



Literature

Reading with Purpose
Course 1

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| STANDARDS | | PAGE REFERENCES |
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| Reading | | |
| 1 Develop and apply skills and strategies to the reading process | | |
| C Phonics | | |
| Apply decoding strategies to “problem-solve” unknown words when reading | Student Edition: RH1-RH2, R43 <i>English Language Coach</i> 166, 178, 496, 508, 554 #3, 708, 784 <i>Practice the Skills</i> 181 #2, 527 #5, 556 #2, 631 #7, 790 #6, 794 #14, 806 #1, 809 #8 <i>Vocabulary Check</i> 803 #18 Teacher Wraparound Edition: V 588 | |
| D Fluency | | |
| Read grade-level instructional text <ul style="list-style-type: none"> with fluency, accuracy and appropriate expression | Student Edition: RH5 <i>Listening, Speaking, and Viewing</i> 439, 565, 869 <i>Reading Workshop</i> 8-9 Teacher Wraparound Edition: 8A; RF 34, 81, 91, 115, 139, 214, 222, 253, 264, 275, 292, 328, 340, 349, 371, 375; RS 933 | |

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| <ul style="list-style-type: none"> adjusting reading rate to difficulty and type of text | <p>Student Edition: RH6 <i>Active Reading Model 6 #3, 931 #2</i> <i>Genre Focus 930</i> <i>Practice the Skills 34 #2-#3, 42 #2, 44 #4, 1001 #2, 1025 #13-#15</i> <i>Reading Workshop 30-31, 996-997</i> <i>Skills Preview 33, 41, 999, 1015</i> <i>Skills Review 39, 47, 1013</i></p> <p>Teacher Wraparound Edition: 996A; R 5, 35, 44, 69, 102; RF 222; RS 9, 1018, 1021, 1026, 1028</p> |
| E Vocabulary | |
| <p>Develop vocabulary through text, using</p> <ul style="list-style-type: none"> roots and affixes | <p>Student Edition: RH1-RH2 <i>English Language Coach 166, 178, 496, 508, 522, 554, 784, 804</i> <i>Practice the Skills 498 #1, 527 #5, 532 #13, 556 #2, 594 #3, 790 #6, 794 #14, 806 #1, 809 #8</i> <i>Vocabulary Check 507 #14, 515 #17, 803 #18</i></p> <p>Teacher Wraparound Edition: ELC 166, 274; LC 122; V 428</p> |
| <ul style="list-style-type: none"> context clues | <p>Student Edition: <i>English Language Coach 32, 40, 50, 378, 384, 404, 422, 428, 442, 450</i> <i>Practice the Skills 36 #4, 43 #3, 53 #3, 380 #2, 388 #3, 430 #3, 446 #3, 453 #2, 454 #4</i> <i>Vocabulary Preview 50</i></p> <p>Teacher Wraparound Edition: ELC 36, 379, 387, 391; LC 13, 392; V 86</p> |
| <ul style="list-style-type: none"> glossary, dictionary and thesaurus | <p>Student Edition: RH3-RH4 <i>English Language Coach 10, 18, 56, 70, 76, 86, 732</i> <i>Practice the Skills 59 #4, 72 #3, 79 #2, 89 #3, 95 #4-#5, 97 #7, 181 #2, 790 #6</i> <i>Vocabulary Check 47 #16, 561 #18, 803 #18</i></p> <p>Teacher Wraparound Edition: ELC 86, 190; LC 104</p> |

