

Overall percentage of coverage in the <i>Student Edition (SE) and Teacher Edition (TE)</i> of the Utah State Core Curriculum: <u> 100 </u> %				
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: <u> </u> %				
STANDARD I: (Reading Comprehension): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u> </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Student Edition: 671 <i>Prefixes</i> 672 <i>Suffixes</i> 673 Teacher Wraparound Edition: CL 674; T 672		
b.	Extend the meanings of words through understanding of connotation.	Student Edition: 668-669 Teacher Wraparound Edition: CL 669		

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c.	Determine word meaning through definition or explanation context clues.	Student Edition: 668-669 Teacher Wraparound Edition: CL 669		
d.	Distinguish between commonly confused words (i.e., <i>capital /capitol; cell/sale/ sell; choose/chose; emigrate/ immigrate; farther/further; knew/new; loose/lose; passed/past; quiet/quit/quite; their/they're/there; weak/week</i>).	Student Edition: 559-560, 561-562, 563-564, 679-680, 692 Teacher Wraparound Edition: CL 564; EE 562; ELL 680		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, biographies/autobiographies, persuasive essays, letters, graphs, charts).				
a.	Use external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, sidebars, annotations, italics, bolded words, graphs, charts and tables of contents).	Student Edition: 338-340, 341-343, 344-347, 348-351, 609, 695-696, 709-712 Teacher Wraparound Edition: LPR 696; RWC 343; T 339; TS 712; VR 349		
b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., question/answer, comparison/contrast).	Student Edition: 668-669; 722-727 Teacher Wraparound Edition: ARS 36, 254; CL 669; T 131		

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c.	Infer meaning from explicit information in text.	Student Edition: 95 #2 Teacher Wraparound Edition: CT 37; T 34, 143		
d.	Distinguish fact from opinion.	Student Edition: 274-277 Teacher Wraparound Edition: T 275		
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by differentiating the uses of literary elements in narrative texts.				
a.	Determine which incidents are important to moving the plot forward and to making predictions (e.g., flashback, foreshadowing)	Student Edition: 142-148 Teacher Wraparound Edition: EE 148		
b.	Describe a character's traits based on what other characters think, say, and do.	Student Edition: 32-38, 110, 142, 148, 152, 188-194 Teacher Wraparound Edition: CT 143		
c.	Identify themes in literary works.	Student Edition: 250-258		

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d .	Define and describe settings in literature (e.g., place, time, and customs).	Student Edition: 4, 90-94, 188-194, 250-258 Teacher Wraparound Edition: T 5		
e.	Compare types of figurative language (i.e., simile, metaphor, and symbolism).	Student Edition: 114-117, 118-121, 130-133, 302-306		
f.	Distinguish between free verse and rhyme.	The following references discuss poetry and may be expanded to meet this objective. Student Edition: 242-243 Teacher Wraparound Edition: T 243		

STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%	
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Objective 2.1: (Writing to Learn): Evaluate information, interpret ideas, and demonstrate thinking through writing.			
a.	Organize events and ideas in order of importance.	Student Edition: 58-61 Teacher Wraparound Edition: EE 60; JWT 59; T 60	
b.	Focus written facts or events around a clearly stated, unifying idea.	Student Edition: 42-45, 54-57, 58-61, 62-65, 87-89, 172-175, 176-179 Teacher Wraparound Edition: C 65; LPR 178	
c.	Connect text to self, text to world and text to text.	Student Edition: 12-15, 24-27, 210-213, 226-229, 242-245, 294-297 Teacher Wraparound Edition: C 229; ELL 14; JWT 211, 243; T 295	

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<p>Objective 2.2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize short biographies, narratives, or memoirs. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)</p>				
<p>a.</p>	<p>Convey a unifying theme or idea.</p>	<p>Student Edition: 20-23, 28-31, 134-137, 156-159, 168-171, 172, 175, 180-183 Teacher Wraparound Edition: C 137; ELL 174; T 135</p>		
<p>b.</p>	<p>Order events effectively and experiment with flashback or foreshadowing.</p>	<p>Student Edition: 142-148 Teacher Wraparound Edition: EE 148</p>		
<p>c.</p>	<p>Use narrative details (e.g., dialogue, description, imagery, symbolism).</p>	<p>Student Edition: 114-117, 118-121, 122-125, 130-133, 168-171 Teacher Wraparound Edition: ELL 132, 170; JWT 115, 119</p>		

