
[Morocco](#)
[Mother Teresa: Mother to Many](#)
[Mount Rushmore](#)
[My Uncle is a Firefighter](#)
[My Uncle is a Firefighter](#)
[Mythical Creatures of Ancient Greece](#)
[Native American](#)
[Nature Stinks!](#)
[Nature Stinks!](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Off to Join the Circus](#)
[Oil: A Messy Resource](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[One Pony Too Many](#)
[Owls Overhead](#)
[Owls Overhead](#)
[Park Rangers](#)

[Parrots](#)
[Paul Bunyan](#)
[Puppets](#)
[Roadside Oddities](#)
[Roadside Oddities](#)
[Russia](#)
[Sally Ride](#)
[Seals, Sea Lions, and Walruses](#)
[Sharks](#)
[Shelter Buddies](#)
[Shelter Pets Are Best](#)
[Show Respect! Project Pack](#)
[Sign Language and Hand Talk](#)
[Silk Leaves Home](#)
[Simple Machines](#)
[Slithery Snakes](#)
[So Much to Learn](#)
[Soccer Is A Kick!](#)
[Sonia Joins the Supreme Court](#)
[South Korea](#)
[Spain](#)
[Stinky Trash](#)
[Stonehenge](#)
[Story of the Sun](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[Taj Mahal](#)
[Tarantula!](#)
[The Day I Couldn't Breathe](#)
[The Force of Water](#)
[The Fortune Cookie](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Great Wall of China](#)
[The Itsy Bitsy Spider](#)
[The Lion and the Unicorn](#)
[The Magic of Migration](#)
[The Mona Lisa Mystery](#)
[The Secret Lives of Snails and Slugs](#)
[The Solar System](#)
[The State Hermitage: Russia's Amazing Museum](#)
[There Was A Crooked Man](#)
[This Little Piggy](#)
[To Find a New Species, Listen Carefully](#)
[To Market](#)
[Totem Poles](#)
[Traditional Tales Theme Pack](#)

[Tricky Tiger Tally](#)
[Triple Threat to Trash Project Pack](#)
[Two Blackbirds](#)
[Two Make Twins](#)
[Two Make Twins](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Valley of the Kings](#)
[Voyagers in Space](#)
[Voyagers in Space](#)
[Watching Earth from Space](#)
[Wee Willie Winkie](#)
[What Lives in This Hole?](#)
[What Lives in This Hole?](#)
[Where We Get Energy](#)
[Why Do Leaves Change Color?](#)
[William Shakespeare](#)
[William Shakespeare](#)
[Winter Snapshots](#)
[Women of the Supreme Court](#)
[Woods of Wonder](#)
[Woods of Wonder](#)
[Working Under Pressure](#)
[Working Under Pressure](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)

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|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Perspectives within Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.5. | identify explicit and implicit perspectives communicated in a text, providing evidence, and describe how these perspectives could influence an audience |

Learning A-Z RAZ

[Amber Brown Is Not a Crayon](#)
[Horrible Harry and the Green Slime](#)
[Identify Character Point of View](#)
[Julian, Secret Agent](#)
[Native American](#)
[Reader's Theater Scripts](#)
[Rent a Llama](#)
[Rent a Llama](#)
[The Halloween House](#)
[The Last Day of School](#)
[The Last Day of School](#)
[The Trumpet of the Swan](#)
[Writer's Response](#)

| | | |
|--------------------------------------|-------|--|
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Analysis and Response |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.6. | express personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility |

Learning A-Z RAZ

[100 Years of The National Park Service](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Frog Prince](#)

[A Record With Wings](#)

[A Record With Wings](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Aesop's Fables](#)

[Aesop's Fables](#)

[All-Star Fever](#)

[Amazing Antarctica](#)

[Amazing Antarctica](#)

[Amber Brown Is Not a Crayon](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Theme Pack](#)

[Awesome Ants](#)

[Backwards and Forwards](#)

[Belling the Cat](#)

[Big Surprise in the Bug Tank](#)

[Blizzards!](#)

[Blizzards!](#)