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| <p>F Pre-Reading</p> | |
| <p>Apply pre-reading strategies to aid comprehension</p> <ul style="list-style-type: none"> access prior knowledge | <p>Student Edition: RH9 <i>Active Reading Model</i> 119 #1, 619 #1 <i>Genre Focus</i> 618 <i>Practice the Skills</i> 130 #2, 132 #4, 628 #1, 629 #4, 630 #5 <i>Reading Workshop</i> 126-127, 624-625 <i>Skills Preview</i> 129, 627, 635 <i>Skills Review</i> 141, 335, 633, 641</p> <p>Teacher Wraparound Edition: 126A, 624A; T48; RS 134, 147</p> |
| <ul style="list-style-type: none"> preview | <p>Student Edition: RH9 <i>Active Reading Model</i> 6 #3, 931 #2 <i>Genre Focus</i> 5, 930 <i>Practice the Skills</i> 34 #2-#3, 42 #2, 44 #4, 52 #1, 1016 #1 <i>Reading Workshop</i> 30-31, 996-997 <i>Skills Preview</i> 33, 41, 999, 1015 <i>Skills Review</i> 39, 47, 83, 1013</p> <p>Teacher Wraparound Edition: 996A; T48; DI 9, 131, 706; RS 35</p> |
| <ul style="list-style-type: none"> predict | <p>Student Edition: RH10 <i>Active Reading Model</i> 121 #4, 122 #6, 622 #6 <i>Genre Focus</i> 118, 618 <i>Practice the Skills</i> 168 #1, 173 #8, 174 #9, 181 #1, 549 #2, 710 #1, 712 #4, 713 #6, 714 #7 <i>Reading Workshop</i> 164-165, 706-707 <i>Skills Preview</i> 167, 179, 709, 733 <i>Skills Review</i> 177, 183, 743</p> <p>Teacher Wraparound Edition: 164A, 706A; RS 621</p> |

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| <ul style="list-style-type: none"> set a purpose and rate for reading | <p>Student Edition: RH6-RH7 <i>Before You Read</i> 160, 210, 220, 346, 592 <i>Practice the Skills</i> 12 #1, 13 #3, 15 #7, 21 #3, 130 #1 <i>Reading Workshop</i> 8-9 <i>Set Purposes for Reading</i> 687, 859, 873 <i>Skills Preview</i> 11, 19 <i>Skills Review</i> 17, 25</p> <p>Teacher Wraparound Edition: 8A, 480I; RS 9, 103</p> |
| G During Reading | |
| <p>During reading, utilize strategies to</p> <ul style="list-style-type: none"> self-question and correct | <p>Student Edition: RH11 <i>Active Reading Model</i> 120 #2, 121 #5 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 192 #1, 193 #3, 201 #4, 202 #6, 204 #8, 205 #11, 452 #1, 453 #3 <i>Reading Workshop</i> 188-189 <i>Skills Preview</i> 191, 197 <i>Skills Review</i> 195, 207</p> <p>Teacher Wraparound Edition: 188A; DI 192; RS 119, 198, 203</p> |
| <ul style="list-style-type: none"> infer | <p>Student Edition: RH13 <i>Active Reading Model</i> 258 #5 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 302 #1, 308 #1, 309 #3, 310 #5 <i>Reading Workshop</i> 298-299 <i>Skills Preview</i> 301, 307 <i>Skills Review</i> 305, 313</p> <p>Teacher Wraparound Edition: 298A; RS 311, 359, 360, 361, 362, 363, 695, 698</p> |

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| <ul style="list-style-type: none"> • visualize | <p>Student Edition: <i>Active Reading Model</i> 375 #1 <i>After You Read</i> 408 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 380 #1, 387 #2, 391 #8, 394 #11 <i>Reading Workshop</i> 376-377, 938-939 <i>Skills Preview</i> 379, 385, 941 <i>Skills Review</i> 383, 397, 952</p> <p>Teacher Wraparound Edition: 376A, 938A; DI 242; RF 130; RS 386, 389, 395, 414, 444</p> |
| <ul style="list-style-type: none"> • predict and check using cueing systems <ul style="list-style-type: none"> > meaning > structure > visual | <p>Student Edition: <i>Active Reading Model</i> 935 #8 <i>Practice the Skills</i> 1040 #1, 1041 #3, 1042 #4, 1045 #9, 1046 #10, 1053 #2 <i>Reading Workshop</i> 1036-1037 <i>Skills Preview</i> 1039, 1051 <i>Skills Review</i> 553, 995, 1049, 1055</p> <p>Teacher Wraparound Edition: RS 227, 241, 244</p> |
| H Post-Reading | |
| <p>Apply post-reading skills to comprehend and interpret text</p> <ul style="list-style-type: none"> • question to clarify | <p>Student Edition: <i>Practice the Skills</i> 445 #3, 453 #3, 852 #15, 975 #1, 978 #4 <i>Reading Workshop</i> 440-441, 970-971 <i>Skills Preview</i> 429, 443, 451, 973, 987</p> <p>Teacher Wraparound Edition: 440A, 970A; CT 526, 527; RS 446, 447, 463, 976</p> |
| <ul style="list-style-type: none"> • reflect | <p>Student Edition: <i>After You Read</i> 408, 418, 802 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 406 #1, 407 #4, 412 #11, 413 #3, 414 #5, 416 #8, 417 #10 <i>Reading Workshop</i> 402-403 <i>Skills Preview</i> 408, 411 <i>Skills Review</i> 409, 419</p> <p>Teacher Wraparound Edition: 402A; RS 415, 432, 473</p> |

