

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.	explain 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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STAGE / SKILLS		Student Agency and Engagement
SUB-ORGANIZER / SPECIFIC EXPECTATION	A1.2.	evaluate and explain how transferable skills help them express their voice, be engaged in their learning, and plan the next steps to develop their capabilities and potential

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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.	explain 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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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 personal data, 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 validity, credibility, accuracy, and perspectives, to construct knowledge, create texts, and demonstrate learning

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[You Are What You Eat](#)

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, consider the impact on the audience, and apply this understanding when analyzing and creating 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 texts, the intended audience, and the purpose for production

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.	select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing innovative solutions

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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.	explain how the knowledge and skills developed in this grade support learning in various subject areas and in everyday life, and describe how they enhance understanding and communication
		No Correlations
STRAND / COURSE	A.	Literacy Connections And Applications
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STAGE / SKILLS		Identity and Community
SUB-ORGANIZER / SPECIFIC EXPECTATION	A3.2.	demonstrate an understanding of the historical contexts, 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 a variety of culturally responsive and relevant texts

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STRAND / COURSE	A.	Writer's Response 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.	explain 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 expressing interest in what is being said at appropriate times, asking questions to encourage a speaker to elaborate, and responding to the contributions of others in group discussions, in formal and informal contexts and for various purposes

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[How can the plot of a story be affected by its setting?](#)
[How do amusement parks use the laws of force and motion to make rides fun?](#)
[How do humans use animals to help them do work?](#)
[How does a poet create images that support the theme of a poem?](#)
[Hungry Right Here?](#)
[Hungry Right Here?](#)
[Influenza](#)
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[Japan Earthquake and Tsunami](#)
[Julius Caesar](#)
[Julius Caesar](#)
[King George III](#)
[King George III](#)
[Lacrosse](#)

[Literature Circles](#)
[Maniac Magee](#)
[Marie Curie](#)
[Marie Curie](#)
[Morocco](#)
[Mysterious Shipwrecks](#)
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[Native American](#)
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[People in Stories Theme Pack](#)
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[Queen Elizabeth I](#)
[Queen Elizabeth I](#)
[Ramses II](#)
[Ramses II](#)
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[Rethink Farming Project Pack](#)
[Roll of Thunder, Hear My Cry](#)
[Russia](#)
[Sacagawea](#)
[Saladin](#)
[Saladin](#)
[Say It With Pictures](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Sergeant Stubby](#)
[Shiloh](#)
[Soccer](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[The Amazing Undersea Food Web](#)
[The Amazing Undersea Food Web](#)
[The Amazing Undersea Food Web](#)
[The Art of People Theme Pack](#)
[The Balloon Brothers](#)
[The Balloon Brothers](#)
[The Balloon Brothers](#)
[The Bill of Rights](#)
[The Cat in the Palace](#)
[The History of Anime](#)
[The History of Halloween](#)
[The Ides of March](#)
[The Ides of March](#)
[The Ides of March](#)

[The Lion, the Witch and the Wardrobe](#)
[The Monkey's Paw](#)
[The Monkey's Paw](#)
[The Nobel Prize](#)
[The Phantom Tollbooth](#)
[The Queen's Loss \(Part I\)](#)
[The Queen's Loss \(Part II\)](#)
[The Queen's Proposal](#)
[The Raven](#)
[The Secret Garden](#)
[The Solar System](#)
[The Stanley Cup](#)
[The View from Saturday](#)
[The Wind in the Willows \(Part 1\)](#)
[The Wind in the Willows \(Part 10\)](#)
[The Wind in the Willows \(Part 11\)](#)
[The Wind in the Willows \(Part 12\)](#)
[The Wind in the Willows \(Part 13\)](#)
[The Wind in the Willows \(Part 14\)](#)
[The Wind in the Willows \(Part 15\)](#)
[The Wind in the Willows \(Part 2\)](#)
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[The Wind in the Willows \(Part 5\)](#)
[The Wind in the Willows \(Part 6\)](#)
[The Wind in the Willows \(Part 7\)](#)
[The Wind in the Willows \(Part 8\)](#)
[The Wind in the Willows \(Part 9\)](#)
[The Witch of Blackbird Pond](#)
[The Wonderful World Series](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[United Arab Emirates](#)
[What are the traits of a good leader?](#)
[What makes a person a legend?](#)
[What makes something a good work of art?](#)
[What purpose does the trickster serve in a folktale?](#)
[Why are rivers important to people?](#)
[Why are some mysteries difficult to solve?](#)
[Why don't people agree on the way to solve pollution problems?](#)
[Wild and Wacky World of Wigs](#)
[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		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 and messages communicated orally and non-verbally, determine the purpose of a text, construct meaning, seek clarification, and develop an appropriate response
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Learning A-Z RAZ

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[Hero's Journey Project Pack](#)

[How Revolution Led to Republic Project Pack](#)

[Literature Circles](#)

[Rethink Farming Project Pack](#)

[Snow White and the Queen](#)

STRAND / COURSE
STRAND / OVERALL
EXPECTATION

B.	Foundations of Language
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 paraphrasing and restating, to communicate clearly and coherently
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STRAND / COURSE
STRAND / OVERALL
EXPECTATION

B.	Foundations of Language
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 explain how these strategies help them understand or communicate ideas and meaning
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[The Cat in the Palace](#)

[The Queen's Loss \(Part I\)](#)

[The Queen's Proposal](#)

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		Word Choice, Syntax, and Grammar in Oral Communication
SUB-ORGANIZER / SPECIFIC EXPECTATION	B1.5.	use appropriate word choice, including new vocabulary, varied adjectives and adverbs to elaborate, a variety of sentence types, and cohesive sentences during formal and informal communication, to support audience comprehension

