



# Writer's Choice

## Grammar and Composition

Grade 6

© 2005

STANDARDS	PAGE REFERENCES
<b>Reading and Responding</b>	
<b>Standard 1:</b>	
1. Identify word meanings using a variety of strategies, including:	
1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• using structural analysis (e.g., roots, affixes)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• determining word origins (etymology)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• using knowledge of idioms</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• explaining word analogies (ELA-1-M1)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
2. Identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
3. Develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.

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4. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• theme development</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• character development</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• relationship of word choice and mood</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
5. Identify and explain literary and sound devices, including: <ul style="list-style-type: none"> <li>• foreshadowing</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• flashback</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• imagery</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• onomatopoeia (ELA-1-M2)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• comic strips</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• editorial cartoons</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• speeches (ELA-1-M3)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<b>Standard 6:</b>	
8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)	
8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.

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9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including:	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• fiction (e.g., myths, historical fiction)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• nonfiction (e.g., newspaper articles, magazine articles)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• poetry (e.g., lyric, narrative)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• drama (e.g., short plays) (ELA-6-M3)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<b>Standard 7:</b>	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	
11. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• summarizing and paraphrasing information</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• identifying stated or implied main ideas and supporting details</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• comparing and contrasting literary elements and ideas</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• making simple inferences and drawing conclusions</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• predicting the outcome of a story or situation</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• identifying literary devices (ELA-7-M1)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.

STANDARDS	PAGE REFERENCES
13. Use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA-7-M3)	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
16. Analyze grade-appropriate print and nonprint texts using various reasoning skills, including:	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• raising questions</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• reasoning inductively and deductively</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• generating a theory or hypothesis</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• skimming/scanning</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<ul style="list-style-type: none"> <li>• distinguishing facts from opinions and probability (ELA-7-M4)</li> </ul>	See Glencoe's <i>Literature Course 1</i> , Louisiana Edition © 2009.
<b>Writing</b>	
<b>Standard 2:</b>	
17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following	
17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> <li>• an established central idea</li> </ul>	<b>Student Edition:</b> 46-48, 56, 62-64, 95, 119, 149, 196, 200, 223, 226, 239, 681, 682 <i>Write About Reading</i> 246 <i>Writing Activities</i> 49, 201, 229, 233 <b>Teacher Wraparound Edition:</b> A 229, 293; T 227

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> </ul>	<p><b>Student Edition:</b>  50-52, 118-120, 132, 152-154, 191-192, 195-196, 200, 203-204, 206-209, 232  <i>Describe a Place</i> 125  <i>Describe a Scene</i> 121  <i>Try It Out</i> 95  <i>Use Strong Paragraphs</i> 65  <i>Write a “How to” Explanation</i> 197  <i>Write a Real-life Narrative</i> 155  <i>Writing Activities</i> 53, 189, 193, 201</p> <p><b>Teacher Wraparound Edition:</b>  T 119</p>
<ul style="list-style-type: none"> <li>elaboration (e.g., fact, examples, and/or specific details)</li> </ul>	<p><b>Student Edition:</b>  44, 60, 62-64, 66-68, 152-154, 162, 170, 232  <i>Revise Your Draft</i> 61  <i>Writing Activities</i> 57, 65, 69, 155</p> <p><b>Teacher Wraparound Edition:</b>  T 154</p>
<ul style="list-style-type: none"> <li>transitional words and phrases that unify ideas and points</li> </ul>	<p><b>Student Edition:</b>  64, 120, 132, 154, 196, 208, 680, 681, 683  <i>Describe a Scene</i> 121  <i>Use Strong Paragraphs</i> 65  <i>Write a “How-to” Explanation</i> 197</p> <p><b>Teacher Wraparound Edition:</b>  A 65, 197, 209; T 119, 120, 121, 132</p>
<ul style="list-style-type: none"> <li>an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1)</li> </ul>	<p><b>Student Edition:</b>  154, 160-162, 192, 200, 208, 227, 293, 681-682  <i>Write a Draft</i> 57  <i>Write a Narrative</i> 163</p> <p><b>Teacher Wraparound Edition:</b>  A 163, 201; T 154</p>
<p>18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1)</p>	<p><b>Student Edition:</b>  62-64, 114-116, 153, 200, 230-232, 679-680  <i>Look It Over</i> 95  <i>Revising Tip</i> 192  <i>Writing Activities</i> 65</p> <p><b>Teacher Wraparound Edition:</b>  TW 31</p>

