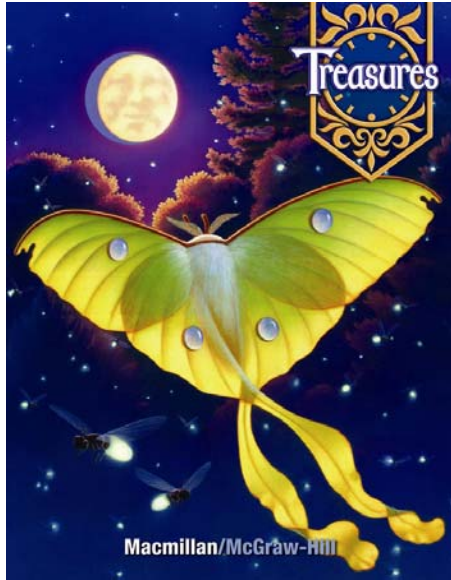




Macmillan/McGraw-Hill

**English Language Arts
Curriculum Standards
Grade 5**



Treasures

Grade 5

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STANDARDS	PAGE REFERENCES
<p>State Framework READING Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.</p>	
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p>	
<p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	
<p>Grade-Level Expectations Vocabulary</p>	
<p>1. Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p>	<p>Student Edition: Unit 1 18, 72-75, 92, 134-137 Unit 2 164-167, 172, 222-225 Unit 3 308-311, 350-353, 384-385 Unit 4 414-417, 422, 442-445 Unit 5 562-563, 580, 628-631 Unit 6 662-665</p>

STANDARDS	PAGE REFERENCES
<p>Continued from cell above...</p> <p>1. Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p>	<p>Continued from cell above...</p> <p>Teacher's Edition: Unit 1 DC 35; ELL 24; T9; WS 47C Unit 2 DC 243; T5; V 194 Unit 3 IT 385 Unit 4 T6; V 423, 450 Unit 5 T9; V 581 Unit 6 T7; V 701</p>
<p>2. Use structural analysis to understand new words and concepts.</p>	<p>Student Edition: Unit 1 50 Unit 2 206 Unit 3 262 Unit 5 516, 606 Unit 6 712, 738</p> <p>Teacher's Edition: Unit 1 WCM 56 Unit 3 T6; V 263, 317 Unit 5 V 517, 607 Unit 6 T 8/9; V 713, 739</p>
<p>3. Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p>	<p>Student Edition: Unit 1 114 Unit 2 146 Unit 3 292, 328 Unit 4 462 Unit 5 544 Unit 6 670</p> <p>Teacher's Edition: Unit 1 T8; V 81, 115 Unit 2 T4; WT 169B Unit 3 T5/7; V 293, 329, 355D Unit 4 V 463 Unit 5 V 545, 569 Unit 6 V 671</p>

STANDARDS	PAGE REFERENCES
1. Reading and Responding	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	
2. Exploring and Responding	
Students read and respond to classical and contemporary texts from many cultures and literary periods.	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	
<p>Reading Comprehension</p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p>	
Before and During Reading	
<p>4. Synthesize using multiple strategies/multiple sources for new insight, e.g., Visualizing, Think-Aloud, Question-Answer Relationship, List-Group-Label.</p>	<p>Student Edition: Unit 1 41, 71, 133 Unit 2 163, 187 Unit 3 283, 307, 349 Unit 4 455, 505 Unit 5 535, 599, 627 Unit 6 661, 691, 753</p> <p>Teacher’s Edition: Unit 1 C 58; ELL 92, 128; SAQ 71 Unit 2 C 176; ELL 144, 154; SAQ 187; TA 173B Unit 3 SAQ 283, 307, 349 Unit 4 PP 393, 483; TA 463B Unit 5 SAQ 599; TA 545B, 565C, 610 Unit 6 ELL 749, 755; TA 705B</p>