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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	B2.1.	use generalized knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words with accuracy and automaticity

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[A Selection From Robinson Crusoe](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Believe It or Not?](#)

[Believe it or Not?](#)

[Beowulf](#)

[Beowulf](#)

[Biomimicry](#)

[Biomimicry](#)

[Biomimicry](#)

[Bridge to Terabithia](#)

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

[Crowdsourcing](#)

[Drones](#)

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[Frederick Douglass: Forever Free](#)

[Great City Fires](#)

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[M Is for Mexico](#)
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[Stories from Asgard: Norse Myths](#)
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[The Metropolitan Museum of Art](#)
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[The Queen's Loss \(Part I\)](#)
[The Raven](#)
[The View from Saturday](#)
[The View from Saturday](#)
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[The Wind in the Willows \(Part 10\)](#)
[The Wind in the Willows \(Part 11\)](#)
[The Wind in the Willows \(Part 12\)](#)
[The Wind in the Willows \(Part 13\)](#)
[The Wind in the Willows \(Part 14\)](#)
[The Wind in the Willows \(Part 15\)](#)

		The Wind in the Willows (Part 2)
		The Wind in the Willows (Part 3)
		The Wind in the Willows (Part 4)
		The Wind in the Willows (Part 5)
		The Wind in the Willows (Part 6)
		The Wind in the Willows (Part 7)
		The Wind in the Willows (Part 8)
		The Wind in the Willows (Part 9)
		Wildlife Rescue
		Winston Churchill
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	B2.2.	demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

Learning A-Z RAZ

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[Abraham Lincoln: From Log Cabin to the White House](#)

[Abraham Lincoln: From Log Cabin to the White House](#)

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[Alexander the Great](#)

[Alexander the Great](#)

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[American Sports Legends](#)

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[Are GMOs Safe?](#)

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[Author's Purpose: Inform](#)

[Author's Purpose: Persuade](#)

[Baseball](#)

[Basics of Economics](#)

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[Believe it or Not?](#)
[Believe it or Not?](#)
[Big Ben and Westminster Palace](#)
[Biomimicry](#)
[Biomimicry](#)
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[Brazil](#)
[Bridge to Terabithia](#)
[Building a Nation](#)
[Building a Nation](#)
[Building a Nation](#)
[Building a Nation](#)
[Canada](#)
[Cause and Effect](#)
[Cause and Effect](#)
[Cesar Chavez and the Delano Grape Strike](#)
[Chichén Itzá](#)
[China](#)
[Christopher Columbus, Samuel de Champlain Father of New France](#)
[Citizenship Theme Pack](#)
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[Comic Cons](#)
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[Comprehension Pack \(Single-Session\)](#)
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[D-Day](#)
[D-Day](#)
[D-Day](#)
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[Dino Duel](#)
[Dust Bowl Disaster](#)
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[Eiffel Tower](#)
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[Ella Fitzgerald, Success Stories](#)
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[Frederick Douglass: Escape to Freedom](#)
[Frederick Douglass: Forever Free](#)
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[Fun by Remote Control](#)
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[Fun in the Country](#)
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[Julius Caesar](#)
[Julius Caesar](#)
[Kenya](#)
[King George III](#)
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[Lacrosse](#)
[Laura Ingalls Wilder](#)
[Leif Ericson's Voyage](#)
[Life in Space](#)
[Literature Circles](#)
[M Is for Mexico](#)
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[Many Faces of Autism](#)
[Marco Polo and the Silk Road](#)
[Marie Curie](#)
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[Satellites](#)
[Saving the Salmon](#)
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[Symbiotic Wildlife](#)
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[Tastes](#)
[Telescopes: Eyes on Space](#)
[The Amazing Amazon](#)
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[The Art of People Theme Pack](#)
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[The Blues: More Than A Feeling, Early Moments in Rock Music History](#)
[The Bones of a King](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
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[The Great Hunger](#)
[The Great Wall of China](#)
[The Hard Stuff! All About Bones](#)
[The History of Anime](#)
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[The Metropolitan Museum of Art](#)
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[The Mystery Twin, Genetics at Work](#)
[The Mystery of King Tut](#)
[The Mystery of King Tut](#)
[The Mystery of King Tut](#)
[The Nobel Prize](#)
[The Olympics: Past and Present](#)
[The Panama Canal](#)
[The Panama Canal](#)
[The Panama Canal](#)
[The Solar System](#)
[The Story of Immigration, The Great Hunger](#)
[The Story of Lewis and Clark Book 1: Up the Missouri River](#)

[The Story of Lewis and Clark Book 2: To the Pacific Ocean](#)
[The Transcontinental Railroad](#)
[The Transcontinental Railroad](#)
[The Transcontinental Railroad](#)
[The Woman Who Dared](#)
[The Wonderful World Series](#)
[Two Kettles, Pocahontas at Jamestown](#)
[United Arab Emirates](#)
[Valley of the Kings](#)
[Vanishing Languages](#)
[Venus: Beauty and Beast](#)
[Violent Weather](#)
[Volcanoes](#)
[Weather](#)
[What Do You Think About Climate Change?](#)
[What Is Water Worth?](#)
[What Makes You, You?](#)
[What are the traits of a good leader?](#)
[What makes something a good work of art?](#)
[Why are rivers important to people?](#)
[Why are some mysteries difficult to solve?](#)
[Wildlife Rescue](#)
[Winston Churchill](#)
[Working Together](#)
[Writer's Response](#)
[You Can Print What?](#)
[Your Road to the White House](#)
[Zoos Through the Ages](#)
[Zoos Through the Ages, Zoos: Pro or Con?](#)
[Zoos: Pro or Con?](#)