STANDARDS	PAGE REFERENCES
<p>19. Develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>word choices (diction) appropriate to the identified audience and/or purpose</li> </ul>	<p><b>Student Edition:</b>  25, 56, 79-80, 125, 393, 413, 678, 683, 689  <i>Drafting Tip</i> 223  <i>Grammar Link</i> 7  <i>Write About Reading</i> 140, 178, 214  <i>Writing Activities</i> 225</p> <p><b>Teacher Wraparound Edition:</b>  A 27, 61, 81, 225; EL 98; T 9, 108, 111, 124, 224</p>
<ul style="list-style-type: none"> <li>vocabulary selected to clarify meaning, create images, and set a tone</li> </ul>	<p><b>Student Edition:</b>  106-107, 124, 223, 224, 413  <i>Vocabulary Tip</i> 108  <i>Write About Reading</i> 140, 178, 214  <i>Writing Activities</i> 109</p> <p><b>Teacher Wraparound Edition:</b>  A 11; T 25, 108, 124, 224</p>
<ul style="list-style-type: none"> <li>information/ideas selected to engage the interest of the reader</li> </ul>	<p><b>Student Edition:</b>  25-26, 46-47, 79-80, 92, 124, 223, 224, 681, 682  <i>Write About Reading</i> 178, 214, 246  <i>Writing Activities</i> 49, 57, 109, 225</p> <p><b>Teacher Wraparound Edition:</b>  A 225; AW 393; T 55, 124, 224</p>
<ul style="list-style-type: none"> <li>clear voice (individual personality)</li> </ul>	<p><b>Student Edition:</b>  124, 393, 413, 682, 690  <i>Write About Reading</i> 140</p> <p><b>Teacher Wraparound Edition:</b>  T 9, 124; TW 139</p>
<ul style="list-style-type: none"> <li>variety in sentence structure (ELA-2-M2)</li> </ul>	<p><b>Student Edition:</b>  64, 66-68, 80, 317, 437, 521-523, 677-678, 679, 680, 683  <i>Write About Reading</i> 87  <i>Writing Activities</i> 69</p> <p><b>Teacher Wraparound Edition:</b>  A 65, 69, 87; T 67, 97; TW 95</p>

