

## Standards Correlated to **Focused Reading Intervention Level 3 21140**

### New York State P-12 Common Core Learning Standards

#### Grade 3

#### Language Arts

STRAND / DOMAIN NY.CC.3.RL. Reading Standards for Literature

CATEGORY /  
CLUSTER

Key Ideas and Details

STANDARD

3.RL.1.

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Correlated Lessons:

**Objective 10: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers**

Lesson 1 (p. 51); Lesson 18 (p. 187); Lesson 20 (p. 203)

STANDARD

3.RL.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

Correlated Lessons:

**Objective 11: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

Lesson 3 (p. 67); Lesson 22 (p. 219)

**Objective 53: Summarize and paraphrase information in texts.**

Lesson 22 (p. 219)

STANDARD

3.RL.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Correlated Lessons:

**Objective 12: Describe characters in a story and explain how their actions contribute to the sequence of events.**

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|                    |         | Lesson 5 (p. 83); Lesson 29 (p. 275)  |
|                    |         | <b>Objective 52: Understand elements of character development in literary works.</b>  |
|                    |         | Lesson 21 (p. 211)  |
| CATEGORY / CLUSTER |         | Craft and Structure   |
| STANDARD           | 3.RL.4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |
|                    |         | Correlated Lessons:   |
|                    |         | <b>Objective 40: Choose words and phrases for effect.</b>   |
|                    |         | Lesson 1 (p. 51); Lesson 10 (p. 123); Lesson 27 (p. 259)  |
|                    |         | <b>Objective 47: Identify real-life connections between words and their use.</b>  |
|                    |         | Lesson 7 (p. 99); Lesson 13 (p. 147); Lesson 20 (p. 203)  |
| STANDARD           | 3.RL.6. | Distinguish their own point of view from that of the narrator or those of the characters.   |
|                    |         | Correlated Lessons:   |
|                    |         | <b>Objective 15: Distinguish their own point of view from that of the narrator's or those of the characters.</b>  |
|                    |         | Lesson 11 (p. 131); Lesson 23 (p. 227)  |
| CATEGORY / CLUSTER |         | Integration of Knowledge and Ideas  |
| STANDARD           | 3.RL.7. | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
|                    |         | Correlated Lessons:   |
|                    |         | <b>Objective 16: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.</b>   |
|                    |         | Lesson 13 (p. 147)  |
| STANDARD           | 3.RL.9. | Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                 |
|                    |         | Correlated Lessons:   |
|                    |         | <b>Objective 17: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</b>                           |
|                    |         | Lesson 16 (p. 171)  |

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| CATEGORY /<br>CLUSTER |             | Range of Reading and Level of Text Complexity  |
| STANDARD              | 3.RL.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  |
|                       |             | Correlated Lessons:<br><b>Objective 9: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons  |
| STRAND / DOMAIN       | NY.CC.3.RI. | Reading Standards for Informational Text   |
| CATEGORY /<br>CLUSTER |             | Key Ideas and Details  |
| STANDARD              | 3.RI.1.     | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
|                       |             | Correlated Lessons:<br><b>Objective 18: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b><br>Lesson 2 (p. 59); Lesson 19 (p. 195)  |
| STANDARD              | 3.RI.2.     | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
|                       |             | Correlated Lessons:<br><b>Objective 19: Determine the main idea of a text; recount the key details and explain how they support the main idea.</b><br>Lesson 4 (p. 75); Lesson 25 (p. 243)   |
| STANDARD              | 3.RI.3.     | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.   |
|                       |             | Correlated Lessons:<br><b>Objective 20: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b><br>Lesson 6 (p. 91); Lesson 24 (p. 235) |
| CATEGORY /            |             | Craft and Structure  |

CLUSTER

STANDARD

3.RI.4.

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Correlated Lessons:

**Objective 21: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**

Lesson 8 (p. 107)

**Objective 46: Distinguish the literal and nonliteral meanings of words and phrases in context.**

Lesson 6 (p. 91); Lesson 24 (p. 235); Lesson 30 (p. 283)

STANDARD

3.RI.5.

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Correlated Lessons:

**Objective 22: Use text features and search tools to locate information relevant to a given topic efficiently.**

Lesson 10 (p. 123); Lesson 26 (p. 251); Lesson 30 (p. 283)

STANDARD

3.RI.6.

Distinguish their own point of view from that of the author of a text.

Correlated Lessons:

**Objective 23: Distinguish their own point of view from that of the author of a text.**

Lesson 12 (p. 139)

CATEGORY /  
CLUSTER

Integration of Knowledge and Ideas

STANDARD

3.RI.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Correlated Lessons:

**Objective 24: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.**

Lesson 14 (p. 155); Lesson 28 (p. 267)

STANDARD

3.RI.8.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

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|                    |             | Correlated Lessons:<br><b>Objective 20: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b><br>Lesson 6 (p. 91); Lesson 24 (p. 235) |
| STANDARD           | 3.RI.9.     | Compare and contrast the most important points and key details presented in two texts on the same topic.   |
|                    |             | Correlated Lessons:<br><b>Objective 26: Compare and contrast the most important points and key details presented in two texts on the same topic.</b><br>Lesson 17 (p. 179)   |
| CATEGORY / CLUSTER |             | Range of Reading and Level of Text Complexity  |
| STANDARD           | 3.RI.10.    | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.  |
|                    |             | Correlated Lessons:<br><b>Objective 20: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b><br>Lesson 6 (p. 91); Lesson 24 (p. 235) |
|                    |             | <b>Objective 9: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons   |
| STRAND / DOMAIN    | NY.CC.3.RF. | Reading Standards: Foundational Skills   |
| CATEGORY / CLUSTER |             | Phonics and Word Recognition   |
| STANDARD           | 3.RF.3.     | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| EXPECTATION        | 3.RF.3.a.   | Identify and know the meaning of the most common prefixes and derivational suffixes.   |
|                    |             | Correlated Lessons:<br><b>Objective 2: Decode words with common prefixes and suffixes.</b><br>Lesson 2 (p. 59)   |

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|                    |          |                       | <p><b>Objective 42: Determine the meaning of the new word formed when a known prefix is added to a known word.</b></p> <p>Lesson 3 (p. 67)</p> <p><b>Objective 5: Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <p>Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 25 (p. 243)</p> <p><b>Objective 6: Decode words with common Latin suffixes.</b></p> <p>Lesson 5 (p. 83)</p>  |
|                    |          |                       | <p>EXPECTATION 3.RF.3.b. Decode words with common Latin suffixes.</p> <p>Correlated Lessons:</p> <p><b>Objective 2: Decode words with common prefixes and suffixes.</b></p> <p>Lesson 2 (p. 59)</p> <p><b>Objective 5: Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <p>Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 25 (p. 243)</p> <p><b>Objective 6: Decode words with common Latin suffixes.</b></p> <p>Lesson 5 (p. 83)</p> |
|                    |          |                       | <p>EXPECTATION 3.RF.3.c. Decode multisyllable words.</p> <p>Correlated Lessons:</p> <p><b>Objective 1: Decode regularly spelled two-syllable words with long vowels.</b></p> <p>Lesson 13 (p. 147)</p> <p><b>Objective 7: Decode multisyllable words.</b></p> <p>Lesson 6 (p. 91); Lesson 22 (p. 219); Lesson 28 (p. 267)</p>   |
| CATEGORY / CLUSTER | STANDARD | 3.RF.4.               | Fluency   |
|                    |          |                       | Read with sufficient accuracy and fluency to support comprehension.   |
|                    |          |                       | <p>EXPECTATION 3.RF.4.a. Read on-level text with purpose and understanding.</p> <p>Correlated Lessons:</p> <p><b>Objective 9: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>All lessons</p>  |
|                    |          | EXPECTATION 3.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

Correlated Lessons:

**Objective 41: Use sentence-level context as a clue to the meaning of a word or phrase.**

Lesson 2 (p. 59); Lesson 16 (p. 171); Lesson 26 (p. 251)

**Objective 46: Distinguish the literal and nonliteral meanings of words and phrases in context.**

Lesson 6 (p. 91); Lesson 24 (p. 235); Lesson 30 (p. 283)

STRAND / DOMAIN NY.CC.3.SL. Speaking and Listening Standards

CATEGORY /  
CLUSTER

Comprehension and Collaboration

STANDARD

3.SL.2.

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Correlated Lessons:

**Objective 11: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

Lesson 3 (p. 67); Lesson 22 (p. 219)

**Objective 19: Determine the main idea of a text; recount the key details and explain how they support the main idea.**

Lesson 4 (p. 75); Lesson 25 (p. 243)

STRAND / DOMAIN NY.CC.3.L.

Language Standards

CATEGORY /  
CLUSTER

Conventions of Standard English

STANDARD

3.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 3.L.1.a.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Correlated Lessons:

**Objective 27: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.**

Lesson 17 (p. 179)

**Objective 28: Form and use regular and irregular plural nouns.**

Lesson 10 (p. 123); Lesson 20 (p. 203)

**Objective 30: Form and use regular and irregular verbs.**

Lesson 9 (p. 115)

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|                      | <p><b>Objective 33: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b><br/>Lesson 21 (p. 211)</p> <p><b>Objective 48: Distinguish shades of meaning among closely related verbs and closely related adjectives.</b><br/>Lesson 11 (p. 131)</p>   |
| EXPECTATION 3.L.1.b. | <p>Form and use regular and irregular plural nouns.</p> <p>Correlated Lessons:</p> <p><b>Objective 28: Form and use regular and irregular plural nouns.</b><br/>Lesson 10 (p. 123); Lesson 20 (p. 203)</p>  |
| EXPECTATION 3.L.1.c. | <p>Use abstract nouns (e.g., childhood).</p> <p>Correlated Lessons:</p> <p><b>Objective 29: Use abstract nouns.</b><br/>Lesson 16 (p. 171)</p>  |
| EXPECTATION 3.L.1.d. | <p>Form and use regular and irregular verbs.</p> <p>Correlated Lessons:</p> <p><b>Objective 27: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</b><br/>Lesson 17 (p. 179)</p> <p><b>Objective 30: Form and use regular and irregular verbs.</b><br/>Lesson 9 (p. 115)</p> <p><b>Objective 48: Distinguish shades of meaning among closely related verbs and closely related adjectives.</b><br/>Lesson 11 (p. 131)</p> |
| EXPECTATION 3.L.1.e. | <p>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>Correlated Lessons:</p> <p><b>Objective 31: Form and use the simple verb tenses.</b><br/>Lesson 18 (p. 187)</p>  |
| EXPECTATION 3.L.1.f. | <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Correlated Lessons:</p> <p><b>Objective 32: Ensure subject-verb and pronoun-antecedent agreement.</b><br/>Lesson 15 (p. 163); Lesson 29 (p. 275)</p>  |
| EXPECTATION 3.L.1.g. | <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is</p>  |



to be modified.

Correlated Lessons:

**Objective 33: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.**

Lesson 21 (p. 211)

EXPECTATION 3.L.1.h.

Use coordinating and subordinating conjunctions.

Correlated Lessons:

**Objective 34: Use coordinating and subordinating conjunctions.**

Lesson 23 (p. 227)

EXPECTATION 3.L.1.i.

Produce simple, compound, and complex sentences.

