Code	Eligible Content	K 1 2	Grade	2S	7 8 Mo	Literature dule 1 Module 2	Content Code	Eligible Content	K 1 2	Grades 3 4 5	6 7 8	Lite B ^{Module}	1 Module 2	Content Code	Eligible Content	K ·	1 2	Grade	5 6	7 8	Mot
y Ideas an					n:	Iction Nonfiction	Craft and	Structure, and Integration of Knowledge and Ideas:				Fiction	Nonfiction	Vocabula	Acquisition and Usage:						Te
rature Te	xt er questions about key details in a text.						Literatur	Text Name the author and illustrator of a story and define the role of each in telling the story.				-		Literature	Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level read	-		_		-	-
	nd answer questions about key details in a text.		+ + +	$\left \right $			11110	identify who is telling the story at various points in a text.				-		C1311	and content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level readir and content.		++	++	+	-	╀
	nd answer questions such as who, what, where, when, why, and how to demonstrate understanding of key detained	da 🔹					C1320	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each						C1321	Paternation on starify the mountee of unbranes and multiple mountee usage and abstract based on much local multiple			++	++		+
-K111 Aska	ext. Ind answer questions to demonstrate understanding of a test, referring explicitly to the text as the basis for the we						01A-C 2 1.1	A submittee when there is being bound of the end of the submittee of the s						103.A-V.4.1.1	portrainer to chang the financing to obtained into adoption, and point and point and present out on the present output of the second ou	d l			++		\pm
K111 Refer	to details and examples in a test when explaining what the text says explicitly and when drawing inferences from ext	m					04A-C 2.1.1	Compare and contrast the point of view from which different stories are narrated, including the difference betwe Inst- and third-person narrations.	en					08.A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading as content, choosing Resibly from a range of strategies.	d			+		+
<u>K111</u> Quot	e accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making	ing					05A-C 2 1.1	Describe how a neurator's or speaker's point of view influences how events are described; describe an author's pr of a test and explain how it is conveyed in the test.	rpose					105.A-V.4.1.1	Determine or classify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading as Content, choosing flexibly from a range of strategies.	4	++				+
KILL Cite t	salizations from the text. social evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations in from the text.				++		05 A-C 2 1.1	or a sea and anguan now it is a conveyou in the seat. Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develo point of view; describe the effectiveness of the point of view.	is the			-		105 A-V.4.1.1	concerer, croosing nearity from a range of strategies. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading at	-	++			-	+
draw	m from the text.							point of view; describe the effectiveness of the point of view.			•				Setemmin or called the meaning of unknown and multiple-meaning works and phrasm based on grade G reading as content, thoosing finishly from a range of strategies. Los controls (e.g., do wordlin paring) of a stratence or paragraph, a word's position or function is a settence) as the the meaning of a word or private. Such the meaning of a word or private.						
															Call to be inframing of a word on pinale. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., oudience position: outfield).						
K111 Cite s	several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, lasions, and/or generalizations drawn from the text.						07.A-C 2.1.1	Analyze how an author develops and contrasts the points of view of different characters or narrators in a test.						107.A-V.4.1.1	B. An ensumes, galar appropriate Servic Listen allows and reads as dues to the massing of a served List, and and the service and service and the service an	4					T
															a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as plue to the meaning of a word or phrase.						
