

Standard	Reading Standard Description	Learning Upgrade English: Grade K	Learning Upgrade English: Grade 1	Learning Upgrade English: Grade 2
<b>READING</b>				
<b>RDG 1 Foundational Literacy</b>				
RDG 1.1	Demonstrate understanding of the organization and basic features of print (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.			
RDG 1.2	Identify similarities and differences in visual images (e.g., letters, numbers, symbols, shapes).			
RDG 1.3	Identify letters of the English alphabet – upper and lower case.	Lessons 1, 2, 3, 6, 9	Lessons 1, 2, 3, 6, 9	
RDG 1.4	Interpret common symbols (e.g., restroom signs, traffic signs, #, >, †).			
RDG 1.5	Read numbers commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).			
RDG 1.6	Demonstrate phonemic (sound units that form words) and phonological awareness, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).		Lesson 15	
RDG 1.7	Demonstrate understanding of and apply phonics and word analysis skills in decoding words.	Lessons 4, 7, 10, 12, 14, 22, 23, 24, 25, 26, 30, 32, 32, 48	Lessons 4, 7, 10, 12, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 37, 41, 42, 43, 44, 47, 48	Lessons 4, 7, 8, 23, 30, 45, 46, 47, 48, 49, 50
RDG 1.8	Read common high-frequency words by sight (e.g., <i>the, is, of, to, you</i> ).	Lessons 27, 37, 41, 42, 43, 44, 45, 47, 50	Lessons 12, 32, 45, 50	Lessons 11, 32, 44, 52
RDG 1.9	Read with sufficient accuracy and fluency to support comprehension.			Lessons 2, 19, 37, 41
<b>RDG 2 Language and Vocabulary</b>				
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).		Lessons 18, 19, 53, 54	Lessons 17, 35, 53, 54
RDG 2.2	Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	Lesson 58		Lessons 19, 37
RDG 2.3	Interpret accurately a range of general academic (e.g., <i>indicate, procedure, evidence</i> ), technical (e.g., <i>phlebotomist</i> ), and domain-specific words and phrases (e.g., <i>endangered species, peace treaty</i> ) in context, including collocations (e.g., <i>count on, happen to</i> ).			Lessons 19, 37

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RDG 2.4	Interpret words that signal text organization (e.g., <i>first... then...next, it's important that...</i> ), simple relationships (e.g., <i>because, and</i> ), spatial and temporal relationships (e.g., <i>before / after, the former statement...</i> ), contrast, addition and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).			
RDG 2.5	Interpret roots, prefixes, and suffixes that are common (e.g., <i>looks / looked / looking, unhappy, worker</i> ) or less common (e.g., <i>conceive / conception / conceivable, impossible, employee</i> ) to determine the meaning of words.		Lessons 17, 35	Lessons 19, 37
RDG 2.6	Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	Lessons 38, 56	Lessons 36, 37, 38, 39, 40, 49	Lessons 14, 15, 33, 34
RDG 2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	Lesson 35	Lessons 35, 58	Lessons 19, 37
RDG 2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).		Lesson 58	Lessons 19, 37
RDG 2.9	Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	Lesson 52	Lesson 20	Lessons 16, 33, 34
RDG 2.10	Recognize and interpret how language is used in various contexts including speech reductions (e.g., <i>gonna vs. going to</i> ), contractions, punctuation, register and dialects, precise choice of language.			Lesson 55
RDG 2.11	Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).			Lesson 56
<b>RDG 3 Reading Comprehension Skills and Strategies Literal Comprehension (DOK 1) Informational and Literary Text</b>				
RDG 3.1	Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records). CASAS Reading Task Area 3*		Lessons 14, 51	Lessons 2, 42
RDG 3.2	Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment). CASAS Reading Task Area 3*		Lessons 14, 51	Lessons 2, 42
RDG 3.3	Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*			