STANDARDS	PAGE REFERENCES
<p>20. Develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>selecting topic and form</li> </ul>	<p><b>Student Edition:</b>  21, 25, 46-48, 79-80, 131, 161, 168-169, 196, 206-207, 226-228, 232, 238-239, 682, 689  <i>Writing Across the Curriculum</i> 215  <i>Writing Activities</i> 49, 129, 197, 225, 229</p> <p><b>Teacher Wraparound Edition:</b>  A 225; T 48, 131, 228, 231, 232</p>
<ul style="list-style-type: none"> <li>prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>	<p><b>Student Edition:</b>  25, 43, 46-48, 50-52, 79, 92-93, 131, 169, 191, 207, 239  <i>Writing Across the Curriculum</i> 88, 215  <i>Writing Activities</i> 49, 53</p> <p><b>Teacher Wraparound Edition:</b>  A 49, 53; JWT 227; T 25, 47, 48, 52</p>
<ul style="list-style-type: none"> <li>drafting</li> </ul>	<p><b>Student Edition:</b>  43, 54-56, 79-80, 94-95, 131-132, 169-170, 207-208, 239-240  <i>Drafting Tip</i> 223  <i>Writing Across the Curriculum</i> 88, 215  <i>Writing Activities</i> 57, 113</p> <p><b>Teacher Wraparound Edition:</b>  A 57; T 25, 55, 79, 131, 169, 207, 239</p>
<ul style="list-style-type: none"> <li>conferencing (e.g., peer, teacher)</li> </ul>	<p><b>Student Edition:</b>  26, 59, 80, 96, 132, 170, 208, 240, 683  <i>Using Computers</i> 229  <i>Writing Activities</i> 61, 163</p> <p><b>Teacher Wraparound Edition:</b>  A 61, 96; CL 94; T 59, 64, 80, 132, 170, 208, 240</p>
<ul style="list-style-type: none"> <li>revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> </ul>	<p><b>Student Edition:</b>  26, 44, 58-60, 62-64, 66-68, 80-81, 96-97, 132, 170, 208, 240, 678, 683  <i>Writing Across the Curriculum</i> 88  <i>Writing Activities</i> 61, 65, 69</p> <p><b>Teacher Wraparound Edition:</b>  A 61, 65, 69; T 26, 63, 67, 68</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>proofreading/editing</li> </ul>	<p><b>Student Edition:</b> 27, 44, 70-72, 81, 98, 133, 171, 209, 241, 683 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 73</p> <p><b>Teacher Wraparound Edition:</b> A 73; T 26, 71, 72, 80, 98, 132, 170, 208</p>
<ul style="list-style-type: none"> <li>publishing using technology (ELA-2-M3)</li> </ul>	<p><b>Student Edition:</b> 27, 44, 74-76, 81, 99, 133, 171, 209, 241, 683, 687, 690 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 77, 129, 201, 237</p> <p><b>Teacher Wraparound Edition:</b> A 77; T 26, 75, 76, 80</p>
<p>21. Develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4)</p>	<p><b>Student Edition:</b> 24-27, 42-44, 62-64, 78-81, 130-133, 154, 160-162, 168-171, 194-196, 206-209, 679, 680-681 <i>Write About Reading</i> 34, 214 <i>Writing Across the Curriculum</i> 88 <i>Writing Activities</i> 23, 65, 151, 155, 163, 167, 197</p>
<p>22. Use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>comparison/contrast</li> </ul>	<p><b>Student Edition:</b> 190-192 <i>Using Computers</i> 205 <i>Writing Across the Curriculum</i> 215 <i>Writing Activities</i> 193</p> <p><b>Teacher Wraparound Edition:</b> T43; CC 176; T 204</p>
<ul style="list-style-type: none"> <li>essays based on a stated opinion (ELA-2-M4)</li> </ul>	<p><b>Student Edition:</b> 222-224, 226-228, 230-232, 236, 238-241 <i>Cross-Curricular Activity</i> 23 <i>Write About Reading</i> 246 <i>Writing Across the Curriculum</i> 247 <i>Writing Activities</i> 225, 229, 233, 237</p> <p><b>Teacher Wraparound Edition:</b> T44; A 225, 229, 233, 241; CL 92, 236; T 239</p>

STANDARDS	PAGE REFERENCES
<p>23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5)</p>	<p><b>Student Edition:</b>  22, 94, 106-108, 110-112, 114-116, 124, 130-133, 682-683  <i>Write About Reading</i> 140, 178  <i>Writing Activities</i> 109, 113, 117, 121, 125, 129  <b>Teacher Wraparound Edition:</b>  T9; A 109, 113, 129; MIN 22; T 108, 111, 124; TW 85, 139, 177</p>
<p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>business letters that include a heading, inside address, salutation, body, and signature</li> </ul>	<p><b>Student Edition:</b>  269, 270-273  <i>Write a Persuasive Letter</i> 233  <b>Teacher Wraparound Edition:</b>  CL 92; EE 240, 269; T 271; WRW 93</p>
<ul style="list-style-type: none"> <li>evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> </ul>	<p><b>Student Edition:</b>  234-236  <i>Viewing and Representing</i> 23, 65  <i>Writing Across the Curriculum</i> 141  <i>Writing Activities</i> 237</p>
<ul style="list-style-type: none"> <li>text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6)</li> </ul>	<p><b>Student Edition:</b>  20-22, 34, 87, 140, 164-166, 202-204, 214, 246  <i>Writing Activities</i> 23, 205  <b>Teacher Wraparound Edition:</b>  A 23; TW 244</p>
<p><b>Writing/Proofreading</b></p>	
<p><b>Standard 3:</b></p>	
<p>25. Use standard English punctuation, including:</p>	
<p>25. Use standard English punctuation, including:</p> <ul style="list-style-type: none"> <li>hyphens to separate syllables of words and compound adjectives</li> </ul>	<p><b>Student Edition:</b>  501-502, 510, 512  <b>Teacher Wraparound Edition:</b>  T 501</p>
<ul style="list-style-type: none"> <li>commas and coordinating conjunctions to separate independent clauses in compound sentences</li> </ul>	<p><b>Student Edition:</b>  252-253, 433, 491-492, 493-494, 508, 511, 512, 517-518, 519-520  <i>Grammar Link</i> 77, 221  <b>Teacher Wraparound Edition:</b>  TW 31</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>colons after salutation in business letters (ELA-3-M2)</li> </ul>	<b>Student Edition:</b> 497-498, 511 <i>Grammar Link 19</i>
26. Capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2)	<b>Student Edition:</b> 266, 477-478, 479-480, 483, 484, 487 <i>Editing/Proofreading Checklist 241</i> <i>Grammar Link 19, 61, 129, 229</i> <b>Teacher Wraparound Edition:</b> GLB 126, 144; T 477, 479
27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>possessive forms of singular and plural nouns and pronouns</li> </ul>	<b>Student Edition:</b> 323-324, 328, 367-368, 374 <i>Editing/Proofreading Checklist 241</i> <i>Grammar Link 49, 109, 237</i> <b>Teacher Wraparound Edition:</b> GLB 46, 234; T 323, 367
<ul style="list-style-type: none"> <li>regular and irregular verb tenses</li> </ul>	<b>Student Edition:</b> 256-257, 339-340, 341-342, 343-344, 345-346, 347-348, 349-350, 354-356 <i>Editing/Proofreading Checklist 71, 177</i> <i>Grammar Link 53, 151, 167, 193</i> <i>Grammar Tip 149, 166, 236</i> <b>Teacher Wraparound Edition:</b> GLB 50, 148, 164, 190
<ul style="list-style-type: none"> <li>homophones (ELA-3-M3)</li> </ul>	<b>Student Edition:</b> 455-456, 457-458, 463, 554, 555-556, 566-567 <b>Teacher Wraparound Edition:</b> TT 567
28. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>prepositional phrases</li> </ul>	<b>Student Edition:</b> 415-416, 417-418, 419-420, 421-422, 431, 437, 521-522 <i>Grammar Link 121</i> <b>Teacher Wraparound Edition:</b> GLB 118
<ul style="list-style-type: none"> <li>interjections for emphasis</li> </ul>	<b>Student Edition:</b> 427-428, 434 <b>Teacher Wraparound Edition:</b> MA 427; MIN 428