															 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., beligens belicous, rebel). 	4	$\downarrow \downarrow$	\square		_	
Cite t	the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, usions, and/or generalizations drawn from the text.						108.A-C 2 1.1	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through use of dramatic irony) create such effects as suspense or humor.	the					108.A-V.4.1.1	$b_{\rm c}$ but prime the properties server can main and use to the a case to the meaning of a wave (e.g., excepts a server we can be the meaning of landwaves and handles' meaning works rephrase based on grade T reading are context, choosing finiship frame a range of starbupes. The context (e.g., how works meaning of a servers or grangergite), work's position or functions in a weterioral take to the meaning of a word in person. The context (e.g., how works meaning of a servers or calculation) and to the meaning of a word (e.g., provide to the context (e.g., how prime prime).						4
					•										If the control (if g) is not overall making to a sense of paragraph, a word a pointed of number in a sense of paragraph, a word a pointed of number in a sense of paragraph, a word a pointed of a word or phrase. Is the common and a concorrise Greek or Latin affixes and roots as chars to the meaning of a word (e.g., preceder						4
	inferences and/or draw conclusions based on analysis of a text.							Identify and/or analyze the author's intended purpose of a text.								++	++	\square	<u> </u>		4
L1 Make						•						•		<u>F122</u>	identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.						4
	widence from a text to support generalizations.					•	1112	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.				•		1121	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.						
KA With	prompting and support, retell familiar stories including key details.	•					1221	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					•	103.A-V.4.1.2	Demonstrate understanding of word relationships and nuances in word meanings.						Т
1A Retel	I stories, including key details, and demonstrate understanding of their central message.	•					123.6	Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of fiction: • the point of view of the namator as first person or third person point of view					•	(01.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.						Т
ZA Reco	unt stories and determine their central message, lesson, or moral.						05A-C 2 1 2	 the impact of point of view on the meaning of the texts a whole Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contribut the development of the theme, setting, or plot. 	s to					105 A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	++	++				+
<u>-K 1.1.2</u> Reco	unt poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central age, lesson, or moral and explain how it is conveyed through key details in the text.						07.A-C.2.1.2	the development of the theme, setting, or plot. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.						106.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	++	++				+
THESE	age, iesson, or moral and explain how it is conveyed through key details in the text.											1		1	Demonstrate understanding of figurative language, word initiationships, and nuances in word meanings. Listerprefilesoftware particular exceptor personnellations, hyperbole) in context. Is under nellational between particular exceptor (e.g., cause/infert, and/whole, funct/usterpr, synonym/intonym Better anderstand each of the words. Company hanning the constraints and	to					
												1		1	 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., atingy, excinsion, economical, unwasteful, therity). 						T
K112 Deter	mine a theme of a story, drama, or poem from details in the text; summarize the text.						08A-C 2.1.2	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.						107.A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and ruances in word meanings. a. Interpret figures of speech (e.g., literary and mythological allusions) in context.		++				T
														1	 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of th words. 					•	T
															words. c. Distinguish among the cornotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, alphomatic, condescending).	++	$\downarrow \downarrow$	\square			
C112 Deter respo	mine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama and to challenges or how the speaker in a poem reflects upon a topic; summarize the text.						0.111	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate idea or concept.	"					108.A-V.4.1.2	mapertify, adds, dejubantic, condencenting). Demonstratis understanding of Sparshell message, word ministrandarja, and nuascas is word meanings. A integraph Equans of special (e.g., which is every, pavel) in context. Is both the institutional between particular words to better understand each of the words. E Distinguish among the constations (associations) of words with similar denotations (definitions) (deg, builheade Bild: d.g.m. emission encoded and the state of the state Distinguish among the constations (associations) of words with similar denotations (definitions) (deg, builheade						1
														1	 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., builheader wijfur, firm, persistent, resolute). 	·					1