STANDARDS	PAGE REFERENCES
<p>5. Determine the importance of ideas (main ideas, details and themes) in text.</p>	<p>Student Edition: Unit 2 174, 182, 187, 196, 199 Unit 5 545, 546, 553, 556, 561</p> <p>Teacher’s Edition: Unit 2 DC 176/177; ES 181; T2 Unit 5 DC 553; ELL 549; ES 555; SK 546; T2</p>
<p>6. Use cueing system and context clues to determine meanings of words.</p>	<p>Student Edition: Unit 1 18, 92 Unit 2 172 Unit 4 422 Unit 5 580</p> <p>Teacher’s Edition: Unit 1 T9; V 19, 93; WS 47C Unit 2 T5; V 173, 194 Unit 4 T6; V 423, 450; WCM 470 Unit 5 T9; V 581; WCM 550 Unit 6 T7; V 701</p>
<p>7. Make inferences based on implicit and explicit information in the text; provide justification for those inferences.</p>	<p>Student Edition: Unit 2 148, 232 Unit 3 263, 329, 359, 360 Unit 5 545</p> <p>Teacher’s Edition: Unit 2 DC 235, 238; ELL 156, 236; ES 155, 241; T1</p>

STANDARDS	PAGE REFERENCES
1. Reading and Responding	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p>	
<p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p>	
<p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	
2. Exploring and Responding	
<p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p>	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p>	
<p>2.2 Students explore multiple responses to literature.</p>	
<p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.</p>	
<p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.</p>	
After Reading	
<p>General Understanding</p> <p>8. Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.</p>	<p>Student Edition:</p> <p>Unit 1 52-69, 116-131 Unit 2 148-161 Unit 3 264-281, 360-381 Unit 4 424-437, 486-503 Unit 5 546-559, 573, 608-625 Unit 6 642-659, 672-689</p> <p>Teacher’s Edition:</p> <p>Unit 1 CCC 66; CP 68; DC 67 Unit 3 C 274; CP 377 Unit 4 CP 489, 491, 498 Unit 5 C 556; CR 573; DC 549; ELL 549; ES 555 Unit 6 C 645, 658, 659; CCC 650, 651</p>

STANDARDS	PAGE REFERENCES
<p>9. Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.</p>	<p>Student Edition: Unit 1 52-69, 116-131 Unit 2 148-161 Unit 3 264-281, 360-381 Unit 4 396-411, 424-437, 486-503 Unit 5 546-559, 573, 608-625 Unit 6 642-659, 672-689</p> <p>Teacher's Edition: Unit 1 CCC 66; CP 68; DC 59 Unit 2 DC 158 Unit 3 DC 364; ELL 266 Unit 4 CP 498; DC 401, 402, 408 Unit 5 AC 626; DC 613, 622 Unit 6 AC 660; C 645, 658; DC 685</p>
<p>10. Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.</p>	<p>Student Edition: Unit 1 52-69, 116-131 Unit 2 148-161 Unit 3 264-281, 360-381 Unit 4 396-411, 424-437, 486-503 Unit 5 546-559, 573, 608-625 Unit 6 642-659, 672-689</p> <p>Teacher's Edition: Unit 1 CCC 66; CP 68; DC 59; T1 Unit 2 DC 158 Unit 3 DC 279, 364; ELL 266 Unit 4 CP 498; DC 401, 402, 407, 408, 409 Unit 5 AC 626; DC 613, 622 Unit 6 AC 660; C 645, 658; DC 685</p>