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	B2.3.	read a variety of texts fluently, with accuracy and appropriate pacing to support comprehension, and when reading aloud, adjust expression and intonation according to the purpose of reading

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A Christmas Carol \(Part 1\)](#)

[A Christmas Carol \(Part 10\)](#)

[A Christmas Carol \(Part 2\)](#)

[A Christmas Carol \(Part 3\)](#)

[A Christmas Carol \(Part 4\)](#)

[A Christmas Carol \(Part 5\)](#)

[A Christmas Carol \(Part 6\)](#)

[A Christmas Carol \(Part 7\)](#)

[A Christmas Carol \(Part 8\)](#)

[A Christmas Carol \(Part 9\)](#)

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[Bridge to Terabithia](#)

[Bud, Not Buddy](#)

[Citizenship Theme Pack](#)

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

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[Frindle](#)

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[Native American](#)

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[People of Influence Theme Pack](#)

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[Roll of Thunder, Hear My Cry](#)

[Shiloh](#)

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[The Queen's Loss \(Part II\)](#)
[The Queen's Proposal](#)
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[The Wind in the Willows \(Part 1\)](#)
[The Wind in the Willows \(Part 10\)](#)
[The Wind in the Willows \(Part 11\)](#)
[The Wind in the Willows \(Part 12\)](#)
[The Wind in the Willows \(Part 13\)](#)
[The Wind in the Willows \(Part 14\)](#)
[The Wind in the Willows \(Part 15\)](#)
[The Wind in the Willows \(Part 2\)](#)
[The Wind in the Willows \(Part 3\)](#)
[The Wind in the Willows \(Part 4\)](#)
[The Wind in the Willows \(Part 5\)](#)
[The Wind in the Willows \(Part 6\)](#)
[The Wind in the Willows \(Part 7\)](#)
[The Wind in the Willows \(Part 8\)](#)
[The Wind in the Willows \(Part 9\)](#)
[The Witch of Blackbird Pond](#)

STRAND / COURSE
 STRAND / OVERALL
 EXPECTATION

- B. Foundations of Language
 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
 SUB-ORGANIZER /
 SPECIFIC EXPECTATION

- Syntax and Sentence Structure
 B3.1. identify and construct various sentence types and forms, including compound-complex sentences, and correct sentence fragments and run-on sentences

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[Alien Collective II: The Link](#)
[Alien Collective II: The Link](#)
[Alien Collective II: The Link](#)
[Anne Frank](#)
[Bridge to Terabithia](#)
[Bridge to Terabithia](#)
[Floods & Tornadoes](#)
[Invasion of the Pythons](#)
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[The Metropolitan Museum of Art](#)
[The Metropolitan Museum of Art](#)
[The Mystery of King Tut](#)
[The Mystery of King Tut](#)

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 direct objects for nouns, intensive and reflexive pronouns, proper adjectives, and correlative conjunctions, and use this knowledge to support comprehension and communicate meaning clearly

No Correlations

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 meaning clearly and coherently, including the use of commas to set off advanced phrases or clauses such as appositives and participles, and colons for introducing a list after a complete sentence

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[Jacey Nova: Starship Pilot](#)
[Miltie Math-head: Football Hero?](#)

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 various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
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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 Forms and Genres
- C1.2. describe some characteristics of various text forms and genres, including cultural text forms, and explain how they help communicate meaning

STAGE / SKILLS
 SUB-ORGANIZER /
 SPECIFIC EXPECTATION

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[Guy Fawkes Day](#)
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[Prehistoric Giants \(Other Than Dinosaurs\)](#)
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[Saving the Salmon](#)
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[Shorty and String Bean](#)
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[Takehito's Tango](#)
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[Telescopes: Eyes on Space](#)
[Tessa's Family Day](#)
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[The Art of Photography](#)
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[The Best Worst Thanksgiving](#)
[The Bill of Rights](#)
[The Bill of Rights](#)
[The Black Stones](#)
[The Bones of a King](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Cat in the Palace](#)
[The Firefighter](#)
[The Genius of Tesla](#)
[The Gettysburg Address](#)
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[The Gift of the Magi](#)
[The Great Charter](#)
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[The Great Wall of China](#)
[The Guest Ranch](#)
[The Hard Stuff! All About Bones](#)
[The Hero Maui](#)
[The History of Anime](#)
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[The History of Halloween](#)
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[The Labors of Hercules](#)
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[The Legacy of Da Vinci](#)
[The Life of Cesar Chavez](#)
[The Lion, the Witch and the Wardrobe](#)
[The Message](#)
[The Metropolitan Museum of Art](#)
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[The Monkey's Paw](#)
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[The Mystery Twin](#)
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[The Mystery of King Tut](#)
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[The Necklace](#)
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[The Olympics: Past and Present](#)
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[The Queen's Loss \(Part I\)](#)
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[The Queen's Proposal](#)
[The Road Not Taken](#)
[The School Versus James Holt](#)
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[The View from Saturday](#)
[The View from Saturday](#)
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[The Woman Who Dared](#)
[The Wonderful World Series](#)
[The Zoo of Extinct Animals](#)
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[What Is Water Worth?](#)
[What Makes You, You?](#)
[What are the traits of a good leader?](#)
[What makes a person a legend?](#)
[What makes something a good work of art?](#)
[What purpose does the trickster serve in a folktale?](#)
[White-Water Adventure](#)
[Why are rivers important to people?](#)