C1.1.2 Deter text of	mine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of th distinct from personal opinions or judgments.	×					5.2.2.1	Analyze how literary form relates to and/or influences meaning of a text.					•	.5.12.1	wolfjut, firm, persisteret, resolute). Identify and/or apply a synonym or antonym of a word used in a test.						T
C1.1.2 Deter object	mine a theme or central idea of a text and analyze its development over the course of the text; provide an the summary of the text.						1222	Compare and evaluate the characteristics that distinguish fiction from liberary nonfiction.							ry Acquisition and Usage:						
														Informati	onal Text		-	4			¢
1112 Deter relati	mine a theme or central idea of a text and analyze its development over the course of the text, including its ionship to the characters, setting, and plot; provide an objective summary of the text.				•		17.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					•		Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level readi and content.	4					T
1 Ident targe	conship to the characters, setting, and plot; provide an objective summary of the text. Sfy and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note</u> : Items may it specific paragraphs.					•	5224	Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.					•	CC 1.2.1.K	and content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level readir and content.						ſ
2 Summ	marize the key details and events of a fictional text, in part or as a whole.					•	17.2.5.1	identify, explain, interpret, describe, and/or analyze the effects of personilication, simile, metaphor, hyperbole, s foreshadowing, fiashback, imagery, allegory, symbolism, dialect, allusion and irony in a test.	tire,				•	CC12.2.8	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level readir and content, choosing from a range of strategies and tools.		•				Г
d Expla	in, interpret, compare, describe, analyze, and/or evakuate theme in a variety of fiction: relationship between the theme and other components of the text						1252	identify, explain, and analyze the structure of poems and sound devices.						018-9411	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading as content, choosing flexibly from a range of strategies.	1					T
• con	relationship between the theme and other components of the text paring and contrasting how major themes are developed across genres reflection of residencial and contemporary issues, themes, motifs, universal characters, and genres					•							•	1							
• the With	way in which a work of Iterature is related to the thermes and issues of its historical period prompting and support, identify characters, settings, and major events in a story.						1225.1	Identify and analyze how stage directions, monologue, dialogue, soliloguy, and dialect support dramatic script.						018-7411	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading as content, choosing fleabby from a range of strategies.	4			+	+	$^{+}$
Descr	fibe characters, settings, and major events in a story, using key details.						05A-C 2 1.3	Analyze the impact of a specific word choice on meaning and tone.						05.0-7.41.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading as	d	++			-	t
Descr	ribe how characters in a story respond to major events and challenges.			$\left \right $	++		07A-C 2 1.3	Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings analyze the instact of rhymes and other resettlions of sounds.				+	+	105 B-V.4 1.1	content, choosing flexibly from a range of strategies.		++		➡	+	+
								anayze the impact of rhymes and other repetitions of sounds.						1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading an context, choosing flexibly from a range of strategies. Is Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as char to the meaning of a word or phrase.						T
														1	 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., cudienc puditory, cudible). 	۶ I I					T
K111 Desc	ribe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the			$\left \right $	++		08A-C 2.1.1	Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other tests.				-	+	107.8-V.4.1.1			++	+			+
redn	rise characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the ence of events.														L'uteriment de manage et tecnerais avons ano presen uson en sess. L'uteriment de manage d'uteriment an malagie-manage avons and phenam based on grode 7 reading au content, choosing finishé from a range of strategies. Le to crimate (e.g. de ventim manage d'a strategies et autores contenges phenamente et al. De to crimate (e.g. de ventim manage d'a strategies et al. De to crimate (e.g. de ventim manage d'a strategies et al. De to crimate (e.g. de ventim manage d'a strategies et al. De to crimate (e.g. de ventim manage d'a strategies et al. De to crimate (e.g. de ventim proprieta Cereste Catalin affors and trate as clans to the maning of a word (e.g. beligner Mentores male).	.					
														1	clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affices and roots as clues to the meaning of a word (e.g., beligen belicour, neteril.	nt					T
															c. Determine the meaning of technical words and phrases used in a text.						
