

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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STRAND / COURSE STRAND / OVERALL EXPECTATION	A. A1.	What traits do we see in record-holders? Who Likes Lemonade? World Traveler Ibn Battuta World Traveler Ibn Battuta Writer's Response
		Literacy Connections And Applications
STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.2.	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
		Student Agency and Engagement demonstrate an understanding of how transferable skills help them to express their voice and be engaged in their learning

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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

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		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

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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

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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

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		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

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		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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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

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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		First Nations, Métis, and Inuit Perspectives and Ways of Knowing
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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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 questions to clarify information and ideas, in formal and informal contexts and for various purposes, including in small- and large-group conversations and various classroom activities

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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		Listening Strategies for Comprehension
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.2.	select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, recognize when a message is difficult to understand, and develop an appropriate response

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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 establishing a rapport with the audience, to communicate clearly and coherently

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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		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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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		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 in various contexts, to support audience comprehension

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[Color Blindness](#)

[Cricket](#)

[Deep in the Ocean](#)

[Food's Global Web Project Pack](#)

[George Washington](#)

[Ghost Towns](#)

[Golf](#)

[Groundwater](#)

[Groundwater](#)

[His Biggest Fan](#)

[Hockey](#)

[Homophone Concentration](#)

[Horrible Harry and the Dragon War](#)

[How Prepared Are We? Project Pack](#)

[Hungry Right Here?](#)

[Jack-o'-Lanterns](#)

[Jackie Robinson](#)

[Julian, Secret Agent](#)

[Julius Caesar](#)

[King George III](#)

[Labor Day](#)
[Labor Day](#)
[Lacrosse](#)
[Man Out at First](#)
[March Madness](#)
[March Madness](#)
[March Madness](#)
[Marie Curie](#)
[Morocco](#)
[Morty Takes a Wooden Nickel](#)
[Morty and Charming Theo](#)
[Morty and the Twice-Fit Mice](#)
[Morty the Meany](#)
[My School, My Castle Project Pack](#)
[Mysterious Shipwrecks](#)
[Natural Wonders of the World](#)
[New Year Celebrations](#)
[People Theme Pack](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Queen Elizabeth I](#)
[Ramses II](#)
[Route 66](#)
[Route 66](#)
[Route 66](#)
[Russia](#)
[Saladin](#)
[Seeds and Sunflowers](#)
[Soccer](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Strange Plants](#)
[Technology vs. Mother Nature Project Pack](#)
[The Bill of Rights](#)
[The History of Anime](#)
[The History of Halloween](#)
[The History of Halloween](#)
[The Kid Who Couldn't Save](#)
[The Monkey's Paw](#)
[The Nobel Prize](#)
[United Arab Emirates](#)
[Visitor or Invader? Project Pack](#)
[What Happens When You Flush?](#)
[What Happens When You Flush?](#)
[Who Likes Lemonade?](#)
[World Traveler Ibn Battuta](#)
[World Traveler Ibn Battuta](#)

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 consolidated 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](#)

[Aesop's Fables](#)

[All-Star Fever](#)

[Amber Brown Is Not a Crayon](#)

[Awesome Ants](#)

[Big Surprise in the Bug Tank](#)

[Clusters Go Fish](#)

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

[Deep in the Ocean](#)

[Floods & Tornadoes](#)

[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](#)

[Japan Earthquake and Tsunami](#)

[Julian, Secret Agent](#)

[MP Blend](#)

[Man Out at First](#)

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

[ST Blend](#)

[The Solar System](#)

[Vowel Pattern Bingo](#)

[Waiting for Mama](#)

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 consolidated 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](#)

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

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[Aladdin and the Wonderful Lamp](#)

[Alice's Birthday Cake](#)

[Amelia Earhart: A Legend in Flight](#)

[Amelia Earhart: A Legend in Flight](#)

[Amelia Earhart: A Legend in Flight](#)

[Art Theme Pack](#)

[Bears](#)

[Beowulf](#)

[Cali and Wanda Lou](#)

[Camouflage](#)

[Captain Morty Commands the Sky](#)

[Carlos' Puzzle](#)

[Cathy Freeman](#)

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

[Deserts Dry](#)

[Finding the Tome](#)

[Floods & Tornadoes](#)

[Frederick Douglass: Forever Free](#)

[Habitats/Adaptations Theme Pack](#)

[Happy New Year Around the World](#)