STANDARDS	PAGE REFERENCES
<p>11. Summarize the major actions that define the plot and how actions lead to conflict or resolution.</p>	<p>Student Edition: Unit 1 52-69, 71, 116-131, 133 Unit 2 148-161 Unit 3 264-281, 360-381 Unit 4 396-411, 424-437, 486-503 Unit 5 546-559, 608-625 Unit 6 642-659, 672-689</p> <p>Teacher’s Edition: Unit 1 DC 55, 58, 61; ELL 55, 63; ES 61, 125; T1/2 Unit 2 DC 154, 158, 159 Unit 3 DC 272, 365, 370 Unit 4 DC 400, 401, 402, 407, 408, 430, 431, 496 Unit 5 DC 554, 556, 614 Unit 6 C 659; DC 647, 657, 674, 675, 685</p>
<p>12. Explain the influence of setting on character and plot.</p>	<p>Student Edition: Unit 1 52-69, 71, 116-131, 133 Unit 3 264-281, 360-381 Unit 4 396-411, 413 Unit 5 608-625</p> <p>Teacher’s Edition: Unit 1 DC 55, 58, 61; ELL 55, 63; ES 61; T1/2 Unit 3 C 366; DC 266, 267; ELL 266 Unit 4 DC 403, 405, 408; ES 403; T1 Unit 5 CP 618, 623; DC 610</p>
<p>13. Identify the narrator and explain which point of view is used in the text.</p>	<p>Student Edition: Unit 1 95-105, 117-131 Unit 2 233-249 Unit 3 260-281 Unit 4 488-489 Unit 5 608-625</p> <p>Teacher’s Edition: Unit 1 AC 106, 132 Unit 2 C 245 Unit 3 DC 276 Unit 4 ELL 490 Unit 5 DC 615, 620</p>

STANDARDS	PAGE REFERENCES
14. Explain how a story would change if a different character narrated it.	Teacher’s Edition: Unit 1 AC 132 Unit 3 DC 276 (can be used to facilitate this standard) Unit 5 DC 615 (can be used to facilitate this standard)
Developing an Interpretation 15. Follow multistep directions in a procedural text and explain and/or follow the process.	Student Edition: Unit 4 438 Teacher’s Edition: Unit 4 CCC 438 Unit 5 CCC 558 Unit 6 C 751
16. Explain the characteristics of various genres.	Student Edition: Unit 1 52-69, 116-131 Unit 2 148-161, 174-185, 208-219, 232-249 Unit 3 264-281, 294-305, 360-381 Unit 4 396-411, 424-437, 486-503 Unit 5 546-559, 608-625 Unit 6 642-659, 740-751 Teacher’s Edition: Unit 1 C 52, 116; CCC 66; DC 56 Unit 2 C 148, 208, 232; DC 152, 174 Unit 3 C 264, 294, 360; DC 279, 297, 369 Unit 4 C 396, 424, 486; DC 429 Unit 5 C 546, 608; DC 558, 625 Unit 6 C 642, 658, 740; DC 644, 748

STANDARDS	PAGE REFERENCES
<p>17. Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.</p>	<p>Student Edition: Unit 1 52-69, 71, 116-131, 133 Unit 2 148-161, 208-219, 232-249 Unit 3 330-347, 360-381 Unit 4 396-411, 424-437, 486-503 Unit 5 546-559, 582-597, 608-625 Unit 6 642-659</p> <p>Teacher’s Edition: Unit 1 CP 68, 130 Unit 2 CCC 217, 243; CP 218, 248 Unit 3 CP 333, 335 Unit 4 CP 402, 431, 489, 491, 498 Unit 5 CCC 590; CP 595, 618 Unit 6 CCC 650</p>
<p>18. Compare and contrast the same conflict from the point of view of two different characters.</p>	<p>Student Edition: Unit 2 209-219 Unit 3 331-347, 349</p> <p>Teacher’s Edition: Unit 2 DC 211, 213, 215 Unit 3 DC 334, 336, 337, 339, 346</p>
<p>19. Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p>	<p>Student Edition: Unit 1 42-45 Unit 2 222-225 Unit 3 308-311 Unit 4 442-445 Unit 5 562-563</p> <p>Teacher’s Edition: Unit 1 TF 44 Unit 2 AC 186; TF 222 Unit 3 TF 308 Unit 4 ELL 443; TF 442 Unit 5 TF 562</p>
<p>20. Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities.</p>	<p>Student Edition: Unit 2 209-219 Unit 3 331-347, 349</p> <p>Teacher’s Edition: Unit 2 CP 211, 218; DC 210 Unit 3 DC 334, 336, 337, 339, 346</p>