K111 Desce	ribe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., racter's thoughts, words, or actions).	~					5124	Draw conclusions about connotations of words.						00.0-74.1.1	Determine or clarify the messing of unknown and multiple-messing works or phrases based on grade 8 reading and context, those of flexibly from a range of strategies. Los control (e.g., do word in energies of a stratence or paragraph, a wordfh position or function in a sentence) as the to the messing of a word or phrase. As the commons, grade approprise Greeker to takin affens and roots as class to the meaning of a word (e.g., procede, b.g. commons), grade approprise flower for the transmission of the common grade strategies of a word (e.g., procede, the common grade approprise flower for the transmission of the common grade strategies of a word (e.g., procede, the common grade strategies of the common grade strategies of the common grade strategies of a word (e.g., procede, the common grade strategies of the common gr	++	++	++			
	anter a unadgina, moral, or monerap.														content, criticating intenting include a subargent. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word?s position or function in a sentence) as club to the meaning of a word or obrase.	·					4
																					4
X111 Comp	pare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific Is in the text (e.g., how characters interact).						17235	Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:						N 122	c. Determine the meaning of bechnical words and phrases used in a text. Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix	++	++	++	+	_	4
detai	is in the test (e.g., how characters interact).							Explain, interpret, compare, describe, analyze, and/or evakuate tone, style, and/or mood in a variety of fiction: the relationship between the tone, style, and/or mood and other components of the text how voice and choice of spaker (carrantor) affect the mood, tone, and/or meaning of the text					•		from a text.						
K111 Descr	ribe how the plot of a particular story or drama unfolds, as well as how the characters respond or change as the moves freeed a resolution			•			COLUMN	 how diction, syntax, figurative language, sentence variety, etc., determine the author's style Compare and contrast the adventures and experiences of characters in familiar stories. 	•					N123	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	++	++	++			t
K111 Analy	re how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).						C1318	Compare and contrast the adventures and experiences of characters in stories.						018-7412	Demonstrate understanding of word relationships and nuances in word meanings.	++	++				Ŧ
C1.1.1 Analy	re how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a ctter, or provoke a decision.	+++	++		•		CC 1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different cultures.			++	+	+	104.8-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	++			+-	+	+
L Expla	num, or provine a DECISION. In interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:						01AC31.1	Compare and contrast the thermen, settings, and plots of stories written by the same author about the same or sin characters (e.g., in books from a series).	star		++	+	+	05.8-9.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	++				+	+
Note the	in, litespoet, compare, describe, analyze, and/or evakaste character in a variety of fiction: .:Character may also be called marrator or speaker. 					•		cnaracters (e.g., in books from a series).						1							T
• the • the L2 Expla	relationship between characters and other components of a text development by authors of complex characters and while roles and functions within a text on, interpret, compare, describe, analyze, and/or evaluate <u>witting</u> in a wainity of fiction: relationship between witting and other components of the text [hereater, pilot, and other key iterary elements]	+++	++				04A-C 3.1.1	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and will and nation	of		++	+	+	106.B-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meaning	++	++	4	┛	+	+
• the	relationship between setting and other components of the text [character, plot, and other key literary elements]	0						Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and pattern events (e.g., the quest) is stories, mytha, and traditional literature from different cultures.							Demonstrate understanding of figurative language, word relationships, and rusances in word meanings. 4. Interpret figurative language (unite, metaphor, personficient, hyporticial) accosted. 5. On the relationship between particular words (e.g., cause/fefts; part/whoin, item/category, synonym/antonym/	to					T
						•						1		1	better understand each of the words. c. Dairinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stringy, scringing, accossical, unwards(d), thefty).						T
	in interest encours denotes weber collected in the second second second second second	+++	\parallel					Company and contrast starter in the same more as their				_				++	$\downarrow \downarrow$				∔
Note	en nemperen sompate, describe, analyze, angroe evaluate plot in a variety of fiction: : Plot may also be called action. ments of the off an average line conflict rising action strong fotion outer, and for modulo 1.						05A-C311	Compare and contrast stories in the same genre on their approaches to similar themes and topics.				1		W/0-V/412	Demonstrate understanding of figurative language, word relationships, and ruances in word mearings. a. Interpret figures of speech (e.g., literary and mythological alkaucons) in context. b. Une the relationship between particular words (e.g., spropmyr)arkauroym, analogy) to better understand each of th	.					T