Correlated Lessons:

**Objective 35: Produce simple, compound, and complex sentences.**

Lesson 26 (p. 251)

STANDARD 3.L.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 3.L.2.a.

Capitalize appropriate words in titles.

Correlated Lessons:

**Objective 36: Capitalize appropriate words in titles.**

Lesson 19 (p. 195)

EXPECTATION 3.L.2.b.

Use commas in addresses.

Correlated Lessons:

**Objective 37: Use commas in addresses.**

Lesson 19 (p. 195)

EXPECTATION 3.L.2.d.

Form and use possessives.

Correlated Lessons:

**Objective 38: Form and use possessives.**

Lesson 24 (p. 235)

EXPECTATION 3.L.2.e.

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

Correlated Lessons:

**Objective 2: Decode words with common prefixes and suffixes.**

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| CATEGORY /<br>CLUSTER | STANDARD | 3.L.4. | <p>Lesson 2 (p. 59)</p> <p><b>Objective 39: Use spelling patterns and generalizations in writing words.</b></p> <p>Lesson 8 (p. 107); Lesson 14 (p. 155); Lesson 30 (p. 283)</p> <p><b>Objective 5: Identify and know the meaning of the most common prefixes and derivational suffixes.</b></p> <p>Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 25 (p. 243)</p> <p><b>Objective 6: Decode words with common Latin suffixes.</b></p> <p>Lesson 5 (p. 83)</p> |
|                       |          |        | <p><b>EXPECTATION 3.L.2.f.</b></p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>  |
|                       |          |        | <p>Correlated Lessons:</p> <p><b>Objective 39: Use spelling patterns and generalizations in writing words.</b></p> <p>Lesson 8 (p. 107); Lesson 14 (p. 155); Lesson 30 (p. 283)</p> <p>Vocabulary Acquisition and Use</p>  |
| CATEGORY /<br>CLUSTER | STANDARD | 3.L.4. | <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>   |
|                       |          |        | <p><b>EXPECTATION 3.L.4.a.</b></p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>   |
|                       |          |        | <p>Correlated Lessons:</p> <p><b>Objective 41: Use sentence-level context as a clue to the meaning of a word or phrase.</b></p> <p>Lesson 2 (p. 59); Lesson 16 (p. 171); Lesson 26 (p. 251)</p> <p><b>Objective 46: Distinguish the literal and nonliteral meanings of words and phrases in context.</b></p> <p>Lesson 6 (p. 91); Lesson 24 (p. 235); Lesson 30 (p. 283)</p>   |
| CATEGORY /<br>CLUSTER | STANDARD | 3.L.4. | <p><b>EXPECTATION 3.L.4.b.</b></p> <p>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>   |
|                       |          |        | <p>Correlated Lessons:</p> <p><b>Objective 2: Decode words with common prefixes and suffixes.</b></p> <p>Lesson 2 (p. 59)</p> <p><b>Objective 42: Determine the meaning of the new word</b></p>  |
|                       |          |        |  |

**formed when a known prefix is added to a known word.**

Lesson 3 (p. 67)

**Objective 43: Determine the meaning of the new word formed when a known affix is added to a known word.**

Lesson 17 (p. 179); Lesson 25 (p. 243)

**Objective 5: Identify and know the meaning of the most common prefixes and derivational suffixes.**

Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 4 (p. 75);

Lesson 25 (p. 243)

**Objective 6: Decode words with common Latin suffixes.**

Lesson 5 (p. 83)

EXPECTATION 3.L.4.c.

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

Correlated Lessons:

**Objective 44: Use a known root word as a clue to the meaning of an unknown word with the same root.**

Lesson 4 (p. 75); Lesson 18 (p. 187); Lesson 23 (p. 227);

Lesson 28 (p. 267)

EXPECTATION 3.L.4.d.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Correlated Lessons:

**Objective 45: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

Lesson 5 (p. 83); Lesson 12 (p. 139); Lesson 19 (p. 195)

STANDARD 3.L.5.

Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION 3.L.5.b.

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

Correlated Lessons:

**Objective 42: Determine the meaning of the new word formed when a known prefix is added to a known word.**

Lesson 3 (p. 67)

EXPECTATION 3.L.5.c.

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

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| STANDARD | <p>Correlated Lessons:</p> <p><b>Objective 33: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</b><br/>Lesson 21 (p. 211)</p>  |
| 3.L.6.   | <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>  |
|          | <p>Correlated Lessons:</p> <p><b>Objective 13: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</b><br/>Lesson 7 (p. 99)</p> <p><b>Objective 21: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b><br/>Lesson 8 (p. 107)</p> <p><b>Objective 42: Determine the meaning of the new word formed when a known prefix is added to a known word.</b><br/>Lesson 3 (p. 67)</p> <p><b>Objective 46: Distinguish the literal and nonliteral meanings of words and phrases in context.</b><br/>Lesson 6 (p. 91); Lesson 24 (p. 235); Lesson 30 (p. 283)</p> <p><b>Objective 49: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</b><br/>Lesson 9 (p. 115); Lesson 15 (p. 163); Lesson 22 (p. 219); Lesson 29 (p. 275)</p> |

## Standards Correlated to **Focused Reading Intervention Level 4 21141**

### New York State P-12 Common Core Learning Standards

#### Grade 4

##### Language Arts

STRAND / DOMAIN NY.CC.4.RL. Reading Standards for Literature

CATEGORY / CLUSTER Key Ideas and Details

STANDARD 4.RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Correlated Lessons:

**Objective 8: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 1 (p. 51); Lesson 22 (p. 219)

STANDARD 4.RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Correlated Lessons:

**Objective 12: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.**

Lesson 9 (p. 115)

**Objective 8: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 1 (p. 51); Lesson 22 (p. 219)

**Objective 9: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

Lesson 3 (p. 67); Lesson 21 (p. 211)

STANDARD 4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CATEGORY /  
CLUSTER

STANDARD

4.RL.4.

Correlated Lessons:

**Objective 10: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.**

Lesson 5 (p. 83); Lesson 23 (p. 227); Lesson 27 (p. 259)

**Objective 12: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.**

Lesson 9 (p. 115)

**Objective 48: Understand elements of character development in literary works.**

Lesson 5 (p. 83)

Craft and Structure

Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Correlated Lessons:

**Objective 38: Distinguish the literal and nonliteral meanings of words and phrases in context.**

Lesson 5 (p. 83); Lesson 27 (p. 259)

STANDARD

4.RL.5.

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Correlated Lessons:

**Objective 12: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.**

Lesson 9 (p. 115)

STANDARD

4.RL.6.

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Correlated Lessons:

**Objective 15: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.**

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| CATEGORY /<br>CLUSTER |             | Lesson 13 (p. 147); Lesson 14 (p. 155); Lesson 25 (p. 243)<br>Integration of Knowledge and Ideas   |
| STANDARD              | 4.RL.7.     | Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.<br><br>Correlated Lessons:<br><b>Objective 14: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</b><br>Lesson 16 (p. 171)   |
| STANDARD              | 4.RL.9.     | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.<br><br>Correlated Lessons:<br><b>Objective 15: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</b><br>Lesson 13 (p. 147); Lesson 14 (p. 155); Lesson 25 (p. 243)   |
| CATEGORY /<br>CLUSTER |             | Range of Reading and Level of Text Complexity  |
| STANDARD              | 4.RL.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.<br><br>Correlated Lessons:<br><b>Objective 12: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.</b><br>Lesson 9 (p. 115)<br><b>Objective 7: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons |
| STRAND /              | NY.CC.4.RI. | Reading Standards for Informational Text   |

DOMAIN

CATEGORY /  
CLUSTER

Key Ideas and Details

STANDARD

4.RI.1.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Correlated Lessons:

**Objective 16: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 2 (p. 59)

**Objective 17: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

Lesson 4 (p. 75); Lesson 20 (p. 203)

**Objective 22: Explain how an author uses reasons and evidence to support particular points in a text.**

Lesson 18 (p. 187); Lesson 28 (p. 267)

STANDARD

4.RI.2.

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Correlated Lessons:

**Objective 16: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 2 (p. 59)

**Objective 17: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

Lesson 4 (p. 75); Lesson 20 (p. 203)

**Objective 22: Explain how an author uses reasons and evidence to support particular points in a text.**

Lesson 18 (p. 187); Lesson 28 (p. 267)

**Objective 49: Summarize and paraphrase information in texts.**

Lesson 20 (p. 203); Lesson 21 (p. 211 )

STANDARD

4.RI.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Correlated Lessons:

**Objective 16: Refer to details and examples in a text**



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| CATEGORY /<br>CLUSTER | <p><b>when explaining what the text says explicitly and when drawing inferences from the text.</b><br/>Lesson 2 (p. 59)</p> <p><b>Objective 17: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b><br/>Lesson 4 (p. 75); Lesson 20 (p. 203)</p> <p><b>Objective 18: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b><br/>Lesson 6 (p. 91); Lesson 26 (p. 251)</p> <p><b>Objective 22: Explain how an author uses reasons and evidence to support particular points in a text.</b><br/>Lesson 18 (p. 187); Lesson 28 (p. 267)</p> <p>Craft and Structure</p> |  |
|                       | STANDARD   | <p>4.RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Correlated Lessons:<br/><b>Objective 19: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b><br/>Lesson 8 (p. 107)</p>                       |
|                       | STANDARD   | <p>4.RI.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Correlated Lessons:<br/><b>Objective 20: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.</b><br/>Lesson 10 (p. 123); Lesson 30 (p. 283)</p> |
|                       | STANDARD   | <p>4.RI.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Correlated Lessons:<br/><b>Objective 21: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b></p>                 |

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| CATEGORY /<br>CLUSTER |         | <p>Lesson 12 (p. 139)</p> <p><b>Objective 23: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</b></p> <p>Lesson 19 (p. 195); Lesson 29 (p. 275)</p> <p>Integration of Knowledge and Ideas</p>  |
| STANDARD              | 4.RI.7. | <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>   |
| STANDARD              | 4.RI.8. | <p>Correlated Lessons:</p> <p><b>Objective 22: Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.</b></p> <p>Lesson 17 (p. 179); Lesson 24 (p. 235)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text.</p>  |
| STANDARD              | 4.RI.9. | <p>Correlated Lessons:</p> <p><b>Objective 16: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</b></p> <p>Lesson 2 (p. 59)</p> <p><b>Objective 17: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</b></p> <p>Lesson 4 (p. 75); Lesson 20 (p. 203)</p> <p><b>Objective 22: Explain how an author uses reasons and evidence to support particular points in a text.</b></p> <p>Lesson 18 (p. 187); Lesson 28 (p. 267)</p> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> |
|                       |         | <p>Correlated Lessons:</p> <p><b>Objective 21: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</b></p> <p>Lesson 12 (p. 139)</p> <p><b>Objective 23: Integrate information from two texts on</b></p>  |