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| <ul style="list-style-type: none"> analyze | <p>Student Edition: RH14 <i>After You Read</i> 16, 46, 74, 82, 136, 158, 176, 182, 266, 276, 426, 448, 456, 536, 560, 632 <i>Reading/Critical Thinking</i> 99, 235</p> <p>Teacher Wraparound Edition: CT 66</p> |
| <ul style="list-style-type: none"> draw conclusions | <p>Student Edition: <i>Active Reading Model</i> 485 #2, 489 #9, 490 #10 <i>After You Read</i> 62, 136, 182, 206, 288, 324, 334 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 498 #2, 499 #4, 502 #7, 504 #10, 505 #12 <i>Reading Workshop</i> 494-495 <i>Skills Preview</i> 497, 509 <i>Skills Review</i> 409, 419, 507, 515</p> <p>Teacher Wraparound Edition: 494A; DI 524; RS 417, 486, 501, 503, 603</p> |
| <ul style="list-style-type: none"> summarize | <p>Student Edition: RH12 <i>Active Reading Model</i> 491 #11 <i>After You Read</i> 136, 158, 176, 182, 266, 288, 296, 324, 334, 408, 426, 434, 448, 536, 580, 584, 632 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 578 #13 <i>Reading Workshop</i> 566-567 <i>Skills Preview</i> 569, 582 <i>Skills Review</i> 581, 585 <i>Writing Workshop</i> 26-28, 64-66</p> <p>Teacher Wraparound Edition: 26A, 566A</p> |

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| <ul style="list-style-type: none"> paraphrase | <p>Student Edition: RH12 <i>Active Reading Model</i> 491 #11 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 571 #2, 575 #8, 578 #11, 583 #1 <i>Reading Workshop</i> 566-567 <i>Skills Preview</i> 569, 582 <i>Skills Review</i> 581</p> <p>Teacher Wraparound Edition: 566A; RS 595, 605, 606</p> |
| <p>I Making Connections</p> | |
| <p>Compare, contrast and analyze connections between</p> <ul style="list-style-type: none"> information and relationships in various fiction and non-fiction works | <p>Student Edition: RH15 <i>After You Read</i> 466, 560 #8, 656 #5 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745 <i>Reading Workshop</i> 670-671 <i>Skills Preview</i> 673, 687 <i>Skills Review</i> 685 <i>Writing: Compare the Literature</i> 467 <i>Writing: Reading Across Texts</i> 597</p> |
| <ul style="list-style-type: none"> text ideas and own experiences | <p>Student Edition: RH8 <i>Active Reading Model</i> 121 #4 <i>Get Ready to Read</i> 11, 129, 429, 1062 <i>Practice the Skills</i> 151 #2, 157 #9, 161 #1, 169 #2 <i>Reading Workshop</i> 146-147 <i>Skills Preview</i> 149, 160 <i>Skills Review</i> 159, 163, 177, 183</p> <p>Teacher Wraparound Edition: 146A; RS 152</p> |