[Holidays Around the World](#)

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

[Inventions](#)

[Japan Earthquake and Tsunami](#)

[Landfills: What a Load of Garbage!](#)

[Landmarks/Places Theme Pack](#)

[Life in Space](#)

[Mike on Strike](#)

[Money in the USA](#)

[Morty the Meany](#)

[Morty's Swim Surprise](#)

[Mythical Creatures of Ancient Greece](#)

[No Sense of Style](#)

[Oh, Christmas Tree!](#)

[Rattlers](#)

[Return of the Jaguar](#)
[Skin Color](#)
[So You Want to Be President?](#)
[Stories from Asgard: Norse Myths](#)
[Storm Chasers](#)
[The April Fools' Joke](#)
[The Genius of Tesla](#)
[The Hollow](#)
[The Mystery of the Sky Stone](#)
[The Return to the Hollow \(Part I\)](#)
[The Titanic: Lost and Found](#)
[The WeatherBot Warning](#)
[Thomas Jefferson](#)
[Two Artists: Vermeer's Forger](#)
[Vincent's Bedroom](#)
[We're in Business](#)
[Wildlife Rescue](#)
[Woods of Wonder](#)

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 morphological knowledge to analyze and understand new words in context

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[A Big League for Little Players](#)
[A Nation Arises](#)
[A New Skyline](#)
[A Pet's Perfect Home](#)
[A Visit to Kitt Peak](#)
[Alaska: The Last Frontier](#)
[Albert Einstein](#)
[Alexander the Great](#)
[All About Chocolate](#)
[All About Kites](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight, Bessie Coleman](#)
[America's Wild Horses: Living Free](#)
[American Football](#)
[American Sports Legends](#)

[An Apple a Day](#)
[Ancient Greek and Roman Gods](#)
[Ancient Soldiers of Clay](#)
[Animal Discoveries](#)
[Animals Feel Emotions](#)
[April Fools' Day](#)
[Argentina](#)
[Art Around Us](#)
[Art Around Us, Vincent's Bedroom](#)
[Art Made from What?](#)
[Art Theme Pack](#)
[Author's Point of View](#)
[Author's Purpose: Inform](#)
[Author's Purpose: Persuade](#)
[Awesome Ants](#)
[Awesome Ants](#)
[Barack Obama](#)
[Baseball](#)
[Basketball](#)
[Bears](#)
[Because of El Nino](#)
[Bessie Coleman](#)
[Bites and Stings](#)
[Blackbeard's Doom](#)
[Brazil](#)
[Building Big Dreams](#)
[Butterflies and Moths](#)
[C Is for Canada](#)
[Camouflage](#)
[Canada](#)
[Castles](#)
[Cathy Freeman](#)
[Cause and Effect](#)
[Cave Dwellers](#)
[Cesar Chavez and the Delano Grape Strike](#)
[Cesar Chavez: Migrant Hero](#)
[China](#)
[Citizenship Theme Pack](#)
[Color Blindness](#)
[Color Blindness](#)
[Color Blindness](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Contrary Emily Carr](#)
[Coral Reefs](#)
[Cricket](#)
[Deep in the Ocean](#)

[Desert People](#)
[Deserts Dry](#)
[Deserts Dry, Desert People](#)
[Dia de los Muertos](#)
[Drums and Drumming](#)
[Earthquakes, Volcanoes, and Tsunamis](#)
[Earthquakes, Volcanoes, and Tsunamis](#)
[Elizabeth Blackwell: America's First Woman Doctor](#)
[Expedition 25: The Subtropics](#)
[Expedition 40: The Secret of the Seasons](#)
[Expedition 60: The Subarctic](#)
[Expedition 60: The Subarctic, Alaska: The Last Frontier](#)
[Expedition Zero](#)
[Explorer's Guide to World Weather](#)
[Exploring Tide Pools](#)
[Extreme Animals](#)
[Fact or Opinion](#)
[Famous First Ladies](#)
[Fireworks](#)
[Floods & Tornadoes](#)
[Fluency Practice Passage](#)
[Food's Global Web Project Pack](#)
[France](#)
[Frederick Douglass: Escape to Freedom](#)
[Frederick Douglass: Forever Free](#)
[Gandhi](#)
[Gems: Treasures from the Earth](#)
[George Washington](#)
[George Washington Carver](#)
[Ghost Towns](#)
[Ghosts in the House, Harriet Tubman and the Underground Railroad](#)
[Giant Pandas, Plight of the Polar Bear](#)
[Glow-in-the-Dark Animals](#)
[Going to the Super Bowl](#)
[Golf](#)
[Good for Thurgood](#)
[Groundwater](#)
[Groundwater](#)
[Habitats/Adaptations Theme Pack](#)
[Haiti Earthquake](#)
[Happy New Year Around the World](#)
[Harriet Tubman and the Underground Railroad](#)
[Harriet's Escape](#)
[Hockey](#)
[Holidays Around the World](#)
[Homophone Concentration](#)
[How Do You Have Fun at the White House?](#)