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| CATEGORY /<br>CLUSTER |             | <p><b>the same topic in order to write or speak about the subject knowledgeably.</b><br/> Lesson 19 (p. 195); Lesson 29 (p. 275)</p> <p>Range of Reading and Level of Text Complexity</p>   |
| STANDARD              | 4.RI.10.    | <p>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>   |
|                       |             | <p>Correlated Lessons:</p> <p><b>Objective 18: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</b><br/> Lesson 6 (p. 91); Lesson 26 (p. 251)</p> <p><b>Objective 7: Read with sufficient accuracy and fluency to support comprehension.</b><br/> All lessons</p>   |
| STRAND /<br>DOMAIN    | NY.CC.4.RF. | Reading Standards: Foundational Skills  |
| CATEGORY /<br>CLUSTER |             | Phonics and Word Recognition  |
| STANDARD              | 4.RF.3.     | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p>   |
| EXPECTATION           | 4.RF.3.a.   | <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>  |
|                       |             | <p>Correlated Lessons:</p> <p><b>Objective 2: Decode multisyllable words.</b><br/> Lesson 3 (p. 67); Lesson 16 (p. 171); Lesson 24 (p. 235)</p> <p><b>Objective 4: Use knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.</b><br/> Lesson 5 (p. 83)</p> <p><b>Objective 5: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b><br/> Lesson 6 (p. 91); Lesson 7 p. 99); Lesson 30 (p. 283)</p> |

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| CATEGORY /<br>CLUSTER |            | Fluency  |
| STANDARD              | 4.RF.4.    | Read with sufficient accuracy and fluency to support comprehension.  |
| EXPECTATION           | 4.RF.4.a.  | Read on-level text with purpose and understanding.   |
|                       |            | Correlated Lessons:<br><b>Objective 7: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons  |
| EXPECTATION           | 4.RF.4.c.  | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
|                       |            | Correlated Lessons:<br><b>Objective 36: Use context as a clue to the meaning of a word or phrase.</b><br>Lesson 2 (p. 59); Lesson 10 (p. 123); Lesson 23 (p. 227)  |
| STRAND /<br>DOMAIN    | NY.CC.4.W. | Writing Standards  |
| CATEGORY /<br>CLUSTER |            | Text Types and Purposes  |
| STANDARD              | 4.W.2.     | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| EXPECTATION           | 4.W.2.d.   | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
|                       |            | Correlated Lessons:<br><b>Objective 43: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</b><br>Lesson 11 (p. 131); Lesson 18 (p. 187); Lesson 24 (p. 235); Lesson 25 (p. 243)<br><b>Objective 44: Choose words and phrases to convey ideas precisely.</b><br>Lesson 1 (p. 51); Lesson 16 (p. 171); Lesson 22 (p. 219); Lesson 29 (p. 275) |
| CATEGORY /<br>CLUSTER |            | Research to Build and Present Knowledge  |
| STANDARD              | 4.W.9.     | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |

EXPECTATION 4.W.9.a. Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

Correlated Lessons:

**Objective 10: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.**

Lesson 5 (p. 83); Lesson 23 (p. 227); Lesson 27 (p. 259)

**Objective 12: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.**

Lesson 9 (p. 115)

**Objective 48: Understand elements of character development in literary works.**

Lesson 5 (p. 83)

STRAND /  
DOMAIN

NY.CC.4.SL. Speaking and Listening Standards

CATEGORY /  
CLUSTER

Comprehension and Collaboration

STANDARD

4.SL.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Correlated Lessons:

**Objective 17: Determine the main idea of a text and explain how it is supported by key details; summarize the text.**

Lesson 4 (p. 75); Lesson 20 (p. 203)

**Objective 49: Summarize and paraphrase information in texts.**

Lesson 20 (p. 203); Lesson 21 (p. 211 )

**Objective 9: Determine a theme of a story, drama, or poem from details in the text; summarize the text.**

Lesson 3 (p. 67); Lesson 21 (p. 211)

STRAND /  
DOMAIN

NY.CC.4.L. Language Standards

CATEGORY /  
CLUSTER

Conventions of Standard English

STANDARD

4.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 4.L.1.a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

Correlated Lessons:

**Objective 24: Use relative pronouns and relative adverbs.**

Lesson 9 (p. 115); Lesson 15 (p. 163)

EXPECTATION 4.L.1.b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

Correlated Lessons:

**Objective 25: Form and use the progressive verb tenses.**

Lesson 10 (p. 123)

EXPECTATION 4.L.1.c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

Correlated Lessons:

**Objective 26: Use modal auxiliaries to convey various conditions.**

Lesson 11 (p. 131); Lesson 20 (p. 203)

EXPECTATION 4.L.1.d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

Correlated Lessons:

**Objective 27: Order adjectives within sentences according to conventional patterns.**

Lesson 12 (p. 139); Lesson 27 (p. 259)

EXPECTATION 4.L.1.e. Form and use prepositional phrases.

Correlated Lessons:

**Objective 30: Form and use prepositional phrases.**

Lesson 18 (p. 187)

STANDARD 4.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 4.L.2.a. Use correct capitalization.

Correlated Lessons:

**Objective 31: Use correct capitalization.**

Lesson 21 (p. 211)

EXPECTATION 4.L.2.b. Use commas and quotation marks to mark direct speech

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|                      | and quotations from a text.   |
|                      | Correlated Lessons:   |
|                      | <b>Objective 33: Use commas and quotation marks to mark direct speech and quotations from a text.</b> |
|                      | Lesson 23 (p. 227)  |
| EXPECTATION 4.L.2.c. | Use a comma before a coordinating conjunction in a compound sentence.                                 |
|                      | Correlated Lessons:   |
|                      | <b>Objective 32: Use a comma before a coordinating conjunction in a compound sentence.</b>            |
|                      | Lesson 22 (p. 219)  |
| EXPECTATION 4.L.2.d. | Spell grade-appropriate words correctly, consulting references as needed.                             |
|                      | Correlated Lessons:   |
|                      | <b>Objective 29: Use spelling patterns and generalizations in writing words.</b>                      |
|                      | Lesson 17 (p. 179); Lesson 25 (p. 243)  |
|                      | <b>Objective 34: Spell grade-appropriate words correctly, consulting references as needed.</b>        |
|                      | Lesson 26 (p. 251); Lesson 29 (p. 275)  |
|                      | <b>Objective 35: Use spelling patterns and generalizations in writing words.</b>                      |
|                      | Lesson 8 (p. 107); Lesson 14 (p. 155); Lesson 30 (p. 283)   |
| CATEGORY / CLUSTER   | Knowledge of Language   |
| STANDARD 4.L.3.      | Use knowledge of language and its conventions when writing, speaking, reading, or listening.          |
| EXPECTATION 4.L.3.a. | Choose words and phrases to convey ideas precisely.   |
|                      | Correlated Lessons:   |
|                      | <b>Objective 28: Correctly use frequently confused words.</b>   |
|                      | Lesson 13 (p. 147); Lesson 14 (p. 155)  |
|                      | <b>Objective 44: Choose words and phrases to convey ideas precisely.</b>                              |
|                      | Lesson 1 (p. 51); Lesson 16 (p. 171); Lesson 22 (p. 219); Lesson 29 (p. 275)                          |
| EXPECTATION 4.L.3.b. | Choose punctuation for effect.  |
|                      | Correlated Lessons:   |
|                      | <b>Objective 45: Choose punctuation for effect.</b>   |

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| <p>EXPECTATION 4.L.3.c.</p> | <p>Lesson 13 (p. 147); Lesson 28 (p. 267)</p>  |
|                             | <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>   |
|                             | <p>Correlated Lessons:</p>   |
|                             | <p><b>Objective 43: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</b></p> |
|                             | <p>Lesson 11 (p. 131); Lesson 18 (p. 187); Lesson 24 (p. 235); Lesson 25 (p. 243)</p>  |
| <p>CATEGORY / CLUSTER</p>   | <p>Vocabulary Acquisition and Use</p>  |
| <p>STANDARD 4.L.4.</p>      | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>  |
| <p>EXPECTATION 4.L.4.a.</p> | <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>  |
|                             | <p>Correlated Lessons:</p>   |
|                             | <p><b>Objective 36: Use context as a clue to the meaning of a word or phrase.</b></p>  |
|                             | <p>Lesson 2 (p. 59); Lesson 10 (p. 123); Lesson 23 (p. 227)</p>  |
| <p>EXPECTATION 4.L.4.b.</p> | <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p>   |
|                             | <p>Correlated Lessons:</p>   |
|                             | <p><b>Objective 37: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</b></p>   |
|                             | <p>Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 17 (p. 179); Lesson 26 (p. 251)</p>  |
| <p>EXPECTATION 4.L.4.c.</p> | <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>   |
|                             | <p>Correlated Lessons:</p>   |
|                             | <p><b>Objective 42: Consult reference materials, both print and digital, to find the pronunciation and determine or</b></p>  |



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| STANDARD    | 4.L.5.   | <p><b>clarify the precise meaning of key words and phrases.</b><br/>Lesson 9 (p. 115); Lesson 15 (p. 163); Lesson 21 (p. 211)</p>   |
|             |          | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>  |
| EXPECTATION | 4.L.5.a. | <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>   |
|             |          | <p>Correlated Lessons:</p>  |
|             |          | <p><b>Objective 39: Explain the meaning of simple similes and metaphors in context.</b></p>   |
|             |          | <p>Lesson 6 (p. 91); Lesson 12 (p. 139); Lesson 19 (p. 195); Lesson 30 (p. 283)</p>   |
| EXPECTATION | 4.L.5.b. | <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>  |
|             |          | <p>Correlated Lessons:</p>  |
|             |          | <p><b>Objective 41: Recognize and explain the meaning of common idioms, adages, and proverbs.</b></p>   |
|             |          | <p>Lesson 7 (p. 99); Lesson 20 (p. 203)</p>   |
| EXPECTATION | 4.L.5.c. | <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>   |
|             |          | <p>Correlated Lessons:</p>  |
|             |          | <p><b>Objective 40: Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</b></p>  |
|             |          | <p>Lesson 8 (p. 107); Lesson 14 (p. 155)</p>  |
| STANDARD    | 4.L.6.   | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> |
|             |          | <p>Correlated Lessons:</p>  |
|             |          | <p><b>Objective 19: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</b></p>   |
|             |          | <p>Lesson 8 (p. 107)</p>  |
|             |          | <p><b>Objective 28: Correctly use frequently confused words.</b></p>  |
|             |          | <p>Lesson 13 (p. 147); Lesson 14 (p. 155)</p>   |

**Objective 43: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.**

Lesson 11 (p. 131); Lesson 18 (p. 187); Lesson 24 (p. 235); Lesson 25 (p. 243)

**Objective 44: Choose words and phrases to convey ideas precisely.**

Lesson 1 (p. 51); Lesson 16 (p. 171); Lesson 22 (p. 219); Lesson 29 (p. 275)

## Standards Correlated to **Focused Reading Intervention Level 5 21142**

### New York State P-12 Common Core Learning Standards

#### Grade 5

##### Language Arts

STRAND / DOMAIN NY.CC.5.RL. Reading Standards for Literature

CATEGORY /  
CLUSTER

Key Ideas and Details

STANDARD

5.RL.1.

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Correlated Lessons:

**Objective 11: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 2 (p. 59); Lesson 20 (p. 203)

**Objective 3: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 1 (p. 51); Lesson 19 (p. 195)

STANDARD

5.RL.2.