[Why are some mysteries difficult to solve?](#)
[Why don't people agree on the way to solve pollution problems?](#)
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[Wildlife Rescue](#)
[Winston Churchill](#)
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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 Patterns and Features
SUB-ORGANIZER / SPECIFIC EXPECTATION	C1.3.	identify text patterns, such as cause and effect in a persuasive text, and text features, such as a preface and glossary, associated with various text forms, including cultural texts, and explain how they help readers, listeners, and viewers understand the meaning

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[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Cat in the Palace](#)
[The Firefighter](#)
[The Genius of Tesla](#)
[The Gettysburg Address](#)
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[The Great Charter](#)
[The Great Charter](#)
[The Great Hunger](#)
[The Hard Stuff! All About Bones](#)
[The History of Anime](#)
[The History of Halloween](#)
[The Ides of March](#)
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[The Ides of March](#)
[The Internet](#)
[The Labors of Hercules](#)
[The Labors of Hercules](#)
[The Labors of Hercules](#)
[The Legacy of Da Vinci](#)
[The Life of Cesar Chavez](#)
[The Metropolitan Museum of Art](#)
[The Metropolitan Museum of Art](#)
[The Metropolitan Museum of Art](#)
[The Mongol Empire](#)
[The Monkey's Paw](#)
[The Monkey's Paw](#)
[The Mystery of King Tut](#)
[The Mystery of King Tut](#)
[The Mystery of King Tut](#)
[The Nobel Prize](#)
[The Olympics: Past and Present](#)
[The Panama Canal](#)
[The Panama Canal](#)
[The Panama Canal](#)
[The Power of Wind](#)
[The Queen's Loss \(Part I\)](#)
[The Queen's Loss \(Part II\)](#)
[The Queen's Proposal](#)
[The Raven](#)
[The Solar System](#)
[The Story of Lewis and Clark Book 1: Up the Missouri River](#)
[The Story of Lewis and Clark Book 2: To the Pacific Ocean](#)
[The Transcontinental Railroad](#)
[The Transcontinental Railroad](#)
[The Transcontinental Railroad](#)
[The Wind in the Willows \(Part 1\)](#)

[The Wind in the Willows \(Part 10\)](#)
[The Wind in the Willows \(Part 11\)](#)
[The Wind in the Willows \(Part 12\)](#)
[The Wind in the Willows \(Part 13\)](#)
[The Wind in the Willows \(Part 14\)](#)
[The Wind in the Willows \(Part 15\)](#)
[The Wind in the Willows \(Part 2\)](#)
[The Wind in the Willows \(Part 3\)](#)
[The Wind in the Willows \(Part 4\)](#)
[The Wind in the Willows \(Part 5\)](#)
[The Wind in the Willows \(Part 6\)](#)
[The Wind in the Willows \(Part 7\)](#)
[The Wind in the Willows \(Part 8\)](#)
[The Wind in the Willows \(Part 9\)](#)
[The Wonderful World Series](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[United Arab Emirates](#)
[Vanishing Languages](#)
[Venus: Beauty and Beast](#)
[Violent Weather](#)
[Volcanoes](#)
[Whale Sharks: Giant Fish](#)
[What Do You Think About Climate Change?](#)
[What Is Water Worth?](#)
[What Makes You, You?](#)
[What are the traits of a good leader?](#)
[What makes something a good work of art?](#)
[Why are rivers important to people?](#)
[Why are some mysteries difficult to solve?](#)
[Wild and Wacky World of Wigs](#)
[Wildlife Rescue](#)
[Winston Churchill](#)
[Women and Girls in Stem Fields](#)
[Writer's Response](#)
[You Can Print What?](#)
[Your Road to the White House](#)
[Zoos Through the Ages](#)
[Zoos: Pro or Con?](#)

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.	explain how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts

Learning A-Z RAZ

[1865: The End of the Civil War](#)

[1865: The End of the Civil War](#)

[1865: The End of the Civil War](#)

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[A New Skyline](#)

[A Selection From Robinson Crusoe](#)

[A Selection from Robinson Crusoe](#)

[A Selection from Robinson Crusoe](#)

[Abraham Lincoln: From Log Cabin to the White House](#)

[Abraham Lincoln: From Log Cabin to the White House](#)

[Acropolis Adventure](#)

[Alexander the Great](#)

[Alexander the Great](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective II: The Link](#)

[Alien Collective II: The Link](#)

[Alien Collective II: The Link](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[An Interest in Interest](#)

[Are GMOs Safe?](#)

[Are GMOs Safe?](#)

[Are GMOs Safe?](#)

[Arrows](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Battling for Independence](#)

[Believe It or Not?](#)

[Believe it or Not?](#)

[Beowulf](#)

[Beowulf](#)

[Big Ben and Westminster Palace](#)

[Biomimicry](#)

[Biomimicry](#)

[Bird Children](#)

[Born on Sable Island](#)

[Bridge to Terabithia](#)

[Bridge to Terabithia](#)

[Bud, Not Buddy](#)

[Building a Nation](#)

[Building a Nation](#)