[How Prepared Are We? Project Pack](#)
[How does something become a symbol?](#)
[How does water change Earth's surface?](#)
[How the Robin Stole Fire](#)
[How were early Native American cultures connected to the land on which they lived?](#)
[Hungry Right Here?](#)
[In Ten Days of Less](#)
[InFLUenza](#)
[InFLUenza, Microbes: Friend or Foe?](#)
[India](#)
[Influenza](#)
[Inventions](#)
[Jack-o'-Lanterns](#)
[Jackie Robinson](#)
[Jane and the Chimpanzees](#)
[Japan](#)
[Japan Earthquake and Tsunami](#)
[Jobs Change](#)
[Julius Caesar](#)
[Kid Inventors](#)
[King George III](#)
[Labor Day](#)
[Labor Day](#)
[Lacrosse](#)
[Landfills: What a Load of Garbage!](#)
[Landmarks/Places Theme Pack](#)
[Laura Ingalls Wilder](#)
[Leif Ericson's Voyage](#)
[Let's Make Vegetable Soup](#)
[Life Cycles](#)
[Life in Space](#)
[Life in the Desert Night](#)
[Lighter Than Air](#)
[Literature Circles](#)
[Lost Cities](#)
[Main Idea and Details](#)
[Make Inferences / Draw Conclusions](#)
[Making Changes: Poems About Great African Americans](#)
[Making Mosaics](#)
[March Madness](#)
[March Madness](#)
[March Madness](#)
[Marie Curie](#)
[Martin Luther King, Jr.](#)
[Mexico](#)
[Mike Van Zee, Special Olympian](#)
[Money in the USA](#)

[Money in the USA](#)
[Monkey Business](#)
[Morocco](#)
[Mozart](#)
[My School, My Castle Project Pack](#)
[Mysteries of the Lost Civilization](#)
[Mysterious Shipwrecks](#)
[National Parks](#)
[Natural Wonders of the World](#)
[Nature Reuses and Recycles](#)
[New Year Celebrations](#)
[Oh, Christmas Tree!](#)
[Our Solar System](#)
[Penguins](#)
[People Theme Pack](#)
[Pi Day](#)
[Plight of the Polar Bear](#)
[Polar Regions of the Earth](#)
[Problem and Solution](#)
[Queen Elizabeth I](#)
[Ramses II](#)
[Rattlers](#)
[Reader's Theater Scripts](#)
[Remembering the Alamo](#)
[Robots](#)
[Route 66](#)
[Route 66](#)
[Route 66](#)
[Russia](#)
[Saladin](#)
[Salmon: A Link in the Food Chain](#)
[Sea Turtles](#)
[September 11: Always Remember](#)
[Seven Wonders of the Modern World](#)
[Severe Weather](#)
[Sharks](#)
[Ships and Boats](#)
[Ships of Discovery](#)
[Sinkhole Science](#)
[Skydiving](#)
[Snakebite!](#)
[So You Want to Be President?](#)
[Soccer](#)
[South Korea](#)
[Spain](#)
[Special Effects](#)
[Speed](#)