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| <ul style="list-style-type: none"> ▪ text ideas and the world by identifying how literature reflects a culture and historic time frame | <p>Student Edition: <i>Active Reading Model</i> 623 #9 <i>After You Read</i> 206, 828 <i>Genre Focus</i> 618 <i>Get Ready to Read</i> 385, 746-747, 785 <i>Practice the Skills</i> 654 #5-#6, 660 #1-#2, 664 #6, 665 #8, 738 #7, 794 #12-#13, 800 #21 <i>Skills Preview</i> 649, 659, 733 <i>Skills Review</i> 633, 657, 669</p> <p>Teacher Wraparound Edition: LE 652, 762</p> |
| <p>2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times</p> | |
| <p>A Text Features</p> | |
| <p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary | <p>Student Edition: RH4, RH18, R49 <i>Active Reading Model</i> 6 #1 <i>Before You Read</i> 10 <i>Genre Focus</i> 5 <i>Practice the Skills</i> 12 #1, 34 #1, 42 #1, 45 #5, 556 #1 <i>Skills Preview</i> 11, 33, 41, 555 <i>Skills Review</i> 39, 47, 561</p> <p>Teacher Wraparound Edition: T79; TE 557</p> |
| <ul style="list-style-type: none"> • and recognize the text features of fiction, poetry and drama in grade-level text | <p>Student Edition: RH9, RH18 <i>Active Reading Model</i> 931 #1 <i>Genre Focus</i> 930 <i>Practice the Skills</i> 1000 #1, 1001 #2, 1002 #4, 1003 #5, 1004 #7, 1005 #8, 1007 #10, 1016 #2, 1025 #14-#15 <i>Skills Preview</i> 379, 999, 1015 <i>Skills Review</i> 383, 1013, 1031</p> <p>Teacher Wraparound Edition: DI 131</p> |

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| B Literary Devices | |
| Identify and explain figurative language in poetry and prose (emphasize onomatopoeia and alliteration) | Student Edition: <i>Active Reading Model</i> 375 #2-#4 <i>Comparing Literature Workshop</i> 458-459 <i>Genre Focus</i> 374 <i>Practice the Skills</i> 424 #2, 446 #4, 455 #5, 461 #1, 463 #1-#3, 465 #4 <i>Skills Preview</i> 423, 443 <i>Skills Review</i> 427, 449 <i>Writing: Compare the Literature</i> 458-459 Teacher Wraparound Edition: LE 464; LFL 132, 135, 160 |
| C Text Elements | |
| Use details from text to <ul style="list-style-type: none"> analyze the influence of setting on characters, plot and resolution (conflict and climax) | Student Edition: <i>Practice the Skills</i> 712 #3, 716 #8, 717 #9, 723 #17, 734 #1, 738 #7, 741 #10 <i>Skills Preview</i> 709, 723 <i>Skills Review</i> 731, 743 Teacher Wraparound Edition: LFL 94, 659 |
| <ul style="list-style-type: none"> explain cause and effect | Student Edition: <i>Active Reading Model</i> 487 #5, 489 #7 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 524 #1, 525 #3, 526 #4, 528 #7, 530 #9-#10, 541 #3, 683 #11, 696 #8, 697 #9, 699 #10 <i>Reading Workshop</i> 520-521 <i>Skills Preview</i> 523, 539 <i>Skills Review</i> 537, 543, 685, 701 |
| <ul style="list-style-type: none"> identify point of view and mood | Student Edition: <i>Active Reading Model</i> 124 #8 <i>Comparing Literature Workshop</i> 336-337 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 124 #8, 150 #1, 152 #3, 153 #5, 161 #2, 329 #2, 331 #7, 339 #1, 340 #3, 341 #4, 342 #6, 344 #9-#10, 347 #1-#2, 386 #1, 415 #6, 430 #1, 824 #5 <i>Skills Preview</i> 149, 327, 385, 411, 429, 821 <i>Skills Review</i> 159, 163, 335, 419, 435 |

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| <ul style="list-style-type: none"> identify the problem-solving processes of characters and the effectiveness of solutions | | Student Edition: RH17 <i>After You Read</i> 552 <i>Practice the Skills</i> 330 #6, 332 #8, 333 #10, 533 #14, 535 #16 <i>Reading Workshop</i> 318-319 <i>Skills Preview</i> 327, 523 <i>Skills Review</i> 335, 537, 553 Teacher Wraparound Edition: LE 534; RS 328, 329, 342, 352, 363 | |
| 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times | | | |
| A Text Features | | | |
| Analyze text features in newspapers and magazines to clarify meaning | | Student Edition: RH18 <i>Genre Focus</i> 4-5 <i>Practice the Skills</i> 12 #1, 13 #3, 14 #4, 15 #6, 20 #1, 22 #5, 34 #1, 42 #1, 45 #5 <i>Skills Preview</i> 11, 19, 33, 41, 555 <i>Skills Review</i> 17, 25, 39, 47 Teacher Wraparound Edition: LFL 5 | |
| B Literary Devices | | | |
| Identify and explain figurative language in nonfiction text (emphasize onomatopoeia and alliteration) | | Student Edition: R10-R15 <i>Practice the Skills</i> 455 #5 <i>Skills Preview</i> 451 <i>Skills Review</i> 457 Teacher Wraparound Edition: LE 454; TE 21 | |
| C Text Elements | | | |
| Use details from text to <ul style="list-style-type: none"> paraphrase author's stated ideas | | Student Edition: RH12 <i>Reading Workshop</i> 566-567 Teacher Wraparound Edition: 566A; RS 589, 595, 1066 | |