[Building a Nation](#)
[Building a Nation](#)
[Camp Nowhere](#)
[Camping with the President](#)
[Cesar Chavez and the Delano Grape Strike](#)
[Charts](#)
[Chichén Itzá](#)
[Citizenship Theme Pack](#)
[Comic Cons](#)
[Comic Cons](#)
[Comic Cons](#)
[Comprehension Pack \(Single-Session\)](#)
[Cutaways](#)
[D-Day](#)
[D-Day](#)
[D-Day](#)
[Dear Mr. Henshaw](#)
[Defeat of the Titans](#)
[Diagrams](#)
[Double Bar Graph](#)
[Eiffel Tower](#)
[Empire State Building](#)
[Floods & Tornadoes](#)
[Flow Charts](#)
[Frederick Douglass: Escape to Freedom](#)
[Frindle](#)
[Fun by Remote Control](#)
[Fun by Remote Control](#)
[Genetics At Work](#)
[Genetics at Work](#)
[George Washington](#)
[George Washington](#)
[Gilgamesh and Enkidu](#)
[Halloween Pumpkins](#)
[Harriet's Escape](#)
[Hero's Journey Project Pack](#)
[Hoover Dam](#)
[How Revolution Led to Republic Project Pack](#)
[How can the plot of a story be affected by its setting?](#)
[How does a poet create images that support the theme of a poem?](#)
[Hybrid Animals](#)
[Hybrid Animals](#)
[Hybrid Animals](#)
[In Huck's Shoes](#)
[Innovation/Technology Theme Pack](#)
[Jonas Salk](#)
[Jonas Salk](#)
[Jonas Salk](#)

[Julius Caesar](#)
[Julius Caesar](#)
[King George III](#)
[King George III](#)
[Leif Ericson's Voyage](#)
[Life in Space](#)
[M Is for Mexico](#)
[Making Big Bolstead Bucks](#)
[Maniac Magee](#)
[Maniac Magee](#)
[Map](#)
[Marco Polo and the Silk Road](#)
[Maria Tallchief's Firebird Performance](#)
[Meegor and the Master](#)
[Miguel and King Arthur](#)
[Miltie Math-head Takes the Mound](#)
[Miltie Math-head: Football Hero?](#)
[Money, Money, Money](#)
[Money, Money, Money](#)
[Money, Money, Money](#)
[Native American](#)
[Nellie Bly's Oceanic Voyage](#)
[Odysseus and the Bag of Winds](#)
[On an Airplane](#)
[Paco's Tacos](#)
[People in History Theme Pack](#)
[People in Stories Theme Pack](#)
[People of Influence Theme Pack](#)
[Pictograph/Infographic](#)
[Prairies Alive!](#)
[Prehistoric Giants \(Other Than Dinosaurs\)](#)
[Prehistoric Giants \(Other Than Dinosaurs\)](#)
[Prehistoric Giants \(Other Than Dinosaurs\)](#)
[Private Spaceships](#)
[Private Spaceships](#)
[Queen Elizabeth I](#)
[Queen Elizabeth I](#)
[Roll of Thunder, Hear My Cry](#)
[Roll of Thunder, Hear My Cry](#)
[Sacagawea](#)
[Saladin](#)
[Saladin](#)
[Saved by the Stars](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Seven Billion and Counting](#)

[Seven Billion and Counting](#)
[Shiloh](#)
[Shiloh](#)
[Ships of Discovery](#)
[Steps in a Process](#)
[Stubby the Hero](#)
[Symbiotic Wildlife](#)
[Symbiotic Wildlife](#)
[Symbiotic Wildlife](#)
[Taj Mahal](#)
[Takehito's Tango](#)
[The Amazing Amazon](#)
[The Amazing Brain](#)
[The Amazing Brain](#)
[The Art of People Theme Pack](#)
[The Balloon Brothers](#)
[The Black Stones](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Cat in the Palace](#)
[The Frank Family: Into the Annex](#)
[The Genius of Tesla](#)
[The Gettysburg Address](#)
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[The Great Charter](#)
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[The Great Wall of China](#)
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[The Mystery of King Tut](#)
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[The Panama Canal](#)
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[The Queen's Loss \(Part I\)](#)
[The Queen's Loss \(Part II\)](#)
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[The Raven](#)
[The Rumble in the Jungle](#)
[The School Versus James Holt](#)
[The Secret Garden](#)
[The Solar System](#)
[The Stolen Hammer of Thor](#)
[The Transcontinental Railroad](#)
[The Transcontinental Railroad](#)
[The View from Saturday](#)
[The View from Saturday](#)
[The Witch of Blackbird Pond](#)
[The Woman Who Dared](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[The Zoo of Extinct Animals](#)
[Timeline](#)
[Valley of the Kings](#)
[Wake Up Rooster](#)
[What Is Water Worth?](#)
[What makes a person a legend?](#)
[What purpose does the trickster serve in a folktale?](#)
[Why don't people agree on the way to solve pollution problems?](#)
[Wild and Wacky World of Wigs](#)
[Word Smith, Private I "Rhyme Crime"](#)

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.	describe various elements of style in texts, including voice, word choice, word patterns, and sentence structure, and analyze how each element helps create meaning and is appropriate for the text form and genre

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[A Little Princess \(Part 1\)](#)
[A Little Princess \(Part 10\)](#)

[A Little Princess \(Part 11\)](#)
[A Little Princess \(Part 12\)](#)
[A Little Princess \(Part 13\)](#)
[A Little Princess \(Part 14\)](#)
[A Little Princess \(Part 15\)](#)
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[A Little Princess \(Part 17\)](#)
[A Little Princess \(Part 18\)](#)
[A Little Princess \(Part 19\)](#)
[A Little Princess \(Part 2\)](#)
[A Little Princess \(Part 20\)](#)
[A Little Princess \(Part 21\)](#)
[A Little Princess \(Part 22\)](#)
[A Little Princess \(Part 3\)](#)
[A Little Princess \(Part 4\)](#)
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[A Little Princess \(Part 7\)](#)
[A Little Princess \(Part 8\)](#)
[A Little Princess \(Part 9\)](#)
[Anne Frank](#)
[Bird Children](#)
[Bridge to Terabithia](#)
[Bud, Not Buddy](#)
[Crowdsourcing](#)
[Dear Mr. Henshaw](#)
[Drones](#)
[Frindle](#)
[Life Spans](#)
[Literature Circles](#)
[Make an Impression](#)
[Maniac Magee](#)
[Many Faces of Autism](#)
[Roll of Thunder, Hear My Cry](#)
[Scuba](#)
[Shiloh](#)
[The Phantom Tollbooth](#)
[The Rumble in the Jungle](#)
[The Secret Garden](#)