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>conjunctions and transitions to connect ideas (ELA-3-M4)</li> </ul>	<p><b>Student Edition:</b> 64, 120, 425-426, 433, 437 <i>Editing/Proofreading Checklist</i> 133 <i>Vocabulary Tip</i> 207 <i>Writing Activities</i> 121</p> <p><b>Teacher Wraparound Edition:</b> EL 426; MIN 120; T 119</p>
<p>29. Spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5)</p>	<p><b>Student Edition:</b> 455-456, 457-458, 463, 547-550, 557-560, 561-563, 565-567 <i>Editing/Proofreading Checklist</i> 81, 133, 241 <i>Grammar Tip</i> 162 <i>Write About Reading</i> 34</p> <p><b>Teacher Wraparound Edition:</b> C 563; T 566</p>
<p>30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5)</p>	<p><b>Student Edition:</b> 81, 241, 536-537, 538, 539-540, 552, 563, 565-566 <i>Proofreading Tip</i> 133 <i>Using Computers</i> 19, 73</p> <p><b>Teacher Wraparound Edition:</b> T 98</p>
<p><b>Speaking and Listening</b></p>	
<p><b>Standard 4:</b></p>	
<p>31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p>	
<p>31. Adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1)</p>	<p><b>Student Edition:</b> 623, 625, 626-627 <i>Listening and Speaking</i> 201</p> <p><b>Teacher Wraparound Edition:</b> EE 625; PA 623; T 626</p>
<p>32. Use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1)</p>	<p><b>Student Edition:</b> 621, 622-623, 624-625 <i>Listening and Speaking</i> 155</p> <p><b>Teacher Wraparound Edition:</b> A 81, 98; EE 87; T 624</p>
<p>33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2)</p>	<p><b>Student Edition:</b> 617 <i>Listening and Speaking</i> 197</p> <p><b>Teacher Wraparound Edition:</b> MA 621; MIN 623</p>