the	in, integrent, compare, describe, analyze, anglor evaluate plot in a variety of fiction: :Plot may also be called action. :means of the plot (e.g., exposition, corriler, rising action, climax, falling action, and/or resolution) relationship between elsements of the plot and other components of the text the author articutures plot to advance the action					•								1	words.						T
							06AC31.1	Compare and contrast texts in different forms or genres (e.g., stories, poems, historical novels, fantasystories) in of their approaches to similar themes and topics.	terms				+	00.0-7.4.1.2	L. sustiguin among the consolations justiculation if works who issue orotations juminismu (e.g., reprint, mergelis, dark), explorations conformations, and musicus is word meanings. Justicus sustainating of flavorable language, word relationships, and musicus is word meanings. Justiceres figures of speed (e.g., which explores, pumil) is constrained and of the words. So the first instantion between particular words is better understand each of the words. Exploration in the consolitations (according and words with instine devications) (definitions) (e.g., bullheaded and the constantions (accordiations) (accords with instine devications) (definitions) (e.g., bullheaded and the constantions (accordiations) (accords with instine devications) (definitions) (e.g., bullheaded accords and accord accords accords accords accords accord accords	++	++	++			╉
Ideas and rmationa	d Details:							of their approaches to similar themes and topics.						1	 Interpret figures of speech (e.g. verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. 						1
mationa		-						Correspondent of a firthernal constrained of a time relative set shows the stand a biotexistal second to 1/2	ed as			+	+		c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheader soliful, firm, persistent, resolute). denoting and (denoting and denoting and denoti		++	\downarrow			4
with	prompting and support, answer questions about key details in a text.			\square			wincal.	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same peri a means of understanding how authors of fiction use or alter history.						LN.1.2.1	anner y men en appry a spinorym or annergen or a week weld 15 a 1992.						1
	nd answer questions about key details in a test.	•					08A-C 3.1.1	Analyze how a modern work of fiction draws on themen, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.													
in ab	nd answer questions such as who, what, where, when, why, and how to demonstrate understanding of key detai ext.	its 🔹					17.24.1	Interpret and analyze works from a variety of gennes for literary, historical, and/or cultural significance.					•								
	er questions to demonstrate understanding of a test, referring explicitly to the test as the basis for the answers.		•				1.7.2.2.1	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.					•								
K111 Lefer the ta	to details and examples in a text when explaining what the text says explicitly and when drawing inferences from ext.						Craft and	Structure, and Integration of Knowledge and Ideas:													
							Informat	onal Text				-									
K111 Quot gene	e accurately from a text when explaining what the text says explicitly and when drawing inferences and/or make raizations from the text.	ing		•			1010-C 2.1.1	Explain the point of view from which a text is written.													
K111 Cite t draw	textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations in from the text.			•	T		04.8-C 2.1.1	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.													
K111 Cite s	several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, Jusions, and/or generalizations drawn from the text.						05.8-C 2.1.1	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point o they represent.	view												
	the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences,						068-C211	Determine an author's point of view or regrosse in a test and availain how it is conveyed in the test			•	1									
L1 Make	lusions, and/or generalizations drawn from the best. Inferences and/or draw conclusions based on analysis of a text.					•	107.8-C.2.1.1	Determise an author's point of view or purpose in a text and analyze how the author distinguishes his or her posi from that of others.	ion		•										
	widence from a text to support generalizations.					•	08.8-C.2.1.1	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and respond	to												
1 Differ	rentiate between fact and opinion.					•	N111	conflicting evidence or viewpoints. identify and/or analyze the author's intended purpose of a text.				•									
1 Distir	nguish essential from nonessential information.		+++				N112	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.													
	prompting and support, identify the main idea and retell key details of text.		+				LN 23.6	Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction:		+++-											
Mith A																					



When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content - No VMC is currently available.

• When students are expected to demonstrate the knowledge, skills, and abilities described by an eligible content—VMC is currently available.

When grade appropriate instruction pertaining to an eligible content or standard should begin.