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Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.			
<p>a. Evaluate and revise for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ideas: Specific and relevant details that support the idea. <input type="checkbox"/> Organization: An introduction, body, and conclusion with a controlling idea, topic sentences, and supporting details. <input type="checkbox"/> Voice: Appropriate tone and voice. <input type="checkbox"/> Word Choice: Words appropriate to audience. <input type="checkbox"/> Sentence Fluency: Varied sentence structure. 	<p>Student Edition: 66-69, 70-73, 74-77, 140, 833-834 <i>Revising</i> 30, 88, 186, 248, 300</p> <p>Teacher Wraparound Edition: CL 68; ELL 76</p>		
<p>b. Edit for conventions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct grade-level spelling <input type="checkbox"/> Correct use of quotation marks and commas in dialogue. <input type="checkbox"/> Correct verb tenses. <input type="checkbox"/> Correct use of relative pronouns. <input type="checkbox"/> Correct agreement of pronouns and antecedents. <input type="checkbox"/> Correct capitalization of titles of books, poems, etc., and titles of courses (e.g., History 202). 	<p>Student Edition: 168-170, 409-410, 437-438, 509-510, 589-590, 609-610, 633-634, 682-689 <i>Writing Activities</i> 171</p> <p>Teacher Wraparound Edition: DLA 409, 682; MA 409, 682; T 683</p>		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.			
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Objective 3.1: (Processes of Inquiry): Use the process of inquiry to focus thinking toward understanding an idea or concept.			
a.	Formulate text-supported, open-ended questions for inquiry (i.e., literal, interpretive inferential, evaluative).	Student Edition: 12-15, 266-229 <i>Keeping a Learning Log</i> 13 <i>Prewriting</i> 247, 299 Teacher Wraparound Edition: T 227, 247, 299	
b	Choose information that best supports the focus of inquiry.	Student Edition: 228, 274-277, 803, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 Teacher Wraparound Edition: JWT 275; T 185, 228, 276	

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c.	Distinguish between reliable and unreliable sources of information.	Student Edition: 228, 274-277, 803-804, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 Teacher Wraparound Edition: JWT 275; T 185, 228, 276		
d.	. Distinguish primary from secondary sources.	Student Edition: 228, 274-277, 803-804, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 Teacher Wraparound Edition: JWT 275; T 185, 228, 276		
Objective 3.2: (Written Communication of Inquiry): Write to demonstrate understanding of an idea or concept.				
a.	Select an appropriate format to demonstrate understanding.	Student Edition: 46-49, 234-237, 270-273, 278-281, 286-289 Teacher Wraparound Edition: C 281; JWT 235; LPR 280		

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b	Gather information from more than one source.	Student Edition: 54-57, 222-229, 274-277, 803, 841-842 <i>Ask Questions About Your Sources</i> 842 <i>Prewriting</i> 185 <i>Using Computers</i> 229 Teacher Wraparound Edition:		
c	Report information by paraphrasing, summarizing, and/or quoting from sources.	Student Edition: 226-229, 246-249; 609, 842-846; 844-846 <i>Source Types and Works Cited</i> 228 Teacher Wraparound Edition: T 228		
d	Use informal citation to support inquiry.	Student Edition: 134-137, 246-249		
Objective 3.3: (Oral Communication of Inquiry): Participate in and report on small group learning activities.				
a	Determine the purpose for small group learning activities (e.g., to respond to writing, to acquire information, to present ideas, to clarify understanding).	Student Edition: <i>Listening and Speaking</i> 53, 61, 85, 117, 121, 171, 179 Teacher Wraparound Edition: C 53, 61; RWC 99		

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b.	Identify and assume responsibility for specific group tasks, including asking relevant Questions.	Student Edition: <i>Cross-Curricular Activity</i> 159, 163 <i>Listening and Speaking</i> 217, 289, 293 <i>Viewing and Representing</i> 57 Teacher Wraparound Edition: CL 128		
c.	Respond appropriately to group members' questions and contributions.	Student Edition: <i>Cross-Curricular Activity</i> 129 <i>Listening and Speaking</i> 11, 129, 183, 209, 213, 221, 225, 233, 245 Teacher Wraparound Edition:		
d.	Present group reports.	Student Edition: <i>Cross-Curricular Activity</i> 73 <i>Listening and Speaking</i> 205, 277, 281 <i>Viewing and Representing</i> 65 Teacher Wraparound Edition: CL 104; LS 105		