STANDARDS	PAGE REFERENCES
<p>21. Explain how personal beliefs and values influence the interpretation of text.</p>	<p>Student Edition: Unit 1 21-39, 41 #3, #4 Unit 2 232-249, 251 #3, #4 Unit 3 330-347, 349 #3, #4 Unit 4 396-411, 413 #3, #4 Unit 5 583-597, 599 #3, #4 Unit 6 741-751, 753 #3</p> <p>Teacher’s Edition: Unit 1 TC 41 #3, #4 Unit 2 TC 251 #3, #4 Unit 3 TC 349 #3, #4 Unit 4 TC 413 #3, #4 Unit 5 TC 599 #3, #4 Unit 6 TC 753 #3</p>
<p>22. Find similarities and differences within and between texts using text-based evidence, e.g., character’s point of view in poetry and narrative; the author’s feelings and the poet’s feelings; cultural perspectives in a magazine article and an editorial.</p>	<p>Student Edition: Unit 1 95-105, 108-109 Unit 3 265-281, 284-287 Unit 4 465-475, 478-479 Unit 5 583-597, 600-601 Unit 6 712-713, 715-729, 731, 732-733</p> <p>Teacher’s Edition: Unit 1 CC #3 109; CCP 16I Unit 3 CCC 268; FQ 287 Unit 4 FQ 479; RI 473 Unit 5 CCC 592; CP 595 Unit 6 CCC 725; FQ 733</p>
<p>Making Reader/Text Connections</p> <p>23. Take a position regarding a topic/issue.</p>	<p>Student Edition: Unit 1 21-39, 41 #4 Unit 2 232-249, 251 #4 Unit 3 330-347, 349 #4 Unit 4 396-411, 413 #3, 4 Unit 5 583-597, 599 #4 Unit 6 741-751, 753 #3</p> <p>Teacher’s Edition: Unit 1 TC 41 #4 Unit 2 TC 251 #4 Unit 3 TC 349 #4 Unit 4 TC 413 #3, #4 Unit 5 TC 599 #4 Unit 6 TC 753 #3</p>

STANDARDS	PAGE REFERENCES
24. Evaluate the quality and value of text.	Student Edition: Unit 2 254-255 Teacher’s Edition: Unit 2 FR 254
25. Connect current issues, information from other texts, and personal experiences to characters, events and information.	Student Edition: Unit 1 21-39, 41 #3, #4 Unit 2 232-249, 251 #3, #4 Unit 3 330-347, 349 #3, #4 Unit 4 396-411, 413 #3, #4 Unit 5 583-597, 599 #3, #4 Unit 6 741-751, 753 #3 Teacher’s Edition: Unit 1 TC 41 #3, #4 Unit 2 TC 251 #3, #4 Unit 3 TC 349 #3, #4 Unit 4 TC 413 #3, #4 Unit 5 TC 599 #3, #4 Unit 6 TC 753 #3
Content and Structure 26. Understand how the author’s experience and beliefs influence text.	Student Edition: Unit 2 232-249, 250 Unit 3 330-347, 348 Unit 4 396-411, 412 Unit 6 741-751, 752 Teacher’s Edition: Unit 2 AP 250 Unit 3 AP 348 Unit 4 AP 412 Unit 5 T4 Unit 6 AP 752
27. Recognize author’s perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite supporting literary/narrative text details or information text facts.	Student Edition: Unit 2 232-249, 250 Unit 3 330-347, 348 Unit 4 396-411, 412 Unit 6 741-751, 752 Teacher’s Edition: Unit 2 AP 250 Unit 3 AP 348 Unit 4 AP 412 Unit 5 T4 Unit 6 AP 752