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Correlated Lessons:

**Objective 41: Understand elements of character development in literary works.**

Lesson 13 (p. 147); Lesson 23 (p. 227)

**Objective 42: Summarize and paraphrase information in texts.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 3 (p. 67);

Lesson 4 (p. 75); Lesson 21 (p. 211); Lesson 23 (p. 227);

Lesson 24 (p. 235)

**Objective 4: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges**

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|                    |         | <p>or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Lesson 3 (p. 67); Lesson 23 (p. 227)</p> <p><b>Objective 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</b></p> <p>Lesson 5 (p. 83); Lesson 13 (p. 147)</p> <p><b>Objective 8: Describe how a narrator's or speaker's point of view influences how events are described.</b></p> <p>Lesson 11 (p. 131); Lesson 25 (p. 243)</p>  |
| STANDARD           | 5.RL.3. | <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>Correlated Lessons:</p> <p><b>Objective 30: Compare and contrast the varieties of English used in stories, dramas, or poems.</b></p> <p>Lesson 3 (p. 67); Lesson 15 (p. 163); Lesson 23 (p. 227)</p> <p><b>Objective 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</b></p> <p>Lesson 5 (p. 83); Lesson 13 (p. 147)</p> <p>Craft and Structure</p> |
| CATEGORY / CLUSTER |         |  |
| STANDARD           | 5.RL.4. | <p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>Correlated Lessons:</p> <p><b>Objective 34: Interpret figurative language, including similes and metaphors, in context.</b></p> <p>Lesson 5 (p. 83); Lesson 6 (p. 91); Lesson 7 (p. 99); Lesson 24 (p. 235); Lesson 30 (p. 283)</p> <p><b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</b></p> <p>Lesson 7 (p. 99); Lesson 29 (p. 275)</p>                   |
| STANDARD           | 5.RL.5. | <p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>Correlated Lessons:</p> <p><b>Objective 7: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure</b></p>   |

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|                             |          | <b>of a particular story, drama, or poem.</b><br>Lesson 9 (p. 115); Lesson 21 (p. 211)  |
| CATEGORY /<br>CLUSTER       |          | Integration of Knowledge and Ideas  |
| STANDARD                    | 5.RL.7.  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).      |
|                             |          | Correlated Lessons:<br><b>Objective 9: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</b><br>Lesson 15 (p. 163); Lesson 27 (p. 259) |
| STANDARD                    | 5.RL.9.  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |
|                             |          | Correlated Lessons:<br><b>Objective 10: Compare and contrast stories in the same genre on their approaches to similar themes and topics.</b><br>Lesson 17 (p. 179)                    |
| CATEGORY /<br>CLUSTER       |          | Range of Reading and Level of Text Complexity   |
| STANDARD                    | 5.RL.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. |
|                             |          | Correlated Lessons:<br><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons   |
| STRAND / DOMAIN NY.CC.5.RI. |          | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER       |          | Key Ideas and Details   |
| STANDARD                    | 5.RI.1.  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   |
|                             |          | Correlated Lessons:<br><b>Objective 11: Quote accurately from a text when</b>   |

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|                    |         | <p><b>explaining what the text says explicitly and when drawing inferences from the text.</b><br/>Lesson 2 (p. 59); Lesson 20 (p. 203)</p> <p><b>Objective 3: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</b><br/>Lesson 1 (p. 51); Lesson 19 (p. 195)</p>  |
| STANDARD           | 5.RI.2. | <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Correlated Lessons:</p> <p><b>Objective 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b><br/>Lesson 4 (p. 75); Lesson 24 (p. 235)</p> <p><b>Objective 13: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</b><br/>Lesson 28 (p. 267); Lesson 30 (p. 283)</p> <p><b>Objective 18: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</b><br/>Lesson 18 (p. 187)</p> <p><b>Objective 42: Summarize and paraphrase information in texts.</b><br/>Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 21 (p. 211); Lesson 23 (p. 227); Lesson 24 (p. 235)</p> |
| STANDARD           | 5.RI.3. | <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>Correlated Lessons:</p> <p><b>Objective 13: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</b><br/>Lesson 28 (p. 267); Lesson 30 (p. 283)</p> <p>Craft and Structure</p>   |
| CATEGORY / CLUSTER |         |   |

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| STANDARD              | 5.RI.4. | <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>Correlated Lessons:</p> <p><b>Objective 14: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b><br/>Lesson 8 (p. 107); Lesson 26 (p. 251)</p> <p><b>Objective 38: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b><br/>Lesson 14 (p. 155); Lesson 17 (p. 179); Lesson 25 (p. 243)</p> |
| STANDARD              | 5.RI.5. | <p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Correlated Lessons:</p> <p><b>Objective 16: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b><br/>Lesson 12 (p. 139); Lesson 14 (p. 155)</p> <p><b>Objective 19: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b><br/>Lesson 22 (p. 219)</p>   |
| STANDARD              | 5.RI.6. | <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Correlated Lessons:</p> <p><b>Objective 16: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b><br/>Lesson 12 (p. 139); Lesson 14 (p. 155)</p> <p><b>Objective 19: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b><br/>Lesson 22 (p. 219)</p>   |
| CATEGORY /<br>CLUSTER |         | Integration of Knowledge and Ideas   |

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| STANDARD              | 5.RI.7. | <p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Correlated Lessons:<br/> <b>Objective 17: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</b><br/> Lesson 16 (p. 171)</p>   |
| STANDARD              | 5.RI.8. | <p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>Correlated Lessons:<br/> <b>Objective 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</b><br/> Lesson 4 (p. 75); Lesson 24 (p. 235)<br/> <b>Objective 13: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</b><br/> Lesson 28 (p. 267); Lesson 30 (p. 283)<br/> <b>Objective 18: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</b><br/> Lesson 18 (p. 187)</p> |
| STANDARD              | 5.RI.9. | <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Correlated Lessons:<br/> <b>Objective 16: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b><br/> Lesson 12 (p. 139); Lesson 14 (p. 155)<br/> <b>Objective 19: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</b><br/> Lesson 22 (p. 219)</p>  |
| CATEGORY /<br>CLUSTER |         | Range of Reading and Level of Text Complexity   |



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| STANDARD           | 5.RI.10.    | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.   |
|                    |             | Correlated Lessons:<br><b>Objective 13: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</b><br>Lesson 28 (p. 267); Lesson 30 (p. 283)<br><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons |
| STRAND / DOMAIN    | NY.CC.5.RF. | Reading Standards: Foundational Skills  |
| CATEGORY / CLUSTER |             | Phonics and Word Recognition  |
| STANDARD           | 5.RF.3.     | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| EXPECTATION        | 5.RF.3.a.   | Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.   |
|                    |             | Correlated Lessons:<br><b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b><br>Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 17 (p. 179); Lesson 18 (p. 187)  |
| CATEGORY / CLUSTER |             | Fluency   |
| STANDARD           | 5.RF.4.     | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION        | 5.RF.4.a.   | Read on-level text with purpose and understanding.  |
|                    |             | Correlated Lessons:<br><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons   |
| EXPECTATION        | 5.RF.4.c.   | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |

Correlated Lessons:

**Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 17 (p. 179); Lesson 18 (p. 187)

**Objective 33: Use context as a clue to the meaning of a word or phrase.**

Lesson 4 (p. 75); Lesson 12 (p. 139); Lesson 22 (p. 219)

STRAND / DOMAIN NY.CC.5.W. Writing Standards

CATEGORY /  
CLUSTER

Text Types and Purposes

STANDARD 5.W.2.

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

EXPECTATION 5.W.2.b.

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Correlated Lessons:

**Objective 11: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 2 (p. 59); Lesson 20 (p. 203)

**Objective 3: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.**

Lesson 1 (p. 51); Lesson 19 (p. 195)

EXPECTATION 5.W.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Correlated Lessons:

**Objective 38: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.**

Lesson 14 (p. 155); Lesson 17 (p. 179); Lesson 25 (p. 243)

CATEGORY /  
CLUSTER

Research to Build and Present Knowledge

STANDARD 5.W.7.

Conduct short research projects that use several sources to build knowledge through investigation of different

aspects of a topic.

Correlated Lessons:

**Objective 17: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

Lesson 16 (p. 171)

STANDARD 5.W.8.

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Correlated Lessons:

**Objective 17: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

Lesson 16 (p. 171)

STANDARD 5.W.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 5.W.9.a.

Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

Correlated Lessons:

**Objective 30: Compare and contrast the varieties of English used in stories, dramas, or poems.**

Lesson 3 (p. 67); Lesson 15 (p. 163); Lesson 23 (p. 227)

**Objective 5: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.**

Lesson 5 (p. 83); Lesson 13 (p. 147)

CATEGORY /  
CLUSTER

Responding to Literature

STANDARD 5.W.11.

Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

EXPECTATION 5.W.11.a.

Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

Correlated Lessons:

**Objective 13: Explain the relationships or interactions**

**between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.**

Lesson 28 (p. 267); Lesson 30 (p. 283)

STRAND / DOMAIN NY.CC.5.SL. Speaking and Listening Standards

CATEGORY /  
CLUSTER Comprehension and Collaboration

STANDARD 5.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 5.SL.1.f. Use their experience and their knowledge of language logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.

Correlated Lessons:

**Objective 17: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**

Lesson 16 (p. 171)

STANDARD 5.SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Correlated Lessons:

**Objective 12: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.**

Lesson 4 (p. 75); Lesson 24 (p. 235)

**Objective 42: Summarize and paraphrase information in texts.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 3 (p. 67);  
Lesson 4 (p. 75); Lesson 21 (p. 211); Lesson 23 (p. 227);  
Lesson 24 (p. 235)

**Objective 4: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.**

Lesson 3 (p. 67); Lesson 23 (p. 227)

STRAND / DOMAIN NY.CC.5.L. Language Standards

CATEGORY /  
Conventions of Standard English

CLUSTER

STANDARD 5.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 5.L.1.a.

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Correlated Lessons:

**Objective 20: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**

Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 13 (p. 147); Lesson 19 (p. 195); Lesson 22 (p. 219); Lesson 23 (p. 227); Lesson 27 (p. 259)

**Objective 24: Use correlative conjunctions.**

Lesson 9 (p. 115); Lesson 29 (p. 275)

EXPECTATION 5.L.1.b.

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

Correlated Lessons:

**Objective 29: Form and use the perfect verb tenses.**

Lesson 20 (p. 203); Lesson 30 (p. 283)

EXPECTATION 5.L.1.c.

Use verb tense to convey various times, sequences, states, and conditions.

Correlated Lessons:

**Objective 21: Use verb tense to convey various times, sequences, states, and conditions.**

Lesson 5 (p. 83); Lesson 7 (p. 99); Lesson 12 (p. 139)

**Objective 23: Recognize and correct inappropriate shifts in verb tense.**

Lesson 8 (p. 107); Lesson 24 (p. 235)

EXPECTATION 5.L.1.d.

Recognize and correct inappropriate shifts in verb tense.

Correlated Lessons:

**Objective 23: Recognize and correct inappropriate shifts in verb tense.**

Lesson 8 (p. 107); Lesson 24 (p. 235)

EXPECTATION 5.L.1.e.

Use correlative conjunctions (e.g., either/or, neither/nor).

Correlated Lessons:

**Objective 20: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.**

Lesson 3 (p. 67); Lesson 4 (p. 75); Lesson 13 (p. 147); Lesson 19 (p. 195); Lesson 22 (p. 219); Lesson 23 (p. 227); Lesson 27 (p. 259)

**Objective 24: Use correlative conjunctions.**

Lesson 9 (p. 115); Lesson 29 (p. 275)

STANDARD 5.L.2.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 5.L.2.a.