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| <ul style="list-style-type: none"> make predictions | <p>Student Edition: RH10 <i>Active Reading Model</i> 121 #4, 122 #6 <i>Genre Focus</i> 118 <i>Practice the Skills</i> 168 #1, 173 #8, 174 #9, 181 #1, 735 #2, 738 #6, 740 #9, 741 #11 <i>Reading Workshop</i> 164-165 <i>Skills Preview</i> 167, 179, 733, 1051 <i>Skills Review</i> 177, 183, 561, 743, 1055</p> <p>Teacher Wraparound Edition: 164A; RS 172, 736</p> |
| <ul style="list-style-type: none"> make inferences | <p>Student Edition: RH13 <i>After You Read</i> 24, 176, 182, 194, 266, 288, 304, 324, 560, 864, 880 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 302 #1 <i>Reading/Critical Thinking</i> 597, 909 <i>Reading Workshop</i> 298-299 <i>Skills Preview</i> 301 <i>Skills Review</i> 305, 865</p> <p>Teacher Wraparound Edition: RS 258</p> |
| <ul style="list-style-type: none"> evaluate the accuracy of the information | <p>Student Edition: RH14 <i>After You Read</i> 324 #6, 632 #5 <i>Genre Focus</i> 256, 776 <i>Practice the Skills</i> 897 #1, 899 #3-#5, 901 #7, 903 #9, 905 #1-#2 <i>Reading Across Texts Workshop</i> 894-895 <i>Reading Workshop</i> 260-261, 840-841 <i>Skills Preview</i> 263, 269, 285, 859 <i>Skills Review</i> 267, 277, 865</p> <p>Teacher Wraparound Edition: 260A, 840A, 894A; LE 907; RRRW 257, 898</p> |

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| <ul style="list-style-type: none"> identify and interpret author's purpose, slant and bias | <p>Student Edition: <i>Active Reading Model 7 #6, 258 #4</i> <i>Before You Read 320</i> <i>Genre Focus 4-5</i> <i>Practice the Skills 271 #2, 275 #7, 286 #2, 287 #5, 303 #4, 323 #4, 513 #6</i> <i>Skills Preview 263, 269, 285, 301</i> <i>Skills Review 267, 277, 289, 305, 325</i></p> <p>Teacher Wraparound Edition: LE 257, 302, 510, 590; LFL 287, 778</p> |
| <ul style="list-style-type: none"> respond to two or more sources | <p>Student Edition: <i>Practice the Skills 1059 #2, 1060 #3, 1061 #5, 1063 #1, 1064 #3, 1066 #6, 1067 #9</i> <i>Reading Across Texts Workshop 586-587, 894-895, 1056-1057</i> <i>Write About Your Reading 1071</i> <i>Writing: Reading Across Texts 597, 909</i></p> <p>Teacher Wraparound Edition: 586A, 1056A</p> |
| <ul style="list-style-type: none"> sequence events | <p>Student Edition: RH10, RH17 <i>Active Reading Model 7 #5</i> <i>Practice the Skills 53 #4, 169 #3, 172 #6, 181 #3, 559 #6, 781 #8, 875 #3, 876 #5, 877 #6, 878 #8</i> <i>Reading Workshop 544-545</i> <i>Skills Preview 51, 57, 167, 179, 555, 873</i> <i>Skills Review 55, 63, 177, 183, 561, 881</i></p> <p>Teacher Wraparound Edition: 544A; LE 120, 125, 170, 171; LFL 168; RF 151</p> |
| <ul style="list-style-type: none"> compare and contrast details | <p>Student Edition: <i>Practice the Skills 1059 #2, 1060 #3, 1061 #5, 1063 #1, 1064 #3, 1066 #6, 1067 #9</i> <i>Reading Across Texts Workshop 586-587, 894-895, 1056-1057</i> <i>Write About Your Reading 1071</i> <i>Writing: Reading Across Texts 597, 909</i></p> <p>Teacher Wraparound Edition: 586A, 1056A; RS 1063</p> |