STANDARDS	PAGE REFERENCES
<p>28. Understand the social and cultural perspective from which the author writes and how that contributes to the text.</p>	<p>Student Edition: Unit 1 52-69, 70, 116-131, 132 Unit 2 148-161, 162, 208-219, 220, 232-249, 250 Unit 3 330-347, 348, 360-381, 382 Unit 4 396-411, 412, 424-437, 438, 486-503, 504 Unit 5 546-559, 560, 582-597, 598, 608-625, 626 Unit 6 642-659, 660</p> <p>Teacher’s Edition: Unit 1 AI 70, 132; CP 68, 130 Unit 2 AI 162, 220, 250; CCC 217, 243; CP 218, 248 Unit 3 AI 348, 382; CP 333, 335 Unit 4 AI 412, 438, 504; CP 402, 431, 489, 491, 498 Unit 5 AI 560, 598, 626; CCC 590; CP 595, 618 Unit 6 AI 660; CCC 650</p>
<p>29. Examine and determine the validity of sources of information.</p>	<p>Student Edition: Unit 3 294-305, 307 #1</p> <p>Teacher’s Edition: Unit 1 CCP 16I Unit 3 DC 299; T2</p>
<p>30. Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.</p>	<p>Student Edition: Unit 5 562-563</p> <p>Teacher’s Edition: Unit 5 IT 562</p>

STANDARDS	PAGE REFERENCES
1. Reading and Responding	
<p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p>	
2. Exploring and Responding	
Students read and respond to classical and contemporary texts from many cultures and literary periods.	
<p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p>	
Reading Reflection / Behaviors	
31. Choose a variety of genres to read, hear, view and write for personal enjoyment.	<p>Student Edition: Unit 1 52-69, 116-131 Unit 2 148-161, 174-185, 208-219, 232-249 Unit 3 264-281, 288-289, 294-305, 354-355, 360-381 Unit 4 396-411, 418-419, 424-437, 446-447, 458-459, 486-503 Unit 5 546-559, 608-625 Unit 6 642-659, 734-735, 740-751</p> <p>Teacher’s Edition: Unit 1 C 52, 116; CCC 66; DC 56 Unit 2 C 148, 208, 232; DC 152, 174 Unit 3 C 264, 294, 360; DC 279, 297, 369 Unit 4 C 396, 424, 486; DC 429 Unit 5 C 546, 608; DC 558, 625 Unit 6 C 642, 658, 740; DC 644, 748</p>
32. Recommend books to others and explain the reason for the recommendation.	<p>Student Edition: Unit 2 254-255</p> <p>Teacher’s Edition: Unit 2 FR 254</p>

STANDARDS	PAGE REFERENCES
<p>33. Set reading goals, create a plan to meet those goals, and monitor progress.</p>	<p>Student Edition: Unit 1 20, 52, 94, 116 Unit 2 148, 174, 208, 232 Unit 3 264, 294, 330, 360 Unit 4 396, 424, 464, 486 Unit 5 518, 546, 582, 608 Unit 6 642, 672, 714, 740</p> <p>Teacher’s Edition: Unit 1 C 28, 58, 98, 124; SP 21, 53, 95, 117 Unit 2 C 177, 234; DC 153, 158; SP 149, 175, 209 Unit 3 C 267; DC 344, 345; SP 265, 295, 331, 361 Unit 4 DC 409, 433, 491; SP 397, 425, 465, 487 Unit 5 DC 553, 595; SP 519, 547, 583, 609 Unit 6 DC 651, 674, 679, 683, 720, 749; SP 643, 673, 715, 741</p>