Use punctuation to separate items in a series.

Correlated Lessons:

**Objective 25: Use punctuation to separate items in a series.**

Lesson 10 (p. 123); Lesson 28 (p. 267)

EXPECTATION 5.L.2.b.

Use a comma to separate an introductory element from the rest of the sentence.

Correlated Lessons:

**Objective 26: Use a comma to separate an introductory element from the rest of the sentence.**

Lesson 11 (p. 131); Lesson 21 (p. 211)

EXPECTATION 5.L.2.c.

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

Correlated Lessons:

**Objective 27: Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.**

Lesson 14 (p. 155); Lesson 26 (p. 251)

EXPECTATION 5.L.2.d.

Use underlining, quotation marks, or italics to indicate titles of works.

Correlated Lessons:

**Objective 28: Use underlining, quotation marks, or italics to indicate titles of works.**

Lesson 15 (p. 163); Lesson 25 (p. 243)

EXPECTATION 5.L.2.e.

Spell grade-appropriate words correctly, consulting references as needed.

Correlated Lessons:

**Objective 22: Spell grade-appropriate words correctly, consulting references as needed.**

CATEGORY /  
CLUSTER

STANDARD 5.L.3.

Lesson 6 (p. 91); Lesson 16 (p. 171)

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION 5.L.3.a.

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Correlated Lessons:

**Objective 31: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**

Lesson 1 (p. 51); Lesson 18 (p. 187)

EXPECTATION 5.L.3.b.

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Correlated Lessons:

**Objective 30: Compare and contrast the varieties of English used in stories, dramas, or poems.**

Lesson 3 (p. 67); Lesson 15 (p. 163); Lesson 23 (p. 227)

**Objective 36: Use the relationship between particular words to better understand each of the words.**

Lesson 10 (p. 123); Lesson 11 (p. 131); Lesson 21 (p. 211); Lesson 26 (p. 251)

CATEGORY /  
CLUSTER

STANDARD 5.L.4.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

EXPECTATION 5.L.4.a.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Correlated Lessons:

**Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 17 (p. 179); Lesson 18 (p. 187)

EXPECTATION 5.L.4.b.

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

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| <p>EXPECTATION 5.L.4.c.</p>                        | <p>Correlated Lessons:<br/> <b>Objective 32: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</b><br/> Lesson 2 (p. 59); Lesson 19 (p. 195)<br/> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>  |
| <p>STANDARD 5.L.5.</p> <p>EXPECTATION 5.L.5.a.</p> | <p>Correlated Lessons:<br/> <b>Objective 37: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</b><br/> Lesson 13 (p. 147); Lesson 16 (p. 171); Lesson 20 (p. 203)<br/> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br/> Interpret figurative language, including similes and metaphors, in context.</p>  |
| <p>EXPECTATION 5.L.5.b.</p>                        | <p>Correlated Lessons:<br/> <b>Objective 34: Interpret figurative language, including similes and metaphors, in context.</b><br/> Lesson 5 (p. 83); Lesson 6 (p. 91); Lesson 7 (p. 99);<br/> Lesson 24 (p. 235); Lesson 30 (p. 283)<br/> <b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</b><br/> Lesson 7 (p. 99); Lesson 29 (p. 275)<br/> Recognize and explain the meaning of common idioms, adages, and proverbs.</p> |
| <p>STANDARD 5.L.6.</p>                             | <p>Correlated Lessons:<br/> <b>Objective 35: Recognize and explain the meaning of common idioms, adages, and proverbs.</b><br/> Lesson 8 (p. 107); Lesson 9 (p. 115); Lesson 27 (p. 259);<br/> Lesson 28 (p. 267); Lesson 29 (p. 275)<br/> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although,</p>   |



nevertheless, similarly, moreover, in addition).

Correlated Lessons:

**Objective 14: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.**

Lesson 8 (p. 107); Lesson 26 (p. 251)

**Objective 37: Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.**

Lesson 13 (p. 147); Lesson 16 (p. 171); Lesson 20 (p. 203)

**Objective 38: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.**

Lesson 14 (p. 155); Lesson 17 (p. 179); Lesson 25 (p. 243)

## Standards Correlated to **Focused Reading Intervention Level 6 21143**

### New York State P-12 Common Core Learning Standards

#### Grade 6

##### Language Arts

STRAND / DOMAIN NY.CC.6.RL. Reading Standards for Literature

CATEGORY / CLUSTER Key Ideas and Details

STANDARD 6.RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Correlated Lessons:

**Objective 3: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Lesson 1 (p. 51); Lesson 18 (p. 187)

**Objective 4: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

Lesson 3 (p. 67); Lesson 20 (p. 203)

STANDARD 6.RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Correlated Lessons:

**Objective 41: Summarize and paraphrase information in texts.**

Lesson 4 (p. 75); Lesson 6 (p. 91); Lesson 12 (p. 139); Lesson 22 (p. 219); Lesson 28 (p. 267)

**Objective 4: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**

Lesson 3 (p. 67); Lesson 20 (p. 203)

**Objective 7: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure**

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| STANDARD           | 6.RL.3. | <p><b>of a text and contributes to the development of the theme, setting, or plot.</b><br/> Lesson 11 (p. 131); Lesson 26 (p. 251)</p>  |
|                    |         | <p>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>Correlated Lessons:<br/> <b>Objective 40: Understand elements of character development in literary works.</b><br/> Lesson 3 (p. 67); Lesson 5 (p. 83); Lesson 11 (p. 131); Lesson 21 (p. 211); Lesson 29 (p. 275)<br/> <b>Objective 5: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b><br/> Lesson 7 (p. 99); Lesson 22 (p. 219)<br/> <b>Objective 7: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b><br/> Lesson 11 (p. 131); Lesson 26 (p. 251)</p> |
| CATEGORY / CLUSTER |         | Craft and Structure   |
| STANDARD           | 6.RL.4. | <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p>  |
|                    |         | <p>Correlated Lessons:<br/> <b>Objective 15: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b><br/> Lesson 25 (p. 243)<br/> <b>Objective 26: Use the relationship between particular words to better understand each of the words.</b><br/> Lesson 2 (p. 59); Lesson 13 (p. 147)<br/> <b>Objective 28: Interpret figures of speech in context.</b><br/> Lesson 4 (p. 75); Lesson 6 (p. 91); Lesson 25 (p. 243)<br/> <b>Objective 29: Distinguish among the connotations of words with similar denotations.</b><br/> Lesson 7 (p. 99); Lesson 24 (p. 235)<br/> <b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative</b></p>   |

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| STANDARD              | 6.RL.5.  | <p><b>and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</b><br/> Lesson 9 (p. 115); Lesson 24 (p. 235)</p>   |
| CATEGORY /<br>CLUSTER | STANDARD | <p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>Correlated Lessons:<br/> <b>Objective 4: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b><br/> Lesson 3 (p. 67); Lesson 20 (p. 203)<br/> <b>Objective 5: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</b><br/> Lesson 7 (p. 99); Lesson 22 (p. 219)<br/> <b>Objective 7: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b><br/> Lesson 11 (p. 131); Lesson 26 (p. 251)</p> |
|                       |          | Integration of Knowledge and Ideas   |
|                       |          | <p>6.RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.</p> <p>Correlated Lessons:<br/> <b>Objective 9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</b><br/> Lesson 4 (p. 75); Lesson 29 (p. 275)</p>  |
| STANDARD              | 6.RL.9.  | <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Correlated Lessons:<br/> <b>Objective 9: Compare and contrast texts in different</b></p>   |

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| CATEGORY /<br>CLUSTER |             | <p><b>forms or genres in terms of their approaches to similar themes and topics.</b><br/> Lesson 4 (p. 75); Lesson 29 (p. 275)<br/> Range of Reading and Level of Text Complexity</p>   |
| STANDARD              | 6.RL.10.    | <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>  |
| STRAND /<br>DOMAIN    |             | <p>Correlated Lessons:<br/> <b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br/> All lessons</p>  |
|                       | NY.CC.6.RI. | <p>Reading Standards for Informational Text</p>   |
|                       |             | <p>Key Ideas and Details</p>  |
| CATEGORY /<br>CLUSTER |             |   |
| STANDARD              | 6.RI.1.     | <p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Correlated Lessons:<br/> <b>Objective 10: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b><br/> Lesson 2 (p. 59); Lesson 19 (p. 195)<br/> <b>Objective 12: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b><br/> Lesson 21 (p. 211)</p>         |
|                       | 6.RI.2.     | <p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Correlated Lessons:<br/> <b>Objective 10: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b><br/> Lesson 2 (p. 59); Lesson 19 (p. 195)<br/> <b>Objective 11: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</b><br/> Lesson 6 (p. 91); Lesson 2 (p. 227)</p> |
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| STANDARD           | 6.RI.3. | <p><b>Objective 12: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b></p> <p>Lesson 21 (p. 211)</p> <p><b>Objective 41: Summarize and paraphrase information in texts.</b></p> <p>Lesson 4 (p. 75); Lesson 6 (p. 91); Lesson 12 (p. 139); Lesson 22 (p. 219); Lesson 28 (p. 267)</p> <p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p>Correlated Lessons:</p> <p><b>Objective 10: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p>Lesson 2 (p. 59); Lesson 19 (p. 195)</p> <p><b>Objective 12: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</b></p> <p>Lesson 21 (p. 211)</p> |
|                    |         | Craft and Structure   |
| CATEGORY / CLUSTER |         |   |
| STANDARD           | 6.RI.4. | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</p> <p>Correlated Lessons:</p> <p><b>Objective 15: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b></p> <p>Lesson 25 (p. 243)</p> <p><b>Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b></p> <p>Lesson 10 (p. 123)</p> <p><b>Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>   |

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| STANDARD              | 6.RI.5. | Lesson 15 (p. 163); Lesson 22 (p. 219); Lesson 27 (p. 259); Lesson 30 (p. 283)   |
|                       |         | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.   |
| STANDARD              | 6.RI.6. | Correlated Lessons:<br><b>Objective 13: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</b> |
|                       |         | Lesson 12 (p. 139); Lesson 27 (p. 259)   |
| CATEGORY /<br>CLUSTER | 6.RI.7. | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.   |
|                       |         | Correlated Lessons:<br><b>Objective 14: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</b>   |
| STANDARD              | 6.RI.8. | Lesson 15 (p. 163)   |
|                       |         | Integration of Knowledge and Ideas   |
| STANDARD              | 6.RI.7. | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.                          |
|                       |         | Correlated Lessons:<br><b>Objective 16: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</b>               |
| STANDARD              | 6.RI.8. | Lesson 16 (p. 171)   |
|                       |         | <b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b>  |
| STANDARD              | 6.RI.8. | All lessons  |
|                       |         | <b>Objective 9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</b>   |
| STANDARD              | 6.RI.8. | Lesson 4 (p. 75); Lesson 29 (p. 275)   |
|                       |         | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  |
| STANDARD              | 6.RI.8. | Correlated Lessons:<br><b>Objective 17: Trace and evaluate the argument and</b>  |
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|                       |            | <b>specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that</b><br>Lesson 17 (p. 179); Lesson 28 (p. 267); Lesson 30 44 (p. 283)  |
| STANDARD              | 6.RI.9.    | Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).   |
| EXPECTATION           | 6.RI.9.a.  | Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.  |
|                       |            | Correlated Lessons:<br><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons   |
| STRAND /<br>DOMAIN    | NY.CC.6.W. | Writing Standards   |
| CATEGORY /<br>CLUSTER |            | Text Types and Purposes   |
| STANDARD              | 6.W.2.     | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   |
| EXPECTATION           | 6.W.2.d.   | Use precise language and domain-specific vocabulary to inform about or explain the topic.   |
|                       |            | Correlated Lessons:<br><b>Objective 24: Correctly use frequently confused words.</b><br>Lesson 19 (p. 195)<br><b>Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b><br>Lesson 10 (p. 123)<br><b>Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b><br>Lesson 15 (p. 163); Lesson 22 (p. 219); Lesson 27 (p. 259); Lesson 30 (p. 283) |
| EXPECTATION           | 6.W.2.e.   | Establish and maintain a formal style.  |