[Brad's Backpack](#)

[Brainstorm Bear](#)

[Brainstorm Bear](#)

[Bread and Jam for Frances](#)

[Buy This!](#)

[Caps for Sale](#)

[Cinderella](#)

[Cinderella](#)

[Cinderello](#)

[Cinderello](#)

[Citizenship Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Discovering Dinosaurs](#)
[Discovering Dinosaurs](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Electric Eels!](#)
[Elephant Numbers Drop](#)
[Fall Forward, Spring Back](#)
[Fall Forward, Spring Back](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Habitats/Adaptations Theme Pack](#)
[Hansel and Gretel](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Horrible Harry and the Dragon War](#)
[Horrible Harry and the Green Slime](#)
[Influenza](#)
[Jack-o'-Lanterns](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jackie Robinson](#)
[Julian, Secret Agent](#)
[Karate](#)
[Karate](#)
[Kick It, Don't Head It](#)
[Labor Day](#)
[Landmarks/Places Theme Pack](#)
[Literature Circles](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[Lost](#)
[Man Out at First](#)
[Morocco](#)
[Mythical Creatures of Ancient Greece](#)
[Native American](#)
[New Planet, New School](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Ocean Animals](#)
[Ocean Animals](#)
[Oil: Rewards and Risks](#)
[Olympic Sports Stars](#)
[Paul Bunyan](#)
[People Theme Pack](#)
[Picture Day](#)

[Picture Day](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Rapunzel](#)
[Rapunzel](#)
[Reader's Theater Scripts](#)
[Rent a Llama](#)
[Rent a Llama](#)
[Russia](#)
[Shelter Buddies](#)
[Silk Leaves Home](#)
[Sled Dogs to the Rescue](#)
[Sled Dogs to the Rescue](#)
[Slithery Snakes](#)
[So You Want to Be President?](#)
[South Korea](#)
[Spain](#)
[Stinky Trash](#)
[Stonehenge](#)
[Strange Plants](#)
[Strange Plants](#)
[Sugar, Sugar Everywhere](#)
[Sugar, Sugar Everywhere](#)
[The Bird's Nest](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Fortune Cookie](#)
[The Grand Canyon](#)
[The Grand Canyon](#)
[The Great Land Run](#)
[The Legend of the Giant's Causeway](#)
[The Legend of the Giant's Causeway](#)
[The Snowy Day](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[To Find a New Species, Listen Carefully](#)
[Tornadoes](#)
[Tornadoes](#)
[Traditional Tales Theme Pack](#)
[Tricky Tiger Tally](#)
[U.S. Presidency from Election to Inauguration](#)
[United Arab Emirates](#)
[Waiting for Mama](#)
[What Happens When You Flush?](#)
[William Shakespeare](#)

| | | |
|--------------------------------------|-------|--|
| | | William Shakespeare |
| | | Winter Snapshots |
| | | Working Under Pressure |
| | | Working Under Pressure |
| | | World Traveler Ibn Battuta |
| | | Writer's Response |
| | | Yellowstone: A Place of Wild Wonders |
| | | Yellowstone: A Place of Wild Wonders |
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Indigenous Contexts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.7. | identify some ways in which texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations communicate about historical periods, cultural experiences, and events, and how they relate to current lived experiences |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[Abigail Adams](#)

[Abigail Adams](#)

[Anca's Journey](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Art Theme Pack](#)

[Comprehension Pack \(Single-Session\)](#)

[Dia de los Muertos](#)

[Dia de los Muertos](#)

[Dr. King's Memorial](#)

[Dr. King's Memorial](#)

[Ghost Towns](#)

[Ghost Towns](#)

[Jack-o'-Lanterns](#)

[Jack-o'-Lanterns](#)

[Jackie Robinson](#)

[Jackie Robinson](#)

[Labor Day](#)

[Landmarks/Places Theme Pack](#)

[Literature Circles](#)

[Meeting Father in Plymouth](#)

[Morocco](#)

[Native American](#)

[Olympic Sports Stars](#)

[People Theme Pack](#)

[Russia](#)