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| <ul style="list-style-type: none"> identify and explain cause and effect | <p>Student Edition: <i>Active Reading Model</i> 487 #5, 489 #7 <i>Genre Focus</i> 484 <i>Practice the Skills</i> 524 #1, 525 #3, 526 #4, 528 #7, 530 #9-#10, 541 #3, 683 #11, 696 #8, 697 #9, 699 #10 <i>Reading Workshop</i> 520-521 <i>Skills Preview</i> 523, 539 <i>Skills Review</i> 537, 543, 685, 701</p> <p>Teacher Wraparound Edition: DI 7</p> |
| <ul style="list-style-type: none"> identify problem-solving processes and explain the effectiveness of solutions | <p>Student Edition: RH17 <i>Active Reading Model</i> 259 #7 <i>After You Read</i> 560 <i>Genre Focus</i> 256 <i>Practice the Skills</i> 322 #2, 323 #3, 559 #5, 589 #1, 590 #2, 591 #3-#4, 593 #1, 594 #2, 595 #5 <i>Reading Across Texts Workshop</i> 586-587 <i>Reading Workshop</i> 318-319 <i>Skills Preview</i> 321 <i>Skills Review</i> 325 <i>Talk About Your Reading</i> 194, 304 <i>Writing: Reading Across Texts</i> 597</p> <p>Teacher Wraparound Edition: 318A, 586A</p> |
| <p>D Understanding Directions</p> | |
| <p>Read and follow multi-step directions to complete a complex task</p> | <p>Student Edition: R8-R9, R51 <i>Foldables</i> 3, 117, 255, 373, 483, 617, 775, 929 <i>Wrap-Up</i> 100, 101, 236, 237, 356, 357, 468, 469, 598, 599, 758, 759, 910, 911, 1072, 1073</p> |

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| Writing | |
| 1 Apply a writing process in composing text | |
| A Writing Process | |
| <p>Follow a writing process to</p> <ul style="list-style-type: none"> choose and use an appropriate graphic organizer | <p>Student Edition: <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 744-745 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 100, 101, 599, 759, 911, 1073 <i>Writing: Compare the Literature</i> 235 <i>Writing Workshop</i> 278-279</p> <p>Teacher Wraparound Edition: 26A; DI 142; W 65, 517, 815</p> |
| <ul style="list-style-type: none"> apply writing process to write effectively in various forms and types of writing | <p>Student Edition: <i>Wrap-Up</i> 236, 598, 599, 759, 911, 1072 <i>Writing Workshop</i> 26-28, 64-66, 142-143, 278-279, 314-316, 398-399, 436-438, 515-518, 562-564, 642-643, 702-704, 814-815, 866-868, 966-967, 1032-1034</p> <p>Teacher Wraparound Edition: 26A, 26B, 142A, 142B, 278A, 278B, 398A, 398B, 516A, 516B</p> |
| 2 Compose well-developed text using standard English conventions | |
| B Capitalization | |
| <p>Use conventions of capitalization in written text</p> <ul style="list-style-type: none"> proper nouns (team names, companies, schools and institutions) | <p>Student Edition: R32, R36-R37 <i>Editing Checklist</i> 315 <i>Grammar Link</i> 137, 145 <i>Proofreading Checklist</i> 185, 867</p> |
| <ul style="list-style-type: none"> proper adjectives | <p>Student Edition: R32, R37</p> |
| <ul style="list-style-type: none"> first word of direct quotations | <p>Student Edition: R32 <i>Grammar Link</i> 1049</p> |