STANDARDS	PAGE REFERENCES
ORAL LANGUAGE	
Students will listen and speak to communicate ideas clearly.	
1. Reading and Responding	
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
3. Communicating with Others	
Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions	
Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
Listening / Speaking	
<p>1. Pose questions, listen to the ideas of others, and contribute own information and ideas in group discussions.</p>	<p>Student Edition: Unit 1 17, 49, 79, 91, 113 Unit 2 145, 171, 193, 205 Unit 3 261, 291, 315, 327, 357 Unit 4 392, 421, 449, 461, 483 Unit 5 515, 543, 567, 579, 605 Unit 6 639, 669, 711, 737</p> <p>Teacher’s Edition: Unit 1 CCP 16I; RA 17, 49, 79, 91, 113; T 16, 48, 78, 90, 112 Unit 2 CCP 144I; RA 145, 171, 193, 205; T 144, 170, 192, 204 Unit 3 CCP 260I; RA 261, 291, 315, 327, 357; T 260, 290, 314, 326, 356 Unit 4 CCP 392I; RA 392, 421, 449, 461, 483; T 391, 420, 448, 460, 482 Unit 5 CCP 514I; RA 515, 543, 567, 579, 605; T 514, 542, 566, 578, 604 Unit 6 CCP 638I; RA 639, 669, 711, 737; T 638, 668, 710, 736</p>

STANDARDS	PAGE REFERENCES
2. Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.	Teacher’s Edition: Unit 1 CCC 66, 122; ML 38, 129; TP 143K-143L Unit 2 CCC 243; RI 225; TP 259K-259L; W 192J Unit 3 CCC 341; CP 377; ML 378; RI 353; SS 326J Unit 4 CCC 430, 474; RI 445; TP 143K-143L Unit 5 CCC 528, 531; TP 637K-637L Unit 6 CCC 650, 651, 704; RI 695; TP 763K-763L
3. Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.	Student Edition: Unit 1 53-69 Unit 4 397-411 Teacher’s Edition: Unit 1 C 57 Unit 4 CCC 405
WRITING	
Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.	
1. Reading and Responding	
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
3. Communicating with Others	
Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions	
Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
4.3 Students use standard English for composing and revising written text.	
Spelling	
1. Use spelling rules and patterns from previous grades.	Teacher’s Edition: Unit 1 WT 47B, 77B, 111B, 139B Unit 2 WR 259C; WT 169B, 191B, 227B Unit 3 WT 313B, 355B, 387B Unit 4 WT 419B, 447B, 481B Unit 5 WT 541B, 565B, 603B Unit 6 WT 667B, 697B, 735B

STANDARDS	PAGE REFERENCES
<p>2. Correctly spell high-frequency words.</p>	<p>Student Edition: Unit 1 47, 89, 111, 139 Unit 2 169, 191, 203, 227, 255 Unit 3 289, 313, 325, 355, 387 Unit 4 419, 447, 459 Unit 5 541, 577 Unit 6 667, 697, 709, 735</p> <p>Teacher’s Edition: Unit 1 WL T22-T27 Unit 2 WL T20-T25; WR 259C Unit 3 WL T20-T25 Unit 4 WL T21-T26 Unit 5 WL T22-T27 Unit 6 WL T21-T26</p>
<p>3. Use multiple strategies to spell.</p> <p>Examples:</p> <ul style="list-style-type: none"> ▪ visual patterns, e.g., <i>-ion</i> endings ▪ sound patterns, e.g., easily confused endings <i>-able/-ible, -ant/-ent</i> ▪ affixes, e.g., <i>pre-, in-, un-, -ed, -ing, -graph</i> ▪ rules, e.g., “i” before “e” rule ▪ self-corrects spelling errors 	<p>Teacher’s Edition: Unit 1 WT 47B, 77B, 111B, 139B Unit 2 WR 259C; WT 169B, 191B, 227B Unit 3 WT 313B, 355B, 387B Unit 4 WT 419B, 447B, 481B Unit 5 WT 541B, 565B, 603B Unit 6 WT 667B, 697B, 735B</p>