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RDG 3.4	Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts). CASAS Reading Task Area 2*	Lesson 51	Lesson 51	Lesson 42
RDG 3.5	Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams). CASAS Reading Task Area 5*		Lesson 51	Lesson 42
RDG 3.6	Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5.] CASAS Reading Task Area 4*	Lesson 51	Lesson 51	Lesson 42
RDG 3.7	Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.			
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?).			
RDG 3.9	Identify the general meaning, subject matter, organization, or other content in a text by skimming.			
RDG 3.10	Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).		Lessons 13, 56	Lesson 13
RDG 3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.			Lesson 2
RDG 3.12	Identify the key details and cite evidence from a text.		Lesson 14	Lesson 1
RDG 3.13	Identify, describe or explain the connection and/or relationship between individuals, events or information in a text.	Lessons 55, 57	Lesson 55	Lessons 12, 43
RDG 3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.		Lesson 34	Lesson 31
RDG 3.15	Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.		Lesson 57	Lesson 51

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<b>RDG 4 Higher Order Reading Skills and Strategies (DOK 2+) Informational and Literary Text</b>				
RDG 4.1	Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.			
RDG 4.2	Summarize central ideas, concepts, and processes in a text.			Lesson 2
RDG 4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.		Lessons 14, 52	Lessons 1, 43
RDG 4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.			
RDG 4.5	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).			
RDG 4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.			Lesson 13
RDG 4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).			
RDG 4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.			
RDG 4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).			
RDG 4.10	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.			
RDG 4.11	Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.			

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<b>RDG 5 Higher Order Reading Skills and Strategies Literary Text Only</b>				
RDG 5.1	Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.			
RDG 5.2	Determine characters' traits by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.			
RDG 5.3	Analyze interactions between main and supporting characters in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.			
RDG 5.4	Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.			
RDG 5.5	Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.			
RDG 5.6	Analyze how different genres, cultures, and perspectives inform content, style, and theme in works of literature.			
<b>WRITING</b>				
<b>W5 Organization</b>				
W5.1	Plan writing by brainstorming and/or using graphic organizers.			
W5.2	Present information in a logical sequence.			
W5.5	Use signal words as clues to the organization and content of a text (e.g., <i>first... then; however; it's important that...</i> ).			
W5.6	Organize text in paragraphs with clear beginning, middle and end.		Lesson 59	Lesson 39
W5.7	Use an appropriate organizational structure which unifies relevant main ideas.			
<b>W6 Writing—Content</b>				
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc.).			
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials).		Lesson 59	Lesson 39
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences.			
W6.9	Use a range of different styles of writing for different purposes.			
W6.13	Write supporting points or details for a statement, position or argument on a familiar topic.			Lesson 20

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<b>W7 Writing for Varied Purposes</b>				
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials).			Lesson 20
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports).			
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries).		Lesson 59	Lesson 20
<b>W8 Writing—Academic-oriented Skills</b>				
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).			
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.			
W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.			
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.			Lesson 58

Standard	Reading Standard Description	Learning Upgrade English: Grade 3	Learning Upgrade English: Grade 4	Learning Upgrade English: Grade 5
<b>READING</b>				
<b>RDG 1 Foundational Literacy</b>				
RDG 1.1	Demonstrate understanding of the organization and basic features of print (e.g., reading from left to right, top to bottom, knowing that letters make words, and words make sentences), including reading simple handwriting.			
RDG 1.2	Identify similarities and differences in visual images (e.g., letters, numbers, symbols, shapes).			
RDG 1.3	Identify letters of the English alphabet – upper and lower case.			
RDG 1.4	Interpret common symbols (e.g., restroom signs, traffic signs, #, >, †).			
RDG 1.5	Read numbers commonly encountered in daily life (e.g., clock times, dates, phone numbers, street addresses, and money amounts).			
RDG 1.6	Demonstrate phonemic (sound units that form words) and phonological awareness, an understanding of spoken words and syllables (e.g., rhyming words, short/long vowels, blending phonemes to make new words).			
RDG 1.7	Demonstrate understanding of and apply phonics and word analysis skills in decoding words.	Lessons 43, 44, 45, 46, 47	Lesson 11	Lesson 11
RDG 1.8	Read common high-frequency words by sight (e.g., <i>the, is, of, to, you</i> ).	Lessons 4, 28, 42, 52		
RDG 1.9	Read with sufficient accuracy and fluency to support comprehension.	Lessons 10, 13, 20, 30, 50	Lessons 10, 16, 20, 30, 36, 41, 50	Lessons 10, 16, 20, 30, 36, 41, 50
<b>RDG 2 Language and Vocabulary</b>				
RDG 2.1	Interpret the conventions of standard English including punctuation (e.g., periods, appropriate placement of commas, quotation marks) and capitalization (e.g., at the beginning of a sentence, proper nouns).	Lessons 11, 32, 53, 54	Lessons 31, 32, 34	Lessons 27, 31
RDG 2.2	Read and interpret high-frequency words, phrases, and abbreviations in everyday contexts (e.g., signs, ads, labels, forms).	Lessons 13, 34, 56	Lessons 16, 36	
RDG 2.3	Interpret accurately a range of general academic (e.g., <i>indicate, procedure, evidence</i> ), technical (e.g., <i>phlebotomist</i> ), and domain-specific words and phrases (e.g., <i>endangered species, peace treaty</i> ) in context, including collocations (e.g., <i>count on, happen to</i> ).	Lessons 13, 15, 34, 56	Lessons 16, 36, 41, 55	Lessons 16, 36, 41, 55
RDG 2.4	Interpret words that signal text organization (e.g., <i>first... then...next, it's important that...</i> ), simple relationships (e.g., <i>because, and</i> ), spatial and temporal relationships (e.g., <i>before / after, the former statement...</i> ), contrast, addition and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	Lessons 13, 34	Lessons 16, 36	Lessons 16, 36