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| C Punctuation | |
| In composing text, use <ul style="list-style-type: none"> apostrophe in irregular and plural possessives | Student Edition: R32, R40 <i>Editing Checklist</i> 315, 1033 <i>Grammar Link</i> 969 |
| <ul style="list-style-type: none"> quotation marks in dialogue, with assistance | Student Edition: R39-R40 <i>Grammar Link</i> 1049, 1055 <i>Write About Your Reading</i> 334 <i>Writing Workshop</i> 563, 703 |
| D Parts of Speech | |
| Use parts of speech correctly in written text <ul style="list-style-type: none"> prepositional phrases | Student Edition: R38 <i>Grammar Link</i> 325 |
| <ul style="list-style-type: none"> appositives | Student Edition: R31, R38 |
| E Spelling | |
| In writing, use <ul style="list-style-type: none"> correct spelling of grade-level frequently-used words | Student Edition: R19, R27, R33-R35, R43-R44 <i>Proofreading Checklist</i> 185, 867 <i>Writing Tip</i> 185, 315 <i>Writing Workshop</i> 65, 315, 437, 563, 703, 1033 |
| <ul style="list-style-type: none"> classroom resources and dictionary to verify correct spelling | Student Edition: R19, R27, R33-R35, R43-R44 <i>Writing Tip</i> 65, 185 |
| F Sentence Construction | |
| In composing text, use <ul style="list-style-type: none"> a variety of sentence structures | Student Edition: <i>Grammar Link</i> 383, 645, 657, 669, 731 <i>Writing Workshop</i> 280, 705 Teacher Wraparound Edition: 26B, 278B, 398B, 642B, 814B, 966A, 966B; DI 185 |

| STANDARDS | PAGE REFERENCES |
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| <ul style="list-style-type: none"> precise and vivid language | <p>Student Edition: <i>Grammar Link</i> 281 <i>Writing Tip</i> 399 <i>Writing Workshop</i> 314-315, 400, 436-438</p> <p>Teacher Wraparound Edition: 26B, 278B, 398B, 642B, 814B, 966A, 966B; DI 185, 517</p> |
| <p>3 Write effectively in various forms and types of writing</p> | |
| <p>A Narrative and Descriptive Writing</p> | |
| <p>Write a personal narrative that</p> <ul style="list-style-type: none"> chronicles a sequence of three or more events | <p>Student Edition: R21 <i>Wrap-Up</i> 599 <i>Write About Your Reading</i> 206, 552 <i>Writing Workshop</i> 142-143, 516-518, 814-815, 866-868</p> <p>Teacher Wraparound Edition: 142A, 142B, 814A, 814B; DI 210</p> |
| <ul style="list-style-type: none"> includes sensory detail and dialogue | <p>Student Edition: R20, R21 <i>Wrap-Up</i> 599, 1073 <i>Write About Your Reading</i> 206, 552, 640 <i>Writing Workshop</i> 562-563, 643, 702-704, 814-815, 866-868</p> <p>Teacher Wraparound Edition: 814A, 814B; DI 517; LFL 564</p> |
| <p>B Note-Taking</p> | |
| <p>Use a note-taking system to organize information from oral presentations and written text</p> | <p>Student Edition: RH19, R22-R23, R50 <i>Comparing Literature Workshop</i> 84-85, 208-209, 336-337, 458-459, 586-587, 744-745, 894-895, 1056-1057 <i>Listening, Speaking, and Viewing</i> 187 <i>Wrap-Up</i> 101 <i>Write About Your Reading</i> 964 <i>Writing Workshop</i> 26</p> <p>Teacher Wraparound Edition: 26A; DI 142; W 65, 517, 815</p> |

| STANDARDS | PAGE REFERENCES |
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| C Expository and Persuasive Writing | |
| Write expository and persuasive <ul style="list-style-type: none"> • paragraphs (including cause/effect) with <ul style="list-style-type: none"> > a strong controlling idea > supporting and concluding sentences > appropriate logical sequence > relevant details, facts and/or examples from one or more sources | Student Edition: R20, R21-R24 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 598 <i>Write About Your Reading</i> 82, 158, 288, 880, 1012, 1048 <i>Writing Workshop</i> 278-279, 314-315, 966-967 Teacher Wraparound Edition: 278A, 278B; DI 240, 899; LFL 174, 643; RRW 88 |
| <ul style="list-style-type: none"> • multi-paragraph essays | Student Edition: R20, R21-R24 <i>Writing Workshop</i> 278-279, 314-315 |
| D Summary Writing | |
| Write summaries of text from magazines, newspapers and/or informational articles | Student Edition: <i>Write About Your Reading</i> 54, 324 <i>Writing Workshop</i> 26-28, 64-66 Teacher Wraparound Edition: 26A, 26B |
| E Audience and Purpose | |
| Summarize information and construct a workplace communication , such as a memo or set of simple instructions, appropriate to topic and specific audience | Student Edition: R25-R26 <i>Write About Your Reading</i> 24, 158 Teacher Wraparound Edition: DI 56; LFL 49 |
| Listening and Speaking | |
| 1 Develop and apply effective listening skills and strategies | |
| A Purpose for Listening | |
| Listen <ul style="list-style-type: none"> • for enjoyment | Student Edition: <i>Listening, Speaking, and Viewing</i> 187, 439 Teacher Wraparound Edition: DI 704; LSV 705; RRW 317 |