[Stonehenge](#)
[Storm Chasers](#)
[Strange Plants](#)
[Summer Olympics Events](#)
[Technology vs. Mother Nature Project Pack](#)
[The Bill of Rights](#)
[The Buffalo Soldiers](#)
[The Buffalo Soldiers](#)
[The First Thanksgiving](#)
[The Genius of Tesla](#)
[The Hard Stuff! All About Bones](#)
[The History of Anime](#)
[The History of Halloween](#)
[The History of Halloween](#)
[The Legend of Nessie](#)
[The Nobel Prize](#)
[The Olympics: Past and Present](#)
[The Solar System](#)
[The Titanic: Lost and Found](#)
[The Titanic: Lost and Found, Titanic Treasure](#)
[Thomas Jefferson](#)
[Titanic Treasure](#)
[Tread Softly](#)
[Treasure Found](#)
[Tsunamis](#)
[Two Artists: Vermeer's Forger](#)
[United Arab Emirates](#)
[Vincent's Bedroom](#)
[Visitor or Invader? Project Pack](#)
[Volcanoes](#)
[Voyagers in Space](#)
[Weave it!](#)
[Weird Bird Beaks](#)
[What Happens When You Flush?](#)
[What Happens When You Flush?](#)
[What Is Water Worth?](#)
[What makes an unusual job worth doing?](#)
[What sources of energy do people use to do work?](#)
[What the Boys Found](#)
[What traits do we see in record-holders?](#)
[Why Abe Lincoln Grew a Beard](#)
[Why Recycle?](#)
[Wildlife Rescue](#)
[Winged Fishers](#)
[Winter Holidays](#)
[Wonders of Nature](#)
[Woods of Wonder](#)

STRAND / COURSE	B.	World Traveler Ibn Battuta
STRAND / OVERALL EXPECTATION	B2.	World Traveler Ibn Battuta
STAGE / SKILLS		Writer's Response
SUB-ORGANIZER / SPECIFIC EXPECTATION		Yee Haw! The Real Lives of the Cowboys
		Zookeeping
	B.	Foundations of Language
	B2.	Language Foundations for Reading and Writing: demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing
		Reading Fluency: Accuracy, Rate, and Prosody
	B2.5.	read words, complex sentences, and paragraphs in a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and read aloud using varied expression and intonation according to the purpose of reading

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

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

[Floods & Tornadoes](#)

[Fluency Practice Passage](#)

[Food's Global Web Project Pack](#)

[Habitats/Adaptations Theme Pack](#)

[Haiti Earthquake](#)

[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](#)

[How Prepared Are We? Project Pack](#)

[Influenza](#)

[Japan Earthquake and Tsunami](#)

[Julian, Secret Agent](#)

[Landmarks/Places Theme Pack](#)

[Man Out at First](#)

[My School, My Castle Project Pack](#)

[Native American](#)

[People Theme Pack](#)

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

[Reader's Theater Scripts](#)

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

[Technology vs. Mother Nature Project Pack](#)

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

STRAND / COURSE STRAND / OVERALL EXPECTATION	B. B3.	The Snowy Day The Solar System The Trumpet of the Swan Traditional Tales Theme Pack Visitor or Invader? Project Pack Waiting for Mama
		Foundations of Language
		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 various sentence types and forms, including simple sentences, compound sentences, and complex sentences containing adverbial clauses

Learning A-Z RAZ

[All-Star Fever](#)
[Awesome Ants](#)
[Awesome Ants](#)
[Floods & Tornadoes](#)
[Follow that Clue!](#)
[Morty Takes a Wooden Nickel](#)
[Seeds and Sunflowers](#)
[The Day Jimmy's Boa Ate the Wash](#)
[The Trouble with Exotic Pets](#)
[What Happens When You Flush?](#)
[What Happens When You Flush?](#)
[Yo-Yo Ma](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION	B. B3.	Foundations of Language 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
		Grammar
		demonstrate an understanding of the functions of parts of speech in sentences, including possessive nouns, linking verbs and the progressive tense, interrogative adjectives and adverbs, and prepositions and interjections, and use this knowledge to support comprehension and communicate meaning clearly
STAGE / SKILLS		
SUB-ORGANIZER / SPECIFIC EXPECTATION	B3.2.	

Learning A-Z RAZ

[2016 Summer Olympic Games](#)
[A Big League for Little Players](#)
[A Visit to Kitt Peak](#)
[Amber Brown Is Not a Crayon](#)
[Ancient Greek and Roman Gods](#)
[Art Theme Pack](#)
[Big Surprise in the Bug Tank](#)
[Caps for Sale](#)
[Captain Morty Commands the Sky](#)