[South Korea](#)

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|--------------------------------------|-------|--|
| | | Spain |
| | | Stonehenge |
| | | Traditional Tales Theme Pack |
| | | United Arab Emirates |
| | | William Shakespeare |
| | | William Shakespeare |
| | | World Traveler Ibn Battuta |
| | | Writer's Response |
| STRAND / COURSE | C. | Comprehension: Understanding and Responding to Texts |
| STRAND / OVERALL EXPECTATION | C3. | Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts |
| STAGE / SKILLS | | Reflecting on Learning |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | C3.8. | identify thinking skills that have helped them analyze and better understand simple texts |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[Big Surprise in the Bug Tank](#)

[Bread and Jam for Frances](#)

[Caps for Sale](#)

[Henry and Mudge and the Happy Cat](#)

[Henry and Mudge in the Green Time](#)

[Horrible Harry and the Dragon War](#)

[Horrible Harry and the Green Slime](#)

[Influenza](#)

[Julian, Secret Agent](#)

[Man Out at First](#)

[Native American](#)

[Oil: Rewards and Risks](#)

[Polar Bear, Polar Bear, What Do You Hear?](#)

[So You Want to Be President?](#)

[The Day Jimmy's Boa Ate the Wash](#)

[The Snowy Day](#)

[The Solar System](#)

[The Trumpet of the Swan](#)

[U.S. Presidency from Election to Inauguration](#)

[Waiting for Mama](#)

[Winter Snapshots](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D1. | Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics |
| STAGE / SKILLS | | Purpose and Audience |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D1.1. | identify the topic, purpose, and audience for various texts they plan to create |

Learning A-Z RAZ

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Dr. King's Memorial](#)

[Dr. King's Memorial](#)

[Earth's Water](#)

[Earth's Water](#)

[Ghost Towns](#)

[Ghost Towns](#)

[Karate](#)

[Karate](#)

[Labor Day](#)

[Little Red Riding Hood](#)

[Little Red Riding Hood](#)

[New Year Celebrations](#)

[New Year Celebrations](#)

[Picture Day](#)

[Picture Day](#)

[Russia](#)

[South Korea](#)

[Stonehenge](#)

[Strange Plants](#)

[Strange Plants](#)

[Sugar, Sugar Everywhere](#)

[Sugar, Sugar Everywhere](#)

[Tornadoes](#)

[Tornadoes](#)

[U.S. Presidency from Election to Inauguration](#)

[What Happens When You Flush?](#)

[Winter Snapshots](#)

[Writer's Response](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D1. | Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics |
| STAGE / SKILLS | | Developing Ideas |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D1.2. | generate and develop ideas about given and chosen topics, using simple strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas |

Learning A-Z RAZ

[All-Star Fever](#)

[U.S. Presidency from Election to Inauguration](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D1. | Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics |
| STAGE / SKILLS | | Research |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D1.3. | gather information and content relevant to a topic, using three or more sources |

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[Amber Brown Is Not a Crayon](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Big Surprise in the Bug Tank](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Disappearing Coral Reefs Project Pack](#)

[Henry and Mudge in the Green Time](#)

[Horrible Harry and the Dragon War](#)

[Influenza](#)

[Jack-o'-Lanterns](#)

[Jack-o'-Lanterns](#)

[Julian, Secret Agent](#)

[Labor Day](#)

[Let's Change Together Project Pack](#)

[Literature Circles](#)

[Make More Chocolate Project Pack](#)

[Man Out at First](#)

[Morocco](#)

[Native American](#)

[New Year Celebrations](#)

[New Year Celebrations](#)

[Oil: Rewards and Risks](#)

[Show Respect! Project Pack](#)

[So You Want to Be President?](#)

[Strange Plants](#)

[Strange Plants](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[Tokyo Imperial Palace](#)
[Triple Threat to Trash Project Pack](#)
[U.S. Presidency from Election to Inauguration](#)
[Winter Snapshots](#)
[Writer's Response](#)