| STANDARDS | PAGE REFERENCES |
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| <ul style="list-style-type: none"> for information | Student Edition: <i>Listening, Speaking, and Viewing</i> 187 Teacher Wraparound Edition: DI 704; RRW 317 |
| <ul style="list-style-type: none"> for directions | Student Edition: R45 |
| <ul style="list-style-type: none"> to identify tone, mood and emotion of verbal and nonverbal communication | Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 439 Teacher Wraparound Edition: DI 704 |
| B Listening Behavior | |
| Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion) | Student Edition: R45 <i>Listening, Speaking, and Viewing</i> 187, 439 Teacher Wraparound Edition: LSV 705 |
| 2 Develop and apply effective speaking skills and strategies for various audiences and purposes | |
| A Discussion and Presentation | |
| In discussions and presentations, <ul style="list-style-type: none"> speak clearly and stay on topic | Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 317, 565, 705, 869, 1035 <i>Talk About Your Reading</i> 176 <i>Wrap-Up</i> 759 <i>Writing Workshop</i> 966-967, 968, 1032-1034 Teacher Wraparound Edition: DI 303, 490 |
| <ul style="list-style-type: none"> use appropriate volume, tone of voice, rate of speech, fluency/inflections and eye contact | Student Edition: R46 <i>Listening, Speaking, and Viewing</i> 317, 565, 705, 1035 <i>Wrap-Up</i> 357 <i>Writing Workshop</i> 968 Teacher Wraparound Edition: RF 58, 81, 222 |

| STANDARDS | | PAGE REFERENCES |
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| B Giving Directions | | |
| Give clear and concise multi-step oral directions to complete a complex task | Student Edition: R46 | |
| Information Literacy | | |
| 1 Develop and apply effective research process skills to gather, analyze and evaluate information | | |
| A Research Plan | | |
| Develop questions and statements of purpose to guide research | Student Edition: R17, R21 <i>Wrap-Up</i> 101 <i>Write About Your Reading</i> 514, 864 <i>Writing Workshop</i> 966-967, 968, 1032-1034 Teacher Wraparound Edition: DI 120, 899; LFL 174; RRW 27, 189, 193 | |
| B Acquire Information | | |
| Locate and use multiple resources to <ul style="list-style-type: none"> acquire information | Student Edition: R21 <i>Listening, Speaking, and Viewing</i> 869 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 41, 43, 78, 148, 156, 240, 899, 1068; LFL 174; RRW 21, 23, 57, 60, 79, 88, 124, 127, 239, 705 | |
| <ul style="list-style-type: none"> answer questions | Student Edition: R21 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: DI 120, 240; LFL 174; RRW 57, 193 | |
| <ul style="list-style-type: none"> support purpose | Student Edition: R21 | |

| STANDARDS | PAGE REFERENCES |
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| C Record Information | |
| Record relevant information using a variety of note-taking and organizational strategies | Student Edition: RH19 <i>Listening, Speaking, and Viewing</i> 187, 869 <i>Reading Across Texts Workshop</i> 586-587, 894-895, 1056-1057 <i>Wrap-Up</i> 101 Teacher Wraparound Edition: 586A; DI 896; RRW 27 |
| D Sources Consulted | |
| Define “ plagiarism ” and document research sources | Student Edition: R22, R23-R24 Teacher Wraparound Edition: LFL 174 |
| 2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media | |
| A Media Messages | |
| Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs) | Student Edition: RH18, R47 <i>Analyzing Cartoons</i> 670 <i>Analyzing the Art</i> 81, 89, 349 <i>Analyzing the Photo</i> 847 <i>Listening, Speaking, and Viewing</i> 67 <i>Practice the Skills</i> 14 #4 <i>Reading Workshop</i> 48-49 <i>Skills Review</i> 17, 63 Teacher Wraparound Edition: DI 181; VA 73, 636; VI 500, 674; VP 21, 43, 93, 444 |