[Chili Pepper Powder Surprise](#)
[Color Blindness](#)
[Color Blindness](#)
[Color Blindness](#)
[Deep in the Ocean](#)
[Famous First Ladies](#)
[Floods & Tornadoes](#)
[Food's Global Web Project Pack](#)
[Habitats/Adaptations Theme Pack](#)
[Horrible Harry and the Dragon War](#)
[How Prepared Are We? Project Pack](#)
[How Turtle Got His Shell and Why Tiger Can't Climb Trees](#)
[Jobs Change](#)
[Kid Inventors](#)
[Landmarks/Places Theme Pack](#)
[Life in Space](#)
[Martin Luther King, Jr.](#)
[Mermaid in a Teacup](#)
[Morty and the Twice-Fit Mice](#)
[Murdoch's Path](#)
[My School, My Castle Project Pack](#)
[Mysteries of the Lost Civilization](#)
[Mysterious Shipwrecks](#)
[Mystery at Camp White Cloud](#)
[Nouns / Verbs \(Language Arts Vocabulary\)](#)
[Open Word Sort 9](#)
[Penguins](#)
[Pi Day](#)
[Remembering the Alamo](#)
[Ricardo's Dilemma](#)
[Sally's Secret Ambition](#)
[Ships of Discovery](#)
[Skin Color](#)
[Slithery Snakes](#)
[Slithery Snakes](#)
[Speed](#)
[Technology vs. Mother Nature Project Pack](#)
[The Bill of Rights](#)
[The Legend of Nessie](#)
[The Monkey's Paw](#)
[The Nobel Prize](#)
[The Solar System](#)
[Thomas Jefferson](#)
[Turtle Tom](#)
[Visitor or Invader? Project Pack](#)
[Weird Bird Beaks](#)
[What Is Water Worth?](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION		Wheeling the Snake
		Woolly and Fang
		Yo-Yo Ma
STAGE / SKILLS	B.	Foundations of Language
SUB-ORGANIZER / SPECIFIC 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
		Capitalization and Punctuation
	B3.3.	use their understanding of the meaning and function of capitalization and punctuation to communicate meaning clearly, including the use of capital letters in dialogue and for words in titles, commas and quotation marks to mark direct speech and direct quotations from texts within sentences, and apostrophes to indicate contractions

Learning A-Z RAZ

[April Fool's](#)

[China](#)

[Citizenship Theme Pack](#)

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

[Contraction Go Fish](#)

[Contractions / Other \(Language Arts Vocabulary\)](#)

[Eleventeen](#)

[Expedition 40: The Secret of the Seasons](#)

[Finding the Tome](#)

[First Day of School](#)

[Floods & Tornadoes](#)

[Ghosts in the House](#)

[Habitats/Adaptations Theme Pack](#)

[His Biggest Fan](#)

[Horrible Harry and the Dragon War](#)

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

[Jackie Robinson](#)

[Landmarks/Places Theme Pack](#)

[Late Again!](#)

[Let's Make Vegetable Soup](#)

[Mermaid in a Teacup](#)

[Morty and Charming Theo](#)

[Morty and the Twice-Fit Mice](#)

[New Year Celebrations](#)

[People Theme Pack](#)

[Skydiving](#)

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

[The Cave of the Lost](#)

[The Footprint](#)

[The Hidden Room](#)

[The Kid Who Couldn't Save](#)

[The New Soccer Ball](#)

[The Return to the Hollow \(Part III\)](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION	The Solar System Traditional Tales Theme Pack Waiting for Mama Who Likes Hot Chocolate? Who Likes Lemonade?	
	C.	Comprehension: Understanding and Responding to Texts
STAGE / SKILLS SUB-ORGANIZER / SPECIFIC 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
	C1.1.	Using Foundational Knowledge and Skills to Comprehend Texts read and comprehend various 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 Nation Arises](#)
[A Visit to Kitt Peak](#)
[All About Chocolate](#)
[All-Star Fever](#)
[Amber Brown Is Not a Crayon](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[Amelia Earhart: A Legend in Flight](#)
[April Fools' Day](#)
[Art Around Us](#)
[Baa Baa Black Sheep](#)
[Bats in the Attic](#)
[Bessie Coleman](#)
[Big Surprise in the Bug Tank](#)
[Bird Children Book 2](#)
[Blue Whales: Giant Mammals](#)
[Brazil](#)
[Bread and Jam for Frances](#)
[Building Big Dreams](#)
[Building Tunnels](#)
[Caps for Sale](#)
[Christmas in Animal Land](#)
[Condors: Giant Birds](#)
[Coral Reefs](#)
[Doctor Foster](#)
[Elephants: Giant Mammals](#)
[Expressing Myself](#)
[First Day of School](#)
[Floods & Tornadoes](#)
[Food's Global Web Project Pack](#)