STANDARDS	PAGE REFERENCES
34. State oral directions/procedures for tasks (ELA-4-M2)	<b>Student Edition:</b> 78-81, 622 <i>Listening and Speaking</i> 197 <b>Teacher Wraparound Edition:</b> MA 621; MIN 623
35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3)	<b>Student Edition:</b> 623, 625, 626, 627 <i>Listening and Speaking</i> 155, 201 <b>Teacher Wraparound Edition:</b> EE 625; PA 623; T 626
36. Organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3)	<b>Student Edition:</b> 290-293, 624-625 <i>Exercise 5</i> 627 <i>Listening and Speaking</i> 201, 205, 233 <b>Teacher Wraparound Edition:</b> A 201, 205, 233, 293; C 627; LS 535; T 293
37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>• viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> </ul>	<b>Student Edition:</b> 629-632, 633-634, 635-636, 637, 638-639 <b>Teacher Wraparound Edition:</b> C 634; EE 637; MIN 627
<ul style="list-style-type: none"> <li>• summarizing the main points of a speaker's message, including supporting details and their significance (ELA-4-M4)</li> </ul>	<b>Student Edition:</b> 617-618 <i>Listening and Speaking</i> 45, 109, 129 <b>Teacher Wraparound Edition:</b> C 620; MIN 618, 623; T 574, 618
38. Deliver oral presentations and responses, including: <ul style="list-style-type: none"> <li>• a research-based presentation</li> </ul>	<b>Student Edition:</b> 290-293, 624-625 <i>Exercise 5</i> 627 <i>Listening and Speaking</i> 201
<ul style="list-style-type: none"> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)</li> </ul>	<b>Student Edition:</b> 78-81, 624-625 <i>Cross-Curricular Activity</i> 117 <i>Listening and Speaking</i> 11, 109, 113, 121, 129 <b>Teacher Wraparound Edition:</b> A 11, 109, 113, 117

STANDARDS	PAGE REFERENCES
39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>text structure</li> </ul>	<b>Student Edition:</b> 7, 185, 221 <b>Teacher Wraparound Edition:</b> RWC 575; T 146
<ul style="list-style-type: none"> <li>images/sensory details</li> </ul>	<b>Student Edition:</b> 7, 105, 221, 629-632, 633-634, 637, 638-639 <i>Viewing and Representing</i> 65, 117 <b>Teacher Wraparound Edition:</b> C 634; EE 290; MIN 634; T 104; VA 2, 100, 243, 294
<ul style="list-style-type: none"> <li>support for main position</li> </ul>	<b>Student Edition:</b> 41, 147, 185, 221, 235, 291, 635-636, 637, 638-639 <i>Viewing and Representing</i> 117 <b>Teacher Wraparound Edition:</b> CL 184; T 291, 224; VR 224
<ul style="list-style-type: none"> <li>background information</li> </ul>	<b>Student Edition:</b> 41, 185, 221, 234-236, 618, 635-636, 637 <i>Using Computers</i> 167, 193 <i>Writing Activities</i> 237
<ul style="list-style-type: none"> <li>opinions vs. facts</li> </ul>	<b>Student Edition:</b> 7, 221, 230-232, 291, 293, 618, 619-620, 635-636, 638 <b>Teacher Wraparound Edition:</b> T48; LS 231; MIN 653; RWC 643; T 618, 638
<ul style="list-style-type: none"> <li>sequence of ideas and organization (ELA-4-M5)</li> </ul>	<b>Student Edition:</b> 7, 147, 185, 221 <i>Cross-Curricular Activity</i> 155 <b>Teacher Wraparound Edition:</b> RWC 575
40. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>explaining the effectiveness and dynamics of group process</li> </ul>	<b>Student Edition:</b> 622-623 <i>Listening and Speaking</i> 45, 49, 205

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> <li>applying agreed-upon rules for formal and informal discussions</li> </ul>	<p><b>Student Edition:</b> 621-623 <i>Cross-Curricular Activity</i> 155 <i>Listening and Speaking</i> 45, 49, 109, 205, 225, 233 <i>Talk About Reading</i> 34, 87, 140, 178, 214, 246 <i>Viewing and Representing</i> 117</p> <p><b>Teacher Wraparound Edition:</b> C 246; CL 6; DQ 142; T 40</p>
<ul style="list-style-type: none"> <li>assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6)</li> </ul>	<p><b>Student Edition:</b> 622-623 <i>Listening and Speaking</i> 45, 49, 109 <i>Talk About Reading</i> 34, 87, 140, 178, 214, 246</p>
<b>Information Resources</b>	
<b>Standard 5:</b>	
<b>41. Locate and select information using organizational features of grade-appropriate resources, including:</b>	
<p>41. Locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> </ul>	<p><b>Student Edition:</b> 198-199, 528-529, 530-531, 534-535, 569-570, 685 <i>Write a Report</i> 201</p>
<ul style="list-style-type: none"> <li>electronic storage devices (e.g., CD-ROMs, diskettes, software, drives)</li> </ul>	<p><b>Student Edition:</b> 199, 656-657 <i>Write a Report</i> 201</p>
<ul style="list-style-type: none"> <li>frequently accessed and bookmarked Web addresses</li> </ul>	<p><b>Student Edition:</b> 199, 291, 649-650, 651, 685 <i>Using Computers</i> 193, 205</p> <p><b>Teacher Wraparound Edition:</b> CC 646; IC 632, 649</p>
<ul style="list-style-type: none"> <li>organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1)</li> </ul>	<p><b>Student Edition:</b> 532</p> <p><b>Teacher Wraparound Edition:</b> T 199, 531; TT 533</p>