STANDARDS	PAGE REFERENCES
Capitalization /Punctuation / Usage	
1. Reading and Responding	
1.4 Students communicate with others to create interpretations of written, oral and visual texts.	
3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
4.3 Students use standard English for composing and revising written text.	
4. Use capitalization, punctuation, and usage rules from previous grades.	Teacher’s Edition: Unit 1 WT 47J, 77J, 111J, 139J Unit 2 WT 169J, 191J, 227J Unit 3 WT 313J, 355J, 387J Unit 4 WT 419J, 447J, 481J Unit 5 WT 541J, 565J, 577J, 603J Unit 6 WT 667J, 697J, 735J, 759J
5. Use standard and nonstandard English.	Teacher’s Edition: Unit 1 WT 47J, 77J, 111J, 139J Unit 2 WT 169J, 191J, 227J Unit 3 WT 313J, 355J, 387J Unit 4 WT 419J, 447J, 481J Unit 5 WT 541J, 565J, 603J Unit 6 WT 667J, 697J, 735J
6. Capitalize brand names, e.g., <i>Nike</i> .	Teacher’s Edition: Unit 2 RP 169J; WT 227B Unit 5 RP 577J

STANDARDS	PAGE REFERENCES
7. Capitalize geographic regions, e.g., <i>the West</i> .	The following page reference can be used to help facilitate this standard. Teacher’s Edition: Unit 5 RP 577J
8. Use periods in abbreviations, e.g., <i>pg.</i> , <i>ft.</i>	The following page reference can be used to help facilitate this standard. Teacher’s Edition: Unit 5 RP 577J
9. Uses commas to set off interjections, e.g., <i>Okay</i> , if you say so; or explanatory phrases, e.g., <i>They stood together, away from the pile of stones in the corner, and their voices were quiet.</i>	Teacher’s Edition: Unit 1 RP 77J; WW 143E
10. Use comma after date or address within text, e.g., <i>June 1, 1993, was an important day in my life.</i>	Teacher’s Edition: Unit 1 RP 111J
11. Use quotation marks in dialogue, e.g., <i>“How’s it going?” the boy asked.</i>	Student Edition: Unit 3 354-355 Teacher’s Edition: Unit 3 FD 354
12. Use hyphen in numbers, e.g., <i>twenty-three</i> .	Teacher’s Edition: Unit 4 481J
13. Use hyphens to join numbers, e.g., <i>pages 1-3; the Mariners won 17-6.</i>	Teacher’s Edition: Unit 4 481J
14. Use ellipsis (...) to show omitted words and to show a pause.	This standard can be met during teacher/class discussion of other elements of English grammar and/or when covering fluency. Teacher’s Edition: Unit 1 41A
15. Use semicolon between two independent clauses.	Teacher’s Edition: Unit 1 89I
16. Use subject vs. object pronouns correctly, e.g., <i>I vs. me</i> .	Teacher’s Edition: Unit 4 C 447I, 447J; WT 447B
17. Use new paragraphs to change speakers in dialogue.	Student Edition: Unit 3 354-355 Teacher’s Edition: Unit 3 FD 354

STANDARDS	PAGE REFERENCES
18. Cite sources in research using a bibliographic format.	Teacher's Edition: Unit 1 CL 143I, 143J; SC 143K Unit 5 RS 514H
19. Use resources to find correct spelling for words identified as misspelled.	Teacher's Edition: Unit 2 WR 259C
Writing Process	
3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.	
3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.	
3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.	
4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.	
4.1 Students use knowledge of their language and culture to improve competency in English.	
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.	
4.3 Students use standard English for composing and revising written text.	
20. Plan: gather and organize information from multiple sources to address a topic, e.g., electronic graphic organizer, comparison or classification chart.	Student Edition: Unit 1 46-47, 88-89, 110-111, 138-