[France](#)
[Gandhi](#)
[Glow-in-the-Dark Animals](#)
[Going to the Super Bowl](#)
[Goliath Beetles: Giant Insects](#)
[Goliath Bird-Eating Spiders: Giant Arachnids](#)
[Henry and Mudge and the Happy Cat](#)
[Henry and Mudge in the Green Time](#)
[Hey, Diddle Diddle](#)
[His Biggest Fan](#)
[Holidays Around the World](#)
[Horrible Harry and the Dragon War](#)
[How Prepared Are We? Project Pack](#)
[Humpty Dumpty](#)
[I Had a Little Hen](#)
[InFLUenza](#)
[Incredible Icebergs](#)
[India](#)
[Influenza](#)
[Jack and Jill](#)
[Japan](#)
[Japan Earthquake and Tsunami](#)
[Julian, Secret Agent](#)
[Just the Wind](#)
[Kitty Cat, Kitty Cat](#)
[Komodo Dragons: Giant Reptiles](#)
[Ladybug, Ladybug](#)
[Let's Make Vegetable Soup](#)
[Life in Space](#)
[Lighter Than Air](#)
[Literature Circles](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
[Losing Grandpa](#)
[Lotsa Pasta](#)
[Make Inferences / Draw Conclusions](#)
[Making Changes: Poems About Great African Americans](#)
[Making Spaghetti](#)
[Mary Had a Little Lamb](#)
[Mexico](#)
[Mike on Strike](#)
[Mother Earth's Children](#)
[Mother Earth's Children Book 2](#)
[Mozart](#)
[My Earth Day Birthday](#)
[My School, My Castle Project Pack](#)

[National Parks](#)
[Native American](#)
[New Year Celebrations](#)
[No Fair, Tooth Fairy](#)
[No Sense of Style](#)
[Peter Pumpkin Picker](#)
[Poetry Anthology](#)
[Return of the Jaguar](#)
[Running for Freedom](#)
[Ships and Boats](#)
[Skin Color](#)
[Snow](#)
[So You Want to Be President?](#)
[Summer Olympics Events](#)
[Summer's a Bummer](#)
[Susan](#)
[Technology vs. Mother Nature Project Pack](#)
[The Eurovision Song Contest!](#)
[The Eurovision Song Contest!](#)
[The Hard Stuff! All About Bones](#)
[The History of Halloween](#)
[The History of Halloween](#)
[The Itsy Bitsy Spider](#)
[The Legend of Nessie](#)
[The Lion and the Unicorn](#)
[The Olympics: Past and Present](#)
[The Rumble in the Jungle](#)
[The Snowy Day](#)
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STRAND / OVERALL EXPECTATION	C1.	Winter Holidays
		Zookeeping
STAGE / SKILLS		Comprehension: Understanding and Responding to Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.2.	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
		Text Forms and Genres
	C1.2.	identify and describe some characteristics of literary and informational text forms and their associated genres

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STRAND / COURSE
 STRAND / OVERALL
 EXPECTATION

- C. Comprehension: Understanding and Responding to Texts
 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
 Text Patterns and Features
 C1.3. identify some text patterns, such as order of importance and cause and effect, and text features, such as headings and an index, associated with various text forms, and explain how they help readers, listeners, and viewers understand the meaning

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[The First Thanksgiving](#)
[The Genius of Tesla](#)
[The Hard Stuff! All About Bones](#)
[The History of Anime](#)
[The History of Halloween](#)
[The History of Halloween](#)
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[The Monkey's Paw](#)
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[The Olympics: Past and Present](#)

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[The Titanic: Lost and Found](#)
[The Trumpet of the Swan](#)
[Thomas Jefferson](#)
[Titanic Treasure](#)
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[Tread Softly](#)
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[Two Artists: Vermeer's Forger](#)
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[Variant Vowel /o/ in walk, Long Vowel /o/ in glow](#)
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[Vincent's Bedroom](#)
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[Volcanoes](#)
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[Water Animal / Land Animal \(Science Vocabulary\)](#)
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[What Happens When You Flush?](#)
[What Is Water Worth?](#)
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[What sources of energy do people use to do work?](#)
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[Wildlife Rescue](#)
[Winged Fishers](#)
[Winter Holidays](#)
[With Wheels / Without Wheels \(Social Studies Vocabulary\)](#)
[Wonders of Nature](#)
[Woods of Wonder](#)
[World Traveler Ibn Battuta](#)
[World Traveler Ibn Battuta](#)
[Writer's Response](#)
[Yee Haw! The Real Lives of the Cowboys](#)
[Zookeeping](#)