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|                       |            | Correlated Lessons:<br><b>Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b><br>Lesson 15 (p. 163); Lesson 22 (p. 219); Lesson 27 (p. 259); Lesson 30 (p. 283) |
| CATEGORY /<br>CLUSTER |            | Research to Build and Present Knowledge  |
| STANDARD              | 6.W.7.     | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  |
|                       |            | Correlated Lessons:<br><b>Objective 16: Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</b><br>Lesson 16 (p. 171)   |
| STRAND /<br>DOMAIN    | NY.CC.6.L. | Language Standards   |
| CATEGORY /<br>CLUSTER |            | Conventions of Standard English  |
| STANDARD              | 6.L.1.     | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| EXPECTATION           | 6.L.1.a.   | Ensure that pronouns are in the proper case (subjective, objective, possessive).   |
|                       |            | Correlated Lessons:<br><b>Objective 18: Ensure that pronouns are in the proper case (subjective, objective, possessive).</b><br>Lesson 2 (p. 59); Lesson 4 (p. 75); Lesson 21 (p. 211); Lesson 23 (p. 227)   |
| EXPECTATION           | 6.L.1.b.   | Use intensive pronouns (e.g., myself, ourselves).  |
|                       |            | Correlated Lessons:<br><b>Objective 22: Use intensive pronouns.</b><br>Lesson 6 (p. 91); Lesson 12 (p. 139); Lesson 13 (p. 147)  |
| EXPECTATION           | 6.L.1.c.   | Recognize and correct inappropriate shifts in pronoun number and person.   |
|                       |            | Correlated Lessons:<br><b>Objective 20: Recognize shifts in pronoun number and</b>   |

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|                    |          | <p><b>person.</b><br/> Lesson 9 (p. 115); Lesson 17 (p. 179); Lesson 25 (p. 243);<br/> Lesson 30 (p. 283)</p>   |
| STANDARD           | 6.L.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| EXPECTATION        | 6.L.2.a. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.   |
|                    |          | <p>Correlated Lessons:<br/> <b>Objective: 21: Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</b><br/> Lesson 10 (p. 123)</p>   |
| EXPECTATION        | 6.L.2.b. | Spell correctly.  |
|                    |          | <p>Correlated Lessons:<br/> <b>Objective 19: Spell correctly.</b><br/> Lesson 8 (p. 107); Lesson 11 (p. 131); Lesson 16 (p. 171);<br/> Lesson 20 (p. 203); Lesson 27 (p. 259); Lesson 29 (p. 275)</p>   |
| CATEGORY / CLUSTER |          | Vocabulary Acquisition and Use  |
| STANDARD           | 6.L.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.  |
| EXPECTATION        | 6.L.4.a. | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.   |
|                    |          | <p>Correlated Lessons:<br/> <b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b><br/> Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 5 (p. 83);<br/> Lesson 7 (p. 99); Lesson 14 (p. 155); Lesson 22 (p. 219);<br/> Lesson 24 (p. 235); Lesson 26 (p. 251); Lesson 28 (p. 267)<br/> <b>Objective 25: Use context as a clue to the meaning of a word or phrase.</b><br/> Lesson 1 (p. 51); Lesson 5 (p. 83)<br/> <b>Objective 31: Use context as a clue to the meaning of a word or phrase.</b></p> |

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| EXPECTATION 6.L.4.b. | <p>Lesson 9 (p. 115); Lesson 19 (p. 195)</p> <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>  |
| EXPECTATION 6.L.4.c. | <p>Correlated Lessons:</p> <p><b>Objective 27: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.</b></p> <p>Lesson 3 (p. 67); Lesson 12 (p. 139); Lesson 18 (p. 187); Lesson 23 (p. 227); Lesson 29 (p. 275)</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>  |
| EXPECTATION 6.L.4.d. | <p>Correlated Lessons:</p> <p><b>Objective 34: Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b></p> <p>Lesson 14 (p. 155); Lesson 26 (p. 251)</p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>  |
|                      | <p>Correlated Lessons:</p> <p><b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> <p>Lesson 1 (p. 51); Lesson 3 (p. 67); Lesson 5 (p. 83); Lesson 7 (p. 99); Lesson 14 (p. 155); Lesson 22 (p. 219); Lesson 24 (p. 235); Lesson 26 (p. 251); Lesson 28 (p. 267)</p> <p><b>Objective 25: Use context as a clue to the meaning of a word or phrase.</b></p> <p>Lesson 1 (p. 51); Lesson 5 (p. 83)</p> <p><b>Objective 31: Use context as a clue to the meaning of a word or phrase.</b></p> <p>Lesson 9 (p. 115); Lesson 19 (p. 195)</p> <p><b>Objective 34: Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b></p> |

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| STANDARD    | 6.L.5.   | <p>Lesson 14 (p. 155); Lesson 26 (p. 251)</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>  |
| EXPECTATION | 6.L.5.c. | <p>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>Correlated Lessons:</p> <p><b>Objective 15: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b></p> <p>Lesson 25 (p. 243)</p> <p><b>Objective 29: Distinguish among the connotations of words with similar denotations.</b></p> <p>Lesson 7 (p. 99); Lesson 24 (p. 235)</p> <p><b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</b></p> <p>Lesson 9 (p. 115); Lesson 24 (p. 235)</p>  |
| STANDARD    | 6.L.6.   | <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Correlated Lessons:</p> <p><b>Objective 15: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</b></p> <p>Lesson 25 (p. 243)</p> <p><b>Objective 24: Correctly use frequently confused words.</b></p> <p>Lesson 19 (p. 195)</p> <p><b>Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</b></p> <p>Lesson 10 (p. 123)</p> <p><b>Objective 33: Distinguish among content vocabulary.</b></p> <p>Lesson 11 (p. 131)</p> <p><b>Objective 34: Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b></p> |

Lesson 14 (p. 155); Lesson 26 (p. 251)

**Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Lesson 15 (p. 163); Lesson 22 (p. 219); Lesson 27 (p. 259); Lesson 30 (p. 283)

**Objective 36: Verify the preliminary determination of the meaning of a word or phrase.**

Lesson 16 (p. 171)

## Standards Correlated to **Focused Reading Intervention Level 7 21144**

### New York State P-12 Common Core Learning Standards

#### Grade 7

##### Language Arts

STRAND / DOMAIN NY.CC.7.RL. Reading Standards for Literature

CATEGORY /  
CLUSTER

Key Ideas and Details

STANDARD

7.RL.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Correlated Lessons:

**Objective 11: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Lesson 1 (p. 51); Lesson 21 (p. 211)

**Objective 3: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

Lesson 2 (p. 59); Lesson 18 (p. 187)

STANDARD

7.RL.2.

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Correlated Lessons:

**Objective 38: Summarize and paraphrase information in texts.**

Lesson 20 (p. 203) and Lesson 21 (p. 211)

**Objective 4: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

Lesson 4 (p. 75); Lesson 20 (p. 203)

STANDARD

7.RL.3.

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Correlated Lessons:

**Objective 13: Analyze the interactions between**

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| <p>CATEGORY /<br/>CLUSTER</p> |                | <p><b>individuals, events, and ideas in a text.</b><br/>Lesson 5 (p. 83); Lesson 24 (p. 235)<br/><b>Objective 37: Understand elements of character development in literary works.</b><br/>Lesson 7 (p. 99); Lesson 14 (p. 155); Lesson 26 (p. 251)<br/><b>Objective 5: Analyze how particular elements of a story or drama interact.</b><br/>Lesson 6 (p. 91); Lesson 7 (p. 99)<br/>Craft and Structure</p>  |
| <p>STANDARD</p>               | <p>7.RL.4.</p> | <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Correlated Lessons:<br/><b>Objective 14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</b><br/>Lesson 8 (p. 107); Lesson 25 (p. 243)<br/><b>Objective 31: Interpret figures of speech in context.</b><br/>Lesson 6 (p. 91); Lesson 18 (p. 187); Lesson 26 (p. 251)<br/><b>Objective 33: Distinguish among the connotations (associations) of words with similar denotations (definitions).</b><br/>Lesson 10 (p. 123); Lesson 20 (p. 203); Lesson 27 (p. 259)<br/><b>Objective 6: Determine the meaning of words and phrases in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</b><br/>Lesson 9 (p. 115); Lesson 23 (p. 227)<br/>Integration of Knowledge and Ideas</p> |
| <p>STANDARD</p>               | <p>7.RL.7.</p> | <p>Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>Correlated Lessons:</p>  |

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|                    |             | <p><b>Objective 9: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject.</b></p> <p>Lesson 15 (p. 163)</p>  |
| STANDARD           | 7.RL.9.     | <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Correlated Lessons:</p> <p><b>Objective 10: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</b></p> <p>Lesson 28 (p. 267)</p> <p><b>Objective 17: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</b></p> <p>Lesson 16 (p. 171)</p> |
| CATEGORY / CLUSTER |             | Range of Reading and Level of Text Complexity  |
| STANDARD           | 7.RL.10.    | <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Correlated Lessons:</p> <p><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>All lessons</p>  |
| STRAND / DOMAIN    | NY.CC.7.RI. | Reading Standards for Informational Text   |
| CATEGORY / CLUSTER |             | Key Ideas and Details  |
| STANDARD           | 7.RI.1.     | <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Correlated Lessons:</p> <p><b>Objective 11: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>  |



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|                       |         | <p>Lesson 1 (p. 51); Lesson 21 (p. 211)</p> <p><b>Objective 12: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b></p> <p>Lesson 3 (p. 67); Lesson 22 (p. 219)</p> <p><b>Objective 13: Analyze the interactions between individuals, events, and ideas in a text.</b></p> <p>Lesson 5 (p. 83); Lesson 24 (p. 235)</p>  |
| STANDARD              | 7.RI.2. | <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>Correlated Lessons:</p> <p><b>Objective 11: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p>Lesson 1 (p. 51); Lesson 21 (p. 211)</p> <p><b>Objective 12: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</b></p> <p>Lesson 3 (p. 67); Lesson 22 (p. 219)</p> <p><b>Objective 13: Analyze the interactions between individuals, events, and ideas in a text.</b></p> <p>Lesson 5 (p. 83); Lesson 24 (p. 235)</p> <p><b>Objective 4: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</b></p> <p>Lesson 4 (p. 75); Lesson 20 (p. 203)</p> |
| STANDARD              | 7.RI.3. | <p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>Correlated Lessons:</p> <p><b>Objective 11: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b></p> <p>Lesson 1 (p. 51); Lesson 21 (p. 211)</p> <p><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b></p> <p>All lessons</p>   |
| CATEGORY /<br>CLUSTER |         | Craft and Structure  |
| STANDARD              | 7.RI.4. | <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>   |

technical meanings; analyze the impact of a specific word choice on meaning and tone.