Standard	Reading Standard Description	Learning Upgrade English: Grade 3	Learning Upgrade English: Grade 4	Learning Upgrade English: Grade 5
RDG 2.5	Interpret roots, prefixes, and suffixes that are common (e.g., <i>looks / looked / looking, unhappy, worker</i> ) or less common (e.g., <i>conceive / conception / conceivable, impossible, employee</i> ) to determine the meaning of words.	Lessons 13, 34, 56	Lessons 16, 27, 36, 44	Lesson 44
RDG 2.6	Interpret meaning from word forms (e.g., plurals, possessives, comparative forms, tenses).	Lessons 7, 8, 18, 22, 31, 40	Lessons 13, 22	Lesson 22
RDG 2.7	Interpret nuances, connotative meaning of words, and figurative language (e.g., analogies, idioms, similes and metaphors) as used in the text.	Lessons 13, 34, 56	Lessons 25, 26, 36, 41, 45, 55	Lessons 25, 26, 36, 41, 45, 46, 49, 55
RDG 2.8	Interpret unknown and multiple-meaning words as used in the text, choosing from level-appropriate strategies (e.g., context clues).	Lessons 13, 34, 56	Lessons 16, 36, 41, 55	Lessons 16, 36, 41, 55
RDG 2.9	Interpret sentence structure and grammar that is simple (e.g., statements, questions, negatives, adjectives modifying nouns, pronoun references) or complex (e.g., relative clauses, perfect tenses).	Lessons 23, 24, 26, 31, 40	Lessons 12, 14, 22, 23, 24	Lessons 12, 13, 14, 23
RDG 2.10	Recognize and interpret how language is used in various contexts including speech reductions (e.g., <i>gonna</i> vs. <i>going to</i> ), contractions, punctuation, register and dialects, precise choice of language.	Lesson 55	Lesson 51	Lessons 32, 34
RDG 2.11	Determine or clarify meaning by consulting general and specialized reference materials (e.g., glossary, picture dictionary, learner dictionary, standard dictionary).		Lessons 54, 55	Lessons 54, 55
<b>RDG 3 Reading Comprehension Skills and Strategies Literal Comprehension (DOK 1) Informational and Literary Text</b>				
RDG 3.1	Interpret texts that are simple (e.g., short narratives, emails, basic consumer materials) or complex (e.g., textbook excerpts, academic articles, voting guides, employee handbooks, historical records). CASAS Reading Task Area 3*	Lessons 10, 20, 25, 30, 36, 50	Lessons 10, 20, 21, 30, 33, 35, 39, 49, 50, 53	Lessons 10, 20, 21, 30, 33, 35, 39, 49, 50, 56
RDG 3.2	Interpret written instructions that are simple (e.g., follow a recipe) or complex (e.g., operating instructions, procedures in a scientific experiment). CASAS Reading Task Area 3*	Lessons 10, 20, 25, 30, 36, 50	Lessons 10, 20, 21, 30, 33, 35, 39, 49, 50, 53	Lessons 10, 20, 21, 30, 33, 35, 39, 49, 50, 56
RDG 3.3	Interpret information in forms that are simple (e.g., appointment sign-in sheets, class registration) or complex (e.g., rental agreements, insurance forms, payroll statements). CASAS Reading Task Area 1*	Lesson 39	Lesson 43	Lesson 43
RDG 3.4	Interpret information in charts, tables, graphs and maps that are simple (e.g., bus schedules, demographic pie charts) or complex (e.g., income tax charts). CASAS Reading Task Area 2*	Lesson 39	Lesson 43	Lesson 43