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|--------------------------------------|-------|---|
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D1. | Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics |
| STAGE / SKILLS | | Organizing Content |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D1.4. | sort and sequence ideas and information, taking into account the text form and genre to be used |

Learning A-Z RAZ

[2016 Summer Olympic Games](#)
[Citizenship Theme Pack](#)
[The Butterfly Life Cycle](#)
[The Butterfly Life Cycle](#)
[Winter Snapshots](#)

| | | |
|--------------------------------------|-------|---|
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D1. | Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics |
| STAGE / SKILLS | | Reflecting on Learning |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D1.5. | identify the strategies that helped them develop ideas for texts |

Learning A-Z RAZ

[April Fools' Day](#)
[April Fools' Day](#)
[Awesome Ants](#)
[Dr. King's Memorial](#)
[Dr. King's Memorial](#)
[Earth's Water](#)
[Earth's Water](#)
[Ghost Towns](#)
[Ghost Towns](#)
[Karate](#)
[Karate](#)
[Labor Day](#)
[Little Red Riding Hood](#)
[Little Red Riding Hood](#)
[New Year Celebrations](#)
[New Year Celebrations](#)
[Picture Day](#)
[Picture Day](#)

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| | | Russia |
| | | South Korea |
| | | Stonehenge |
| | | Strange Plants |
| | | Strange Plants |
| | | Sugar, Sugar Everywhere |
| | | Sugar, Sugar Everywhere |
| | | Tornadoes |
| | | Tornadoes |
| | | What Happens When You Flush? |
| | | Writer's Response |
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D2. | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| STAGE / SKILLS | | Producing Drafts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.1. | draft short texts of various forms and genres, including personal narratives, persuasive texts, and procedural texts, using a variety of media, tools, and strategies |

Learning A-Z RAZ

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Dr. King's Memorial](#)

[Dr. King's Memorial](#)

[Earth's Water](#)

[Earth's Water](#)

[Ghost Towns](#)

[Ghost Towns](#)

[Karate](#)

[Karate](#)

[Labor Day](#)

[Little Red Riding Hood](#)

[Little Red Riding Hood](#)

[New Year Celebrations](#)

[New Year Celebrations](#)

[Picture Day](#)

[Picture Day](#)

[Recipe](#)

[Russia](#)

[South Korea](#)

[Steps in a Process](#)

[Stonehenge](#)

[Strange Plants](#)

[Strange Plants](#)

[Sugar, Sugar Everywhere](#)

[Sugar, Sugar Everywhere](#)

| | | |
|--------------------------------------|-------|---|
| | | Tornadoes |
| | | Tornadoes |
| | | What Happens When You Flush? |
| | | Winter Snapshots |
| | | Writer's Response |
| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D2. | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| STAGE / SKILLS | | Printing, Handwriting, and Word Processing |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.2. | print legibly and fluently, with appropriate formation patterns, size, placement, and spacing |

Learning A-Z RAZ

[Abigail Adams](#)

[Abigail Adams](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Cinderello](#)

[Cinderello](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)

[Ghost Towns](#)

[Ghost Towns](#)

[Jack-o'-Lanterns](#)

[Jack-o'-Lanterns](#)

[Jackie Robinson](#)

[Jackie Robinson](#)

[Karate](#)

[Karate](#)

[Labor Day](#)

[New Year Celebrations](#)

[New Year Celebrations](#)

[Ocean Animals](#)

[Ocean Animals](#)

[Rapunzel](#)

[Rapunzel](#)

[Strange Plants](#)

[Strange Plants](#)

[Sugar, Sugar Everywhere](#)

[Sugar, Sugar Everywhere](#)

[The Grand Canyon](#)

[The Grand Canyon](#)

[Tornadoes](#)

[Tornadoes](#)

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|---|-----------|---|
| STRAND / COURSE STRAND / OVERALL EXPECTATION | D. D2. | William Shakespeare |
| | | William Shakespeare |
| | | World Traveler Ibn Battuta |
| | | Yellowstone: A Place of Wild Wonders |
| STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.3. | Yellowstone: A Place of Wild Wonders |
| | | Composition: Expressing Ideas and Creating Texts |
| | | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| | | Voice |
| | | demonstrate a personal voice in their texts, using descriptive words to express their thoughts, feelings, and opinions about the topic |