STANDARDS	PAGE REFERENCES
<p>42. Locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>	<p><b>Student Edition:</b> 198-200, 290-293, 534-535, 685 <i>Write a Report</i> 201</p> <p><b>Teacher Wraparound Edition:</b> T 534</p>
<ul style="list-style-type: none"> <li>electronic sources (e.g., Web sites, databases)</li> </ul>	<p><b>Student Edition:</b> 198-200, 290-293, 685 <i>Using Computers</i> 193 <i>Write a Report</i> 201</p>
<ul style="list-style-type: none"> <li>other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2)</li> </ul>	<p><b>Student Edition:</b> 290-293, 657, 685</p> <p><b>Teacher Wraparound Edition:</b> MIN 529</p>
<p>43. Identify sources as primary and secondary to determine credibility of information (ELA-5-M2)</p>	<p><b>Student Edition:</b> 651, 685, 686 <i>Using Computers</i> 193</p> <p><b>Teacher Wraparound Edition:</b> CL 146; LS 535; T 39</p>
<p>44. Locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> <li>surveying</li> </ul>	<p>Students may conduct surveys in the process of completing research reports.</p> <p><b>Student Edition:</b> 198-200, 290-293, 624-625, 685-687 <i>Write a Report</i> 201</p>
<ul style="list-style-type: none"> <li>interviewing</li> </ul>	<p><b>Student Edition:</b> 685</p>
<ul style="list-style-type: none"> <li>paraphrasing (ELA-5-M3)</li> </ul>	<p><b>Student Edition:</b> 199, 203-204, 206-209, 230-232, 293, 573-575, 576-578, 579-582, 686-687 <i>Exercise 4</i> 578 <i>Prewriting Tip</i> 165 <i>Write a Book Report</i> 205 <i>Write a Report</i> 201</p> <p><b>Teacher Wraparound Edition:</b> T45; T 199</p>

STANDARDS	PAGE REFERENCES
45. Generate grade-appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> </ul>	<b>Student Edition:</b> 290-293, 625 <i>Listening and Speaking 201</i>
<ul style="list-style-type: none"> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> </ul>	<b>Student Edition:</b> 577-578, 579-582 <b>Teacher Wraparound Edition:</b> VR 581
<ul style="list-style-type: none"> <li>• bibliographies (ELA-5-M3)</li> </ul>	<b>Student Edition:</b> 685, 687-689 <i>Activity 293</i>
46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4)	<b>Student Edition:</b> 271-281, 687 <i>Technology Tip 276</i> <i>Using Computers 19, 61, 69, 73, 129, 163, 201, 229</i> <b>Teacher Wraparound Edition:</b> Te 93
47. Give credit for borrowed information following acceptable-use policy, including: <ul style="list-style-type: none"> <li>• integrating quotations and citations</li> </ul>	<b>Student Edition:</b> 199, 686-687 <i>Revising Tip 231</i> <i>Write a Report 201</i> <b>Teacher Wraparound Edition:</b> T 199
<ul style="list-style-type: none"> <li>• using endnotes</li> </ul>	<b>Student Edition:</b> 685 <b>Teacher Wraparound Edition:</b> T 199
<ul style="list-style-type: none"> <li>• creating bibliographies and/or works cited lists (ELA-5-M5)</li> </ul>	<b>Student Edition:</b> 685, 687, 688-690 <i>Activity 293</i> <b>Teacher Wraparound Edition:</b> T 199
48. Interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6)	<b>Student Edition:</b> 579-582 <b>Teacher Wraparound Edition:</b> F 579