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RDG 3.5	Interpret information in measurement scales and diagrams that are simple (e.g., gas gauges, thermometers, measuring cups) or complex (e.g., Richter scale, electrical circuit diagrams). CASAS Reading Task Area 5*	Lesson 39	Lesson 43	Lesson 43
RDG 3.6	Interpret information in a variety of formats including ones that are simple (e.g., signs, price tags, ads, product labels) or complex (e.g., prescription drug dosages and warnings). [This does not include forms, charts, tables, graphs, maps, measurement scales and diagrams; these are covered in 3.1 – 3.5.] CASAS Reading Task Area 4*	Lesson 39	Lesson 43	Lesson 43
RDG 3.7	Glean important information about a text by previewing it (e.g., looking at key elements, such as the title, headings, visuals, captions, author's name, and source). Relate the text to one's own personal experience, as appropriate.			
RDG 3.8	Use the information learned by previewing a text or by reading parts of a text to predict information about the text (e.g., What is the text about? What will happen next in the text?).			
RDG 3.9	Identify the general meaning, subject matter, organization, or other content in a text by skimming.			
RDG 3.10	Locate and interpret specific information by scanning text features (e.g., boldface print, icons, headings, sidebars), items in an alphabetical, numeric, or other ordered listing (e.g., table of contents, department store directory, electronic menus) or using digital search tools (e.g., key words, hyperlinks).	Lesson 6		
RDG 3.11	Identify the main idea of a simple text or the central ideas or themes of a complex text.	Lessons 2, 10, 20, 30, 50	Lessons 2, 9, 10, 20, 30, 50	Lessons 2, 10, 20, 30, 50
RDG 3.12	Identify the key details and cite evidence from a text.	Lesson 1	Lesson 1	Lesson 1
RDG 3.13	Identify, describe or explain the connection and/or relationship between individuals, events or information in a text.	Lessons 5, 17, 19	Lessons 6, 37, 52	Lessons 6, 37, 52
RDG 3.14	Identify the author's point or purpose including what the author wants to answer, explain or describe.	Lessons 27, 38	Lesson 19	
RDG 3.15	Identify reasons or evidence an author gives to support points in a text and describe how those reasons or evidence support specific points.	Lesson 51	Lessons 6, 37, 52	Lessons 6, 37, 52

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<b>RDG 4 Higher Order Reading Skills and Strategies (DOK 2+) Informational and Literary Text</b>				
RDG 4.1	Determine a theme or central idea of a text and explain how it is supported and conveyed through particular details. Analyze in detail the development of the theme or central idea over the course of the text, including how it is shaped and refined by specific details.		Lessons 2, 9, 10, 20, 30, 50	Lessons 2, 9, 10, 20, 30, 50
RDG 4.2	Summarize central ideas, concepts, and processes in a text.	Lessons 2, 10, 20, 30, 50	Lessons 2, 9, 10, 20, 30, 50	Lessons 2, 9, 10, 20, 30, 50
RDG 4.3	Determine what texts say explicitly by comparing details from multiple sources or parts of a text.	Lessons 1, 41	Lessons 1, 19	Lesson 1
RDG 4.4	Determine what a text says implicitly (e.g., make inferences, draw conclusions) and cite textual evidence.	Lesson 1	Lesson 1	Lesson 1
RDG 4.5	Analyze how and why individuals, events, and ideas develop and interact over the course of a text, including time, cause/ effect, sequence (e.g., following multi-step directions).			
RDG 4.6	Use text features (e.g., boldface print, symbols) to locate key details and interpret how these features influence meaning.	Lesson 6		
RDG 4.7	Describe and analyze the overall structure and organization of a text (e.g., chronology, cause and effect, comparison and contrast, problem and solution).		Lesson 7	Lessons 7, 19
RDG 4.8	Analyze how the author's point of view, purpose, opinion, register, tone, and voice, including political or cultural perspective, shape the content and style of a text for its intended audience.			Lessons 7, 19
RDG 4.9	Explain, delineate, analyze, and evaluate the truthfulness, validity, credibility, relevance, and sufficiency of arguments, specific claims and supporting evidence in expository, academic or non-fiction text, including differentiating fact from opinion (e.g., advertising claims, news articles, case studies).		Lesson 52	Lessons 6, 37, 52
RDG 4.10	Integrate and analyze how two or more texts address similar or conflicting themes or topics in order to build knowledge, compare or contrast the approaches the author(s) takes, or identify where the texts agree or disagree on matters of fact or interpretation.			
RDG 4.11	Integrate, evaluate, and translate content presented in diverse media or formats (e.g., charts, graphs, photographs, videos, research data, equations) expressed visually, quantitatively, or in words.			