Correlated Lessons:

**Objective 14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**

Lesson 8 (p. 107); Lesson 25 (p. 243)

**Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Lesson 9 (p. 115); Lesson 15 (p. 163); Lesson 21 (p. 211); Lesson 24 (p. 235); Lesson 29 (p. 275)

STANDARD 7.RI.5.

Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Correlated Lessons:

**Objective 16: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**

Lesson 10 (p. 123); Lesson 27 (p. 259)

STANDARD 7.RI.6.

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Correlated Lessons:

**Objective 15: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**

Lesson 13 (p. 147); Lesson 29 (p. 275)

CATEGORY /  
CLUSTER

Integration of Knowledge and Ideas

STANDARD 7.RI.8.

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Correlated Lessons:

**Objective 18: Trace and evaluate the argument and specific claims in a text, assessing whether the**

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|                    |            | <b>reasoning is sound and the evidence is relevant and sufficient to support the claims.</b><br>Lesson 17 (p. 179); Lesson 30 (p. 283)   |
| STANDARD           | 7.RI.9.    | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.   |
| EXPECTATION        | 7.RI.9.a.  | Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.   |
|                    |            | Correlated Lessons:<br><b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b><br>All lessons  |
| STRAND / DOMAIN    | NY.CC.7.W. | Writing Standards  |
| CATEGORY / CLUSTER |            | Text Types and Purposes  |
| STANDARD           | 7.W.2.     | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  |
| EXPECTATION        | 7.W.2.d.   | Use precise language and domain-specific vocabulary to inform about or explain the topic.  |
|                    |            | Correlated Lessons:<br><b>Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b><br>Lesson 9 (p. 115); Lesson 15 (p. 163); Lesson 21 (p. 211); Lesson 24 (p. 235); Lesson 29 (p. 275)<br><b>Objective 34: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b><br>Lesson 1 (p. 51); Lesson 11 (p. 131); Lesson 19 (p.195) |
| CATEGORY / CLUSTER |            | Research to Build and Present Knowledge  |
| STANDARD           | 7.W.9.     | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| EXPECTATION        | 7.W.9.a.   | Apply grade 7 reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same   |

period as a means of understanding how authors of fiction use or alter history").

Correlated Lessons:

**Objective 10: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

Lesson 28 (p. 267)

**Objective 17: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**

Lesson 16 (p. 171)

STRAND / DOMAIN NY.CC.7.SL. Speaking and Listening Standards

CATEGORY /  
CLUSTER

Presentation of Knowledge and Ideas

STANDARD

7.SL.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Correlated Lessons:

**Objective 29: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Lesson 4 (p. 75); Lesson 23 (p. 227)

STRAND / DOMAIN NY.CC.7.L. Language Standards

CATEGORY /  
CLUSTER

Conventions of Standard English

STANDARD

7.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 7.L.1.a.

Explain the function of phrases and clauses in general and their function in specific sentences.

Correlated Lessons:

**Objective 20: Explain the function of phrases and clauses in general and their function in specific sentences.**

Lesson 2 (p. 59); Lesson 10 (p. 123); Lesson 18 (p. 187);

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|-------------|----------|--|
|             |          | Lesson 23 (p. 227)<br><b>Objective 23: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b><br>Lesson 4 (p. 75); Lesson 12 (p. 139); Lesson 13 (p. 147); Lesson 20 (p. 203)   |
| EXPECTATION | 7.L.1.b. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.<br><br>Correlated Lessons:<br><b>Objective 22: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</b><br>Lesson 3 (p. 67); Lesson 11 (p. 131); Lesson 19 (p. 195); Lesson 24 (p. 235); Lesson 30 (p. 283) |
| EXPECTATION | 7.L.1.c. | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.<br><br>Correlated Lessons:<br><b>Objective 23: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</b><br>Lesson 4 (p. 75); Lesson 12 (p. 139); Lesson 13 (p. 147); Lesson 20 (p. 203)   |
| STANDARD    | 7.L.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| EXPECTATION | 7.L.2.a. | Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).<br><br>Correlated Lessons:<br><b>Objective 25: Use a comma to separate coordinate adjectives.</b><br>Lesson 6 (p. 91); Lesson 7 (p. 99); Lesson 15 (p. 163); Lesson 26 (p. 251)   |
| EXPECTATION | 7.L.2.b. | Spell correctly.<br><br>Correlated Lessons:<br><b>Objective 21: Spell correctly.</b><br>Lesson 8 (p. 107); Lesson 16 (p. 171)<br><b>Objective 24: Demonstrate command of the conventions of standard English capitalization,</b>   |

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| CATEGORY /<br>CLUSTER |          | <p><b>punctuation, and spelling when writing.</b><br/> Lesson 5 (p. 83); Lesson 14 (p. 155); Lesson 21 (p. 211);<br/> Lesson 25 (p. 243)</p> <p>Knowledge of Language</p>   |
| STANDARD              | 7.L.3.   | Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.  |
| EXPECTATION           | 7.L.3.a. | <p>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Correlated Lessons:<br/> <b>Objective 34: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b><br/> Lesson 1 (p. 51); Lesson 11 (p. 131); Lesson 19 (p.195)</p> <p>Vocabulary Acquisition and Use</p>  |
| CATEGORY /<br>CLUSTER |          |   |
| STANDARD              | 7.L.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  |
| EXPECTATION           | 7.L.4.a. | <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>Correlated Lessons:<br/> <b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b><br/> Lesson 1 (p. 51); Lesson 9 (p. 115); Lesson 17 (p. 179);<br/> Lesson 22 (p. 219); Lesson 28 (p. 267)<br/> <b>Objective 26: Use context as a clue to the meaning of a word or phrase.</b><br/> Lesson 2 (p. 59); Lesson 7 (p. 99); Lesson 13 (p. 147);<br/> Lesson 28 (p. 267)</p> |
| EXPECTATION           | 7.L.4.b. | <p>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>Correlated Lessons:<br/> <b>Objective 28: Use common, grade-appropriate Greek</b></p>   |

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|             |          | <p><b>or Latin affixes and roots as clues to the meaning of a word.</b></p> <p>Lesson 3 (p. 67); Lesson 14 (p. 155); Lesson 22 (p. 219); Lesson 30 (p. 283)</p>   |
| EXPECTATION | 7.L.4.c. | <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>Correlated Lessons:</p> <p><b>Objective 29: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b></p> <p>Lesson 4 (p. 75); Lesson 23 (p. 227)</p>   |
| EXPECTATION | 7.L.4.d. | <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Correlated Lessons:</p> <p><b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> <p>Lesson 1 (p. 51); Lesson 9 (p. 115); Lesson 17 (p. 179); Lesson 22 (p. 219); Lesson 28 (p. 267)</p> <p><b>Objective 26: Use context as a clue to the meaning of a word or phrase.</b></p> <p>Lesson 2 (p. 59); Lesson 7 (p. 99); Lesson 13 (p. 147); Lesson 28 (p. 267)</p> <p><b>Objective 29: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</b></p> <p>Lesson 4 (p. 75); Lesson 23 (p. 227)</p> |
| STANDARD    | 7.L.5.   | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>  |
| EXPECTATION | 7.L.5.a. | <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Correlated Lessons:</p> <p><b>Objective 31: Interpret figures of speech in context.</b></p> <p>Lesson 6 (p. 91); Lesson 18 (p. 187); Lesson 26 (p. 251)</p> <p><b>Objective 6: Determine the meaning of words and</b></p>  |

**phrases in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.**  
 Lesson 9 (p. 115); Lesson 23 (p. 227)

EXPECTATION 7.L.5.c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Correlated Lessons:

**Objective 14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**

Lesson 8 (p. 107); Lesson 25 (p. 243)

**Objective 33: Distinguish among the connotations (associations) of words with similar denotations (definitions).**

Lesson 10 (p. 123); Lesson 20 (p. 203); Lesson 27 (p. 259)

**Objective 6: Determine the meaning of words and phrases in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.**

Lesson 9 (p. 115); Lesson 23 (p. 227)

STANDARD 7.L.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Correlated Lessons:

**Objective 14: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.**

Lesson 8 (p. 107); Lesson 25 (p. 243)

**Objective 30: Verify the preliminary determination of the meaning of a word or phrase.**

Lesson 5 (p. 83); Lesson 12 (p. 139); Lesson 16 (p. 171)

**Objective 32: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**



Lesson 9 (p. 115); Lesson 15 (p. 163); Lesson 21 (p. 211);  
Lesson 24 (p. 235); Lesson 29 (p. 275)

**Objective 34: Choose language that expresses ideas  
precisely and concisely, recognizing and eliminating  
wordiness and redundancy.**

Lesson 1 (p. 51); Lesson 11 (p. 131); Lesson 19 (p.195)

## Standards Correlated to **Focused Reading Intervention Level 8 21145**

### New York State P-12 Common Core Learning Standards

#### Grade 8

##### Language Arts

STRAND / DOMAIN NY.CC.8.RL. Reading Standards for Literature

CATEGORY /  
CLUSTER

Key Ideas and Details

STANDARD

8.RL.1.

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Correlated Lessons:

**Objective 3: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.**

Lesson 1 (p. 51); Lesson 15 (p. 163)

STANDARD

8.RL.2.