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
- Point of View
- C1.6. identify the narrator's point of view, including first, second, or third person, in a variety of texts, and describe the advantages and disadvantages of the approach used in each story

STAGE / SKILLS
 SUB-ORGANIZER /
 SPECIFIC EXPECTATION

Learning A-Z RAZ

[A Christmas Carol \(Part 1\)](#)
[A Little Princess \(Part 1\)](#)
[A Little Princess \(Part 11\)](#)
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[A Little Princess \(Part 16\)](#)
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[A Little Princess \(Part 19\)](#)
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[Alien Collective II: The Link](#)
[Alien Collective II: The Link](#)
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[Bud, Not Buddy](#)
[Dear Mr. Henshaw](#)
[Frindle](#)
[Hero's Journey Project Pack](#)
[How Revolution Led to Republic Project Pack](#)
[How To Become A Superhero](#)
[Identify Character Point of View](#)
[Maniac Magee](#)
[Native American](#)
[Reader's Theater Scripts](#)
[Roll of Thunder, Hear My Cry](#)
[Sadko and the Sea Kingdom](#)
[Shiloh](#)
[The Ides of March](#)
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[The Lion, the Witch and the Wardrobe](#)
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[The Raven](#)
[The Secret Garden](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION	C.	The View from Saturday The Witch of Blackbird Pond Vote for ME! Why don't people agree on the way to solve pollution problems? Writer's Response
		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
	C1.7.	Indigenous Context of Various Text Forms read, listen to, and view various forms of texts by diverse First Nations, Métis, and Inuit creators to make meaning through Indigenous Storywork about First Nations, Métis, and Inuit histories, cultures, relationships, communities, groups, nations, and lived experiences

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[Alexander the Great](#)
[Alexander the Great](#)
[America's Army Project Pack](#)
[American Football](#)
[American Sports Legends](#)
[American Sports Legends](#)
[Argentina](#)
[Baseball](#)
[Basketball](#)
[Battling for Independence](#)
[Battling for Independence](#)
[Battling for Independence](#)
[Believe it or Not?](#)
[Believe it or Not?](#)
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[Building a Nation](#)
[Building a Nation](#)
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[Comprehension Pack \(Single-Session\)](#)
[Cricket](#)
[Escape From the Holocaust](#)
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[Floods & Tornadoes](#)
[George Washington](#)
[George Washington](#)
[Golf](#)
[Hockey](#)
[Hungry Right Here?](#)
[Innovation/Technology Theme Pack](#)

[Julius Caesar](#)
[Julius Caesar](#)
[King George III](#)
[King George III](#)
[Lacrosse](#)
[Literature Circles](#)
[Marie Curie](#)
[Marie Curie](#)
[Morocco](#)
[Native American](#)
[People in History Theme Pack](#)
[Queen Elizabeth I](#)
[Queen Elizabeth I](#)
[Ramses II](#)
[Ramses II](#)
[Rethink Farming Project Pack](#)
[Roll of Thunder, Hear My Cry](#)
[Russia](#)
[Sadko and the Sea Kingdom](#)
[Saladin](#)
[Saladin](#)
[Say It With Pictures](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Seeds of Revolution](#)
[Shiloh](#)
[Soccer](#)
[South Korea](#)
[Spain](#)
[Stonehenge](#)
[Stories from Asgard: Norse Myths](#)
[The Amazing Undersea Food Web](#)
[The Art of People Theme Pack](#)
[The Balloon Brothers](#)
[The Best Worst Thanksgiving](#)
[The Bill of Rights](#)
[The Hero Maui](#)
[The History of Anime](#)
[The History of Halloween](#)
[The Ides of March](#)
[The Ides of March](#)
[The Ides of March](#)
[The Lion, the Witch and the Wardrobe](#)
[The Message](#)
[The Monkey's Paw](#)
[The Monkey's Paw](#)
[The Nobel Prize](#)
[The Secret Garden](#)

		The View from Saturday
		The Witch of Blackbird Pond
		United Arab Emirates
		Vanishing Languages
		Westward Journey
		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.	identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

Learning A-Z RAZ

[2014 Winter Olympic Games](#)
[2016 Summer Olympic Games](#)
[Adventure in London](#)
[Airplanes](#)
[America's Army Project Pack](#)
[Animal Defenses](#)
[Bird Children](#)
[Birds of Prey](#)
[Blue Whales: Giant Mammals](#)
[Brazil](#)
[China](#)
[Condors: Giant Birds](#)
[Dear Mr. Henshaw](#)
[Dust Bowl Disaster](#)
[Egypt](#)
[Elephants: Giant Mammals](#)
[Explore History with Technology Project Pack](#)
[Families](#)
[Firefighters](#)
[Firefighters](#)
[Firefighters](#)
[Floods & Tornadoes](#)
[France](#)
[Goliath Beetles: Giant Insects](#)
[Goliath Bird-Eating Spiders: Giant Arachnids](#)
[Great City Fires](#)
[Halloween Pumpkins](#)
[Hedgehogs](#)
[Hero's Journey Project Pack](#)
[How Revolution Led to Republic Project Pack](#)
[How To Become A Superhero](#)
[Hungry Right Here?](#)
[InFLUenza](#)