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.	describe ways in which images, graphics, and visual design are used in a given text, and demonstrate an understanding of their purpose and connection to the content of the text

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[2016 Summer Olympic Games](#)

[A New Skyline](#)

[A Pet's Perfect Home](#)

[A Trip to a Prehistoric Cave](#)

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[Alexander the Great](#)

[Alice's Birthday Cake](#)

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

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[Ants in My Bed](#)

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[Camp Nowhere](#)

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[Canada](#)

[Caps for Sale](#)

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[Carlos' Puzzle](#)

[Castles](#)

[Cesar Chavez and the Delano Grape Strike](#)

[Charts](#)

[Chef Morty's Party Surprise](#)

[Chili Pepper Powder Surprise](#)
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[Citizenship Theme Pack](#)
[Comprehension Pack \(Single-Session\)](#)
[Coral Reefs](#)
[Cutaways](#)
[Defeat of the Titans](#)
[Diagrams](#)
[Doctor Foster](#)
[Eleventeen](#)
[Emily](#)
[Expedition 40: The Secret of the Seasons](#)
[Expressing Myself](#)
[Extreme Animals](#)
[Fireworks](#)
[First Day of School](#)
[Floods & Tornadoes](#)
[Flow Charts](#)
[Frederick Douglass: Escape to Freedom](#)
[George Washington](#)
[Ghosts in the House](#)
[Gilgamesh and Enkidu](#)
[Goliath Beetles: Giant Insects](#)
[Goliath Bird-Eating Spiders: Giant Arachnids](#)
[Habitats/Adaptations Theme Pack](#)
[Harriet's Escape](#)
[Henry and Mudge and the Happy Cat](#)
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[Man Out at First](#)
[Map](#)
[Maria Tallchief's Firebird Performance](#)
[Mary Had a Little Lamb](#)
[Money in the USA](#)
[Money in the USA](#)
[Morty Takes a Wooden Nickel](#)
[Morty and Charming Theo](#)
[Morty and the Mousetown Gazette](#)
[Morty and the Oatmeal Babysitter](#)
[Morty and the Suitcase Caper](#)
[Morty and the Teacher's Apples](#)
[Morty and the Twice-Fit Mice](#)
[Morty the Meany](#)
[Mother Earth's Children](#)
[Mother Earth's Children Book 2](#)
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[Native American](#)
[Nellie Bly's Oceanic Voyage](#)
[On Eagle River](#)
[People Theme Pack](#)
[Peter Pumpkin Picker](#)
[Pi Day](#)
[Pictograph/Infographic](#)
[Poetry Anthology](#)
[Polar Bear, Polar Bear, What Do You Hear?](#)
[Queen Elizabeth I](#)
[Remembering the Alamo](#)
[Running for Freedom](#)
[Saladin](#)
[Sally's Secret Ambition](#)

[Seeds and Sunflowers](#)
[Seven Wonders of the Modern World](#)
[Sharks](#)
[Ships and Boats](#)
[Ships of Discovery](#)
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[The International T-Shirt Challenge](#)
[The Itsy Bitsy Spider](#)
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[The Lion and the Unicorn](#)
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[The Three-R Plan](#)
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[World Traveler Ibn Battuta](#)

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 elements of style in texts, including voice, word choice, word patterns, and sentence structure, and explain how they help communicate meaning

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[Bird Children Book 2](#)
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[Christmas in Animal Land](#)
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[Mike on Strike](#)
[Mother Earth's Children](#)
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[No Fair, Tooth Fairy](#)
[No Sense of Style](#)

[Peter Pumpkin Picker](#)
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[Return of the Jaguar](#)
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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		Point of View
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.6.	identify the narrator's point of view, including first person or third person, in a variety of texts, and suggest alternative points of view to tell each story

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[The Halloween House](#)
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[The Trumpet of the Swan](#)
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[Writer's Response](#)

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		Indigenous Context of Various Text Forms
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.7.	read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators and demonstrate understanding of various aspects of First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