Learning A-Z RAZ

[2016 Summer Olympic Games](#)

[A Trip to Rio](#)

[A Trip to Rio](#)

[April Fools' Day](#)

[April Fools' Day](#)

[Awesome Ants](#)

[Cinderello](#)

[Cinderello](#)

[Comprehension Pack \(Single-Session\)](#)

[Deep in the Ocean](#)

[Deep in the Ocean](#)

[Disappearing Coral Reefs Project Pack](#)

[Discovering Dinosaurs](#)

[Discovering Dinosaurs](#)

[Fall Forward, Spring Back](#)

[Fall Forward, Spring Back](#)

[Jackie Robinson](#)

[Jackie Robinson](#)

[Let's Change Together Project Pack](#)

[Make More Chocolate Project Pack](#)

[Morocco](#)

[Native American](#)

[New Year Celebrations](#)

[New Year Celebrations](#)

[Rapunzel](#)

[Rapunzel](#)

[Rent a Llama](#)

[Rent a Llama](#)

[Show Respect! Project Pack](#)

[Spain](#)

[Sugar, Sugar Everywhere](#)

[Sugar, Sugar Everywhere](#)

[The Butterfly Life Cycle](#)

[The Butterfly Life Cycle](#)

[The Day Jimmy's Boa Ate the Wash](#)
[The Empty Pot](#)
[The Empty Pot](#)
[The Solar System](#)
[The Trumpet of the Swan](#)
[Three Little Pigs: The Wolf's Story](#)
[Traditional Tales Theme Pack](#)
[Triple Threat to Trash Project Pack](#)
[Waiting for Mama](#)
[William Shakespeare](#)
[William Shakespeare](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yellowstone: A Place of Wild Wonders](#)
[Yellowstone: A Place of Wild Wonders](#)

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D2. | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| STAGE / SKILLS | | Point of View and Perspective |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.4. | identify the point of view, including first person, used in their texts |

Learning A-Z RAZ

[Amber Brown Is Not a Crayon](#)
[Cinderello](#)
[Cinderello](#)
[Rent a Llama](#)
[Rent a Llama](#)

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D2. | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| STAGE / SKILLS | | Revision |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.5. | make revisions to texts using feedback from others, such as adding or deleting sentences |

Learning A-Z RAZ

[Art Theme Pack](#)
[Citizenship Theme Pack](#)
[Habitats/Adaptations Theme Pack](#)
[Landmarks/Places Theme Pack](#)
[People Theme Pack](#)
[Traditional Tales Theme Pack](#)

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D2. | Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts |
| STAGE / SKILLS | | Editing and Proofreading |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D2.6. | make simple edits to draft texts, such as checking for errors in capitalization, punctuation, and spelling |

Learning A-Z RAZ

[Art Theme Pack](#)

[Citizenship Theme Pack](#)

[Habitats/Adaptations Theme Pack](#)

[Landmarks/Places Theme Pack](#)

[Little Red Riding Hood](#)

[Little Red Riding Hood](#)

[People Theme Pack](#)

[Picture Day](#)

[Picture Day](#)

[Traditional Tales Theme Pack](#)

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D3. | Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics |
| STAGE / SKILLS | | Producing Final Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D3.1. | produce final texts using simple techniques, to achieve the intended effect |

No Correlations

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D3. | Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics |
| STAGE / SKILLS | | Publishing and Presenting Texts |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D3.2. | present the texts they have created using appropriate strategies, including by reading aloud with expression |

Learning A-Z RAZ

[Influenza](#)

[Native American](#)

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| STRAND / COURSE | D. | Composition: Expressing Ideas and Creating Texts |
| STRAND / OVERALL EXPECTATION | D3. | Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics |
| STAGE / SKILLS | | Reflecting on Learning |
| SUB-ORGANIZER / SPECIFIC EXPECTATION | D3.3. | identify a few strategies they found helpful when presenting texts |

No Correlations