[India](#)
[Influenza](#)
[Japan](#)
[Japan Earthquake and Tsunami](#)
[Kenya](#)
[Komodo Dragons: Giant Reptiles](#)
[Leaving Home](#)
[Life in Space](#)
[Literature Circles](#)
[Make Inferences / Draw Conclusions](#)
[Meeting Mrs. Pierce](#)
[Mexico](#)
[Native American](#)
[Nature Reuses and Recycles](#)
[Ostriches: Giant Birds](#)
[Paco's Tacos](#)
[People in History Theme Pack](#)
[Rethink Farming Project Pack](#)
[Robots](#)
[Roll of Thunder, Hear My Cry](#)
[Roll of Thunder, Hear My Cry](#)
[Success Stories](#)
[Symbiotic Wildlife](#)
[Symbiotic Wildlife](#)
[Symbiotic Wildlife](#)
[The Amazing Undersea Food Web](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Case of the Disappearing Honeybees](#)
[The Hard Stuff! All About Bones](#)
[The History of Halloween](#)
[The Ides of March](#)
[The Ides of March](#)
[The Ides of March](#)
[The Metropolitan Museum of Art](#)
[The Metropolitan Museum of Art](#)
[The Metropolitan Museum of Art](#)
[The Olympics: Past and Present](#)
[The Solar System](#)
[Through the Looking-Glass \(Part 1\)](#)
[Through the Looking-Glass \(Part 10\)](#)
[Through the Looking-Glass \(Part 2\)](#)
[Through the Looking-Glass \(Part 3\)](#)
[Through the Looking-Glass \(Part 4\)](#)
[Through the Looking-Glass \(Part 5\)](#)
[Through the Looking-Glass \(Part 6\)](#)
[Through the Looking-Glass \(Part 7\)](#)
[Through the Looking-Glass \(Part 8\)](#)

STRAND / COURSE	Through the Looking-Glass (Part 9)	
	Whale Sharks: Giant Fish	
STRAND / OVERALL EXPECTATION	What Makes You, You?	
	Zoos Through the Ages	
STAGE / SKILLS	Zots Goes to School	
	Zots Learns to Play	
SUB-ORGANIZER / SPECIFIC EXPECTATION	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
		Prereading: Identifying the Purpose for Reading, Listening, and Viewing
	C2.2.	identify a variety of purposes for engaging with texts, and select texts from diverse creators that are suitable for the purposes

Learning A-Z RAZ

[2014 Winter Olympic Games](#)

[2016 Summer Olympic Games](#)

[9/11: A Dark Day](#)

[A Christmas Carol \(Part 1\)](#)

[A Christmas Carol \(Part 10\)](#)

[A Christmas Carol \(Part 2\)](#)

[A Christmas Carol \(Part 3\)](#)

[A Christmas Carol \(Part 4\)](#)

[A Christmas Carol \(Part 5\)](#)

[A Christmas Carol \(Part 6\)](#)

[A Christmas Carol \(Part 7\)](#)

[A Christmas Carol \(Part 8\)](#)

[A Christmas Carol \(Part 9\)](#)

[A Selection From Robinson Crusoe](#)

[Abraham Lincoln: From Log Cabin to the White House](#)

[Acropolis Adventure](#)

[Albert Einstein](#)

[Alexander the Great](#)

[Alexander the Great](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective I: Resistance](#)

[Alien Collective II: The Link](#)

[Alien Collective II: The Link](#)

[Alien Collective II: The Link](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[Alien Collective III: Transition](#)

[America's Army Project Pack](#)

[American Football](#)

[American Sports Legends](#)

[American Sports Legends](#)

[Analyze Character](#)

[Analyze Plot](#)
[Analyze Setting](#)
[Argentina](#)
[Arrows](#)
[Author's Point of View](#)
[Author's Purpose: Entertain](#)
[Author's Purpose: Inform](#)
[Author's Purpose: Persuade](#)
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[Basketball](#)
[Battling for Independence](#)
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[Battling for Independence](#)
[Battling for Independence](#)
[Believe It or Not?](#)
[Believe it or Not?](#)
[Believe it or Not?](#)
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[Born on Sable Island](#)
[Brazil](#)
[Bridge to Terabithia](#)
[Bud, Not Buddy](#)
[Building a Nation](#)
[Building a Nation](#)
[Building a Nation](#)
[Building a Nation](#)
[Canada](#)
[Cause and Effect](#)
[China](#)
[Christopher Columbus, Samuel de Champlain Father of New France](#)
[Compare and Contrast](#)
[Comprehension Pack \(Single-Session\)](#)
[Cricket](#)
[Dear Mr. Henshaw](#)
[Dino Duel](#)
[Dust Bowl Disaster](#)
[Early Birds: Fossils and Feathers](#)
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[Ella Fitzgerald, Success Stories](#)
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[Escape From the Holocaust](#)
[Escape From the Holocaust](#)
[Escape from the Holocaust](#)

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[Famous Hispanic Americans](#)
[Floods & Tornadoes](#)
[Fluency Practice Passage](#)
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[Frederick Douglass: Forever Free](#)
[Frindle](#)
[Fun by Remote Control](#)
[Gems: Treasures from the Earth](#)
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[Haiti Earthquake](#)
[Hero's Journey Project Pack](#)
[High-Speed Trains](#)
[Historic Peacemakers](#)
[Hockey](#)
[How Revolution Led to Republic Project Pack](#)
[How can point of view affect your actions?](#)
[How can the plot of a story be affected by its setting?](#)
[How do amusement parks use the laws of force and motion to make rides fun?](#)
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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 pose questions to check whether their predictions were correct