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Correlated Lessons:

**Objective 12: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.**

Lesson 6 (p. 91); Lesson 26 (p. 251)

**Objective 41: Understand elements of character development in literary works.**

Lesson 5 (p. 83); Lesson 6 (p. 91); Lesson 23 (p. 227); Lesson 25 (p. 243)

**Objective 42: Summarize and paraphrase information in texts.**

Lesson 9 (p. 115); Lesson 10 (p. 123); Lesson 28 (p. 267)

**Objective 4: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the**

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|                    |         | <p><b>text.</b></p> <p>Lesson 3 (p. 67); Lesson 9 (p. 115)</p> <p><b>Objective 5: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b></p> <p>Lesson 5 (p. 83); Lesson 23 (p. 227)</p>   |
| STANDARD           | 8.RL.3. | <p>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>Correlated Lessons:</p> <p><b>Objective 5: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</b></p> <p>Lesson 5 (p. 83); Lesson 23 (p. 227)</p> <p>Craft and Structure</p>  |
| CATEGORY / CLUSTER |         |  |
| STANDARD           | 8.RL.4. | <p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Correlated Lessons:</p> <p><b>Objective 13: Determine the meaning of words and phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b></p> <p>Lesson 8 (p. 107); Lesson 29 (p. 275)</p> <p><b>Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.</b></p> <p>Lesson 15 (p. 163); Lesson 25 (p. 243)</p> <p><b>Objective 30: Use context as a clue to the meaning of a word or phrase.</b></p> <p>Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 19 (p. 195)</p> <p><b>Objective 34: Interpret figures of speech in context.</b></p> <p>Lesson 7 (p. 99); Lesson 13 (p. 147); Lesson 21 (p. 211); Lesson 23 (p. 227)</p> <p><b>Objective 37: Distinguish among the connotations of words with similar denotations.</b></p> <p>Lesson 25 (p. 243); Lesson 27 (p. 259); Lesson 29 (p. 275)</p> |

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|                    |             | <b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b> |
|                    |             | Lesson 7 (p. 99); Lesson 21 (p. 211)  |
| CATEGORY / CLUSTER |             | Range of Reading and Level of Text Complexity   |
| STANDARD           | 8.RL.10.    | By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.  |
|                    |             | Correlated Lessons:   |
|                    |             | <b>Objective 2: Read with sufficient accuracy and fluency to support comprehension.</b>   |
|                    |             | All lessons   |
| STRAND / DOMAIN    | NY.CC.8.RI. | Reading Standards for Informational Text  |
| CATEGORY / CLUSTER |             | Key Ideas and Details   |
| STANDARD           | 8.RI.1.     | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   |
|                    |             | Correlated Lessons:   |
|                    |             | <b>Objective 10: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b>  |
|                    |             | Lesson 2 (p. 59); Lesson 16 (p. 171)  |
|                    |             | <b>Objective 11: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</b>  |
|                    |             | Lesson 4 (p. 75); Lesson 10 (p. 123)  |
|                    |             | <b>Objective 12: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</b>   |
|                    |             | Lesson 6 (p. 91); Lesson 26 (p. 251)  |
| STANDARD           | 8.RI.2.     | Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   |

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| STANDARD              | 8.RI.3.  | <p>Correlated Lessons:</p> <p><b>Objective 10: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b><br/>Lesson 2 (p. 59); Lesson 16 (p. 171)</p> <p><b>Objective 11: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</b><br/>Lesson 4 (p. 75); Lesson 10 (p. 123)</p> <p><b>Objective 12: Analyze how a text makes connections among and distinctions between individuals, ideas, or events.</b><br/>Lesson 6 (p. 91); Lesson 26 (p. 251)</p> <p><b>Objective 42: Summarize and paraphrase information in texts.</b><br/>Lesson 9 (p. 115); Lesson 10 (p. 123); Lesson 28 (p. 267)</p> |
|                       |          | <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>   |
| CATEGORY /<br>CLUSTER | STANDARD | <p>Correlated Lessons:</p> <p><b>Objective 13: Determine the meaning of words and phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b><br/>Lesson 8 (p. 107); Lesson 29 (p. 275)</p> <p><b>Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</b><br/>Lesson 7 (p. 99); Lesson 21 (p. 211)</p> <p>Craft and Structure</p>  |
|                       |          | <p>8.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Correlated Lessons:</p> <p><b>Objective 13: Determine the meaning of words and</b></p>  |

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|                    |         | <p>phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p>Lesson 8 (p. 107); Lesson 29 (p. 275)</p> <p><b>Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p>Lesson 8 (p. 107); Lesson 10 (p. 123); Lesson 11 (p.131); Lesson 12 (p. 139); Lesson 14 (p. 155); Lesson 28 (p. 267); Lesson 30 (p. 283)</p> |
| STANDARD           | 8.RI.5. | <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>Correlated Lessons:</p> <p><b>Objective 14: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</b></p> <p>Lesson 18 (p. 187); Lesson 28 (p. 267)</p>  |
| STANDARD           | 8.RI.6. | <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Correlated Lessons:</p> <p><b>Objective 15: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</b></p> <p>Lesson 12 (p. 139); Lesson 14 (p. 155)</p>  |
| CATEGORY / CLUSTER |         | Integration of Knowledge and Ideas   |
| STANDARD           | 8.RI.8. | <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>Correlated Lessons:</p> <p><b>Objective 10: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</b></p>   |

Lesson 2 (p. 59); Lesson 16 (p. 171)

**Objective 11: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**

Lesson 4 (p. 75); Lesson 10 (p. 123)

**Objective 16: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**

Lesson 22 (p. 219); Lesson 24 (p. 235)

STRAND / DOMAIN NY.CC.8.W. Writing Standards

CATEGORY /  
CLUSTER

Text Types and Purposes

STANDARD 8.W.2.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION 8.W.2.d.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Correlated Lessons:

**Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Lesson 8 (p. 107); Lesson 10 (p. 123); Lesson 11 (p. 131); Lesson 12 (p. 139); Lesson 14 (p. 155); Lesson 28 (p. 267); Lesson 30 (p. 283)

CATEGORY /  
CLUSTER

Research to Build and Present Knowledge

STANDARD 8.W.9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION 8.W.9.a.

Apply grade 8 reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Correlated Lessons:

**Objective 4: Determine a theme or central idea of a text and analyze its development over the course of the**

**text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.**

Lesson 3 (p. 67); Lesson 9 (p. 115)

**Objective 9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.**

Lesson 19 (p. 195); Lesson 25 (p. 243)

EXPECTATION 8.W.9.b.

Apply grade 8 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

Correlated Lessons:

**Objective 16: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.**

Lesson 22 (p. 219); Lesson 24 (p. 235)

STRAND / DOMAIN NY.CC.8.L.  
CATEGORY /  
CLUSTER

Language Standards

Conventions of Standard English

STANDARD 8.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 8.L.1.a.

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Correlated Lessons:

**Objective 19: Explain the function of verbals in general and their function in particular sentences.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 4 (p. 75);  
Lesson 9 (p. 115); Lesson 14 (p. 155); Lesson 16 (p. 171);  
Lesson 20 (p. 203); Lesson 24 (p. 235)

EXPECTATION 8.L.1.b.

Form and use verbs in the active and passive voice.

Correlated Lessons:

**Objective 20: Form and use verbs in the active voice.**

Lesson 3 (p. 67); Lesson 23 (p. 227)

**Objective 36: Use verbs in the active and passive voice**



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| <p>EXPECTATION 8.L.1.c.</p> | <p><b>and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 9 (p. 115)<br/> <b>Objective 38: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 5 (p. 83); Lesson 9 (p. 115)<br/> Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>   |
|                             | <p>Correlated Lessons:<br/> <b>Objective 23: Form and use verbs in the interrogative mood.</b><br/> Lesson 7 (p. 99); Lesson 27 (p. 259)<br/> <b>Objective 24: Form and use verbs in the imperative mood.</b><br/> Lesson 8 (p. 107); Lesson 26 (p. 251)<br/> <b>Objective 25: Form and use verbs in the conditional mood.</b><br/> Lesson 28 (p. 267); Lesson 29 (p. 275)<br/> <b>Objective 26: Form and use verbs in the subjunctive mood.</b><br/> Lesson 11 (p. 131); Lesson 17 (p. 179)<br/> <b>Objective 36: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 9 (p. 115)<br/> <b>Objective 38: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 5 (p. 83); Lesson 9 (p. 115)</p> |
| <p>EXPECTATION 8.L.1.d.</p> | <p>Recognize and correct inappropriate shifts in verb voice and mood.</p>  |
| <p>STANDARD 8.L.2.</p>      | <p>Correlated Lessons:<br/> <b>Objective 27: Recognize and correct inappropriate shifts in verb voice and mood.</b><br/> Lesson 12 (p. 139); Lesson 18 (p. 187)<br/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>  |
| <p>EXPECTATION 8.L.2.a.</p> | <p>Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p>   |

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| CATEGORY /<br>CLUSTER | STANDARD | 8.L.2.b. | <p>Correlated Lessons:<br/> <b>Objective 29: Use an ellipsis to indicate an omission.</b><br/> Lesson 22 (p. 219)</p> <p>Use an ellipsis to indicate an omission.</p>  |
|                       |          |          | <p>Correlated Lessons:<br/> <b>Objective 29: Use an ellipsis to indicate an omission.</b><br/> Lesson 22 (p. 219)</p> <p>Knowledge of Language</p>   |
| CATEGORY /<br>CLUSTER | STANDARD | 8.L.3.   | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>  |
|                       |          |          | <p>EXPECTATION 8.L.3.a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>  |
| CATEGORY /<br>CLUSTER | STANDARD | 8.L.4.   | <p>Correlated Lessons:<br/> <b>Objective 25: Form and use verbs in the conditional mood.</b><br/> Lesson 28 (p. 267); Lesson 29 (p. 275)<br/> <b>Objective 26: Form and use verbs in the subjunctive mood.</b><br/> Lesson 11 (p. 131); Lesson 17 (p. 179)<br/> <b>Objective 36: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 9 (p. 115)<br/> <b>Objective 38: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.</b><br/> Lesson 5 (p. 83); Lesson 9 (p. 115)</p> <p>Vocabulary Acquisition and Use</p> |
|                       |          |          | <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>   |
| CATEGORY /<br>CLUSTER | STANDARD | 8.L.4.a. | <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>   |
|                       |          |          |  |

Correlated Lessons:

**Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.**

Lesson 15 (p. 163); Lesson 25 (p. 243)

**Objective 30: Use context as a clue to the meaning of a word or phrase.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 19 (p. 195)

EXPECTATION 8.L.4.b.

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Correlated Lessons:

**Objective 31: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.**

Lesson 4 (p. 75); Lesson 15 (p. 163); Lesson 16 (p. 171); Lesson 18 (p. 187); Lesson 22 (p. 219); Lesson 24 (p. 235)

EXPECTATION 8.L.4.c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Correlated Lessons:

**Objective 32: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Lesson 3 (p. 67); Lesson 20 (p. 203)

EXPECTATION 8.L.4.d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Correlated Lessons:

**Objective 1: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.**

Lesson 15 (p. 163); Lesson 25 (p. 243)

**Objective 30: Use context as a clue to the meaning of a word or phrase.**

Lesson 1 (p. 51); Lesson 2 (p. 59); Lesson 19 (p. 195)

**Objective 32: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Lesson 3 (p. 67); Lesson 20 (p. 203)

STANDARD 8.L.5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION 8.L.5.b.

Use the relationship between particular words to better understand each of the words.

Correlated Lessons:

**Objective 13: Determine the meaning of words and phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Lesson 8 (p. 107); Lesson 29 (p. 275)

**Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Lesson 7 (p. 99); Lesson 21 (p. 211)

EXPECTATION 8.L.5.c.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

Correlated Lessons:

**Objective 13: Determine the meaning of words and phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Lesson 8 (p. 107); Lesson 29 (p. 275)

**Objective 37: Distinguish among the connotations of words with similar denotations.**

Lesson 25 (p. 243); Lesson 27 (p. 259); Lesson 29 (p. 275)

**Objective 6: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Lesson 7 (p. 99); Lesson 21 (p. 211)

STANDARD      8.L.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Correlated Lessons:

**Objective 13: Determine the meaning of words and phrases in text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**

Lesson 8 (p. 107); Lesson 29 (p. 275)

**Objective 32: Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.**

Lesson 3 (p. 67); Lesson 20 (p. 203)

**Objective 33: Verify the preliminary determination of the meaning of a word or phrase.**

Lesson 6 (p. 91)

**Objective 35: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

Lesson 8 (p. 107); Lesson 10 (p. 123); Lesson 11 (p.131); Lesson 12 (p. 139); Lesson 14 (p. 155); Lesson 28 (p. 267); Lesson 30 (p. 283)