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<b>RDG 5 Higher Order Reading Skills and Strategies Literary Text Only</b>				
RDG 5.1	Identify story elements including theme, setting, plot, character, conflict, and resolution in literary texts.			
RDG 5.2	Determine characters' traits by what the characters convey about themselves in narration, dialogue, monologue, and soliloquy.			
RDG 5.3	Analyze interactions between main and supporting characters in a literary text (e.g., internal and external conflicts, motivations) and explain the development of specific characters, ideas, and events.			
RDG 5.4	Trace an author's development of time and sequence, including the use of complex devices (e.g., foreshadowing, flashbacks); analyze the effectiveness of the structure used by the author.			Lesson 8
RDG 5.5	Interpret and analyze the significance of literary devices (e.g., figurative language, imagery, allegory, symbolism), and the cumulative impact of specific word choices on meaning and tone.			
RDG 5.6	Analyze how different genres, cultures, and perspectives inform content, style, and theme in works of literature.			
<b>WRITING</b>				
<b>W5 Organization</b>				
W5.1	Plan writing by brainstorming and/or using graphic organizers.	Lesson 14		
W5.2	Present information in a logical sequence.		Lessons 18, 28	Lessons 18, 28
W5.5	Use signal words as clues to the organization and content of a text (e.g., <i>first... then; however; it's important that...</i> ).		Lessons 18, 28	Lessons 18, 28
W5.6	Organize text in paragraphs with clear beginning, middle and end.	Lesson 35	Lessons 18, 28, 38, 40	Lessons 18, 28, 38, 40
W5.7	Use an appropriate organizational structure which unifies relevant main ideas.	Lesson 14	Lessons 18, 28	Lessons 18, 28
<b>W6 Writing—Content</b>				
W6.2	Take into account the context, audience, and purpose of writing (e.g., reader's perspective, cultural influences, social norms, etc.).			
W6.7	Write simple texts on familiar topics (e.g., short narratives, basic consumer materials).	Lesson 35	Lessons 38, 40	Lessons 38, 40
W6.8	Use details that elaborate on main ideas: examples, descriptions, personal experiences.			
W6.9	Use a range of different styles of writing for different purposes.			
W6.13	Write supporting points or details for a statement, position or argument on a familiar topic.	Lesson 14	Lessons 18, 28	Lessons 18, 28

Standard	Reading Standard Description	Learning Upgrade English: Grade 3	Learning Upgrade English: Grade 4	Learning Upgrade English: Grade 5
<b>W7 Writing for Varied Purposes</b>				
W7.5	Write moderately complex texts (e.g., general informational materials, common workplace materials).	Lesson 14	Lessons 18, 28	Lessons 18, 28
W7.6	Write complex texts (e.g., newspaper and magazine articles, technical materials, research reports).			
W7.12	Write personal recounts (e.g., oral anecdotes, diary entries).	Lesson 14	Lessons 18, 28	Lessons 18, 28
<b>W8 Writing—Academic-Oriented Skills</b>				
W8.3	Write critically with evidence to put forth arguments to anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).			
W8.6	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.		Lesson 58	Lesson 58
W8.7	Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.		Lesson 58	Lesson 58
W8.9	Synthesize content from several sources or works dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics.	Lesson 58	Lesson 58	Lesson 58