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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		Monitoring of Understanding: Ongoing Comprehension Check
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.4.	use strategies such as adjusting reading rate, visualizing, reading ahead, asking questions, and consulting references and other texts or sources of information, to monitor and confirm their understanding of various texts

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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		Monitoring of Understanding: Making Connections
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.5.	describe how the ideas expressed in texts connect to their knowledges and lived experiences, the ideas in other texts, and the world around them

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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		Summarizing: Identifying Relevant information and Drawing Conclusions
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.6.	summarize the main idea of a text and the supporting details in sequence, and draw a well-supported conclusion

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STAGE / SKILLS		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	C2.7.	explain how strategies, such as visualizing, making predictions, summarizing, 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.	describe literary devices, including imagery and humour, in a variety of texts, and explain how they help create meaning and are appropriate for the intended purpose and audience

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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		Making Inferences
SUB-ORGANIZER / SPECIFIC EXPECTATION	C3.2.	make local and global inferences, using explicit and implicit evidence, to extend their understanding of various 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 the events of multiple plots, recording relevant information, and explaining cause and effect

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[Zoos Through the Ages](#)
[Zoos Through the Ages, Zoos: Pro or Con?](#)
[Zoos: Pro or Con?](#)
[Zots Goes to School](#)

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 cultural elements that are represented in various texts, including, norms, values, artifacts, sports, and music, investigate the meanings of these elements, and make connections to their lived experience and culture

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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 various texts, explain how these perspectives are conveyed, give some evidence of any biases the texts may contain, and suggest how such biases could influence an audience

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[Chichén Itzá](#)
[China](#)
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[Comic Cons](#)
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[Dust Bowl Disaster](#)
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[Eiffel Tower](#)
[Einstein Right Again](#)
[Elephants: Giant Mammals](#)
[Ella Fitzgerald](#)

[Ella Fitzgerald, Success Stories](#)
[Empire State Building](#)
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[How can the plot of a story be affected by its setting?](#)
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[Leif Ericson's Voyage](#)
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[Saving the Salmon, The Case of the Disappearing Honeybees](#)
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STRAND / COURSE	C.	Zoos: Pro or Con? 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.	explain how various topics, such as diversity, inclusion, and accessibility, are addressed in texts, and describe what insights or messages are conveyed

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		Writer's Response
		You Are What You Eat
		Zika Outbreak
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.	explain how texts created by First Nations, Métis, and Inuit individuals, communities, groups, or nations are influenced by 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 the critical thinking skills they used to analyze and evaluate various texts, and explain how these skills have helped them better understand the 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 explain why the chosen text form, genre, and medium suit the purpose and audience and how they will help communicate the 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 and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences

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STAGE / SKILLS		Research
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.3.	gather and record information and content relevant to a topic, using multiple textual sources; verify the reliability of sources, using simple criteria; and record the creator and source of all content created by others

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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		Organizing Content
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.4.	select and classify ideas and collected information, using appropriate strategies and tools, and sequence content, taking into account the chosen text form, genre, and medium

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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		Reflecting on Learning
SUB-ORGANIZER / SPECIFIC EXPECTATION	D1.5.	describe the strategies and tools that helped them develop ideas and organize content for texts of the chosen forms, genres, and media, and explain how they helped them improve as a text creator

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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		Producing Drafts
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.1.	draft 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.	write in fluent cursive, begin to keyboard with automaticity, and apply word-processing skills, including selecting appropriate fonts, to produce and enhance texts of various lengths

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.	establish a personal voice in their texts, using varied language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre

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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, implicit and explicit perspectives, and bias conveyed in their texts, and explain how their messages might be interpreted by audiences with different perspectives

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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		Revision
SUB-ORGANIZER / SPECIFIC EXPECTATION	D2.5.	make revisions to the content of draft texts and to elements of style, such as word choice, and add or delete sentences, to improve clarity, focus, and coherence, seeking feedback

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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.	edit draft texts to improve accuracy and style, checking for errors in spelling, punctuation, grammar, and format; use a word processor to edit texts

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		The Wind in the Willows (Part 7)
		The Wind in the Willows (Part 8)
		The Wind in the Willows (Part 9)
	D.	Composition: Expressing Ideas and Creating Texts
	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
		Producing Final Texts
	D3.1.	produce final texts using a variety of techniques and tools, including digital design and production tools, to achieve the intended effect

Learning A-Z RAZ

[A Christmas Carol \(Part 1\)](#)

[A Christmas Carol \(Part 10\)](#)

[A Christmas Carol \(Part 2\)](#)

[A Christmas Carol \(Part 3\)](#)

[A Christmas Carol \(Part 4\)](#)

[A Christmas Carol \(Part 5\)](#)

[A Christmas Carol \(Part 6\)](#)

[A Christmas Carol \(Part 7\)](#)

[A Christmas Carol \(Part 8\)](#)

[A Christmas Carol \(Part 9\)](#)

STRAND / COURSE STRAND / OVERALL EXPECTATION STAGE / SKILLS SUB-ORGANIZER / SPECIFIC EXPECTATION		D.	Composition: Expressing Ideas and Creating Texts
		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
			Publishing and Presenting Texts
		D3.2.	publish and present texts they have created, using selected media and tools, and explain how each helped them communicate their intended message

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[A Christmas Carol \(Part 7\)](#)

[A Christmas Carol \(Part 8\)](#)

[A Christmas Carol \(Part 9\)](#)

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.	describe various strategies and tools that helped them communicate their intended message when publishing and presenting texts, and suggest steps for future improvement as a text creator

Learning A-Z RAZ

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[A Christmas Carol \(Part 9\)](#)