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[American Sports Legends](#)

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[Ancient Greek and Roman Gods](#)

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[Baseball](#)

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[Floods & Tornadoes](#)

[George Washington](#)

[Ghost Towns](#)

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[Jack-o'-Lanterns](#)

[Jackie Robinson](#)

[Julius Caesar](#)

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[Morocco](#)

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[Route 66](#)
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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		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

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[A Visit to Kitt Peak](#)
[All About Chocolate](#)
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[Amelia Earhart: A Legend in Flight](#)

[Amelia Earhart: A Legend in Flight](#)
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[National Parks](#)
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		Tsunamis
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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		Prereading: Identifying the Purpose for Reading, Listening, and Viewing
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.2.	identify specific purposes for engaging with texts, including learning facts or information, or to gain insight or new perspectives

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[A Pet's Perfect Home](#)

[A Selection From Alice in Wonderland](#)

[A Trip to a Prehistoric Cave](#)

[A Visit to Kitt Peak](#)

[Adventures with Abuela](#)

[Aesop's Fables](#)

[Aladdin and the Wonderful Lamp](#)

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[An Apple a Day](#)
[Analyze Character](#)
[Analyze Plot](#)
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[Anca's Journey](#)
[Ancient Greek and Roman Gods](#)
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[Charly Did It](#)
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[Earthquakes, Volcanoes, and Tsunamis](#)
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[Expedition 40: The Secret of the Seasons](#)
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[Groundwater](#)
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[Life in Space](#)
[Life in the Desert Night](#)
[Lighter Than Air](#)
[Little Boy Blue](#)
[Little Jack Horner](#)
[Little Miss Muffet](#)
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[Man Out at First](#)
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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: Making and Confirming Predictions
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.3.	make predictions using background knowledge, text features, and evidence from the text, and adjust their understanding based on new information

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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 and confirm their understanding of various texts

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		What Is Water Worth?
		Why Abe Lincoln Grew a Beard
		Woods of Wonder
		Working Cats
		Working Under Pressure
		Yee Haw! The Real Lives of the Cowboys
		Yo-Yo Ma
		Zika Outbreak
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: Making Connections
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.5.	identify connections between ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them

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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		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

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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		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.7.	describe how strategies, such as visualizing, making predictions, and connecting to their experiences, have helped them comprehend various texts

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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 literary devices, including metaphor and assonance, and describe how they help communicate meaning

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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		Making Inferences
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.2.	make inferences using stated and implied information and ideas to understand texts

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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 Texts
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.3.	analyze various texts, including literary and informational texts, by identifying main and supporting ideas, sequencing information, and comparing and contrasting elements

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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

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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 texts, providing evidence, and explain how these perspectives could influence an audience

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[Author's Purpose: Inform](#)
[Author's Purpose: Persuade](#)
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[What makes an unusual job worth doing?](#)
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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		Analysis and Response
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.6.	describe personal thoughts and feelings about ideas presented in texts, such as ideas about diversity, inclusion, and accessibility

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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		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

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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		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.8.	identify thinking skills that have helped them analyze and better understand various texts

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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		Purpose and Audience
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.1.	identify the topic, purpose, and audience for various texts they plan to create, and describe how the chosen text form and genre will help communicate their intended meaning

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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		Developing Ideas
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.2.	generate and develop ideas about given and chosen topics, using various strategies, and drawing on various resources, including their own lived experiences, and learning from other subject areas

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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

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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, using appropriate strategies and tools, taking into account the text form and genre to be used

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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		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.5.	identify the strategies that helped them develop ideas for texts and organize content

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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		Producing Drafts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.1.	draft short texts of various forms and genres, including narrative, persuasive, and informational texts, using a variety of media, tools, and strategies

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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		Printing, Handwriting, and Word Processing
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.2.	begin to write in cursive, forming letters with appropriate formation patterns, size, placement, and spacing

No Correlations

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		Voice
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.3.	demonstrate a personal voice in their texts, using descriptive words and sentence patterns to express their thoughts, feelings, and opinions about the topic

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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 or third person, used in their texts

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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 simple revisions to draft texts, including replacing words and adding sentences, to improve content and clarity, using feedback from others

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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.	edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and text conventions, and proofread edited texts to make corrections

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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

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

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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 the strategies that helped them present and communicate their message, and explain how they helped them improve as a text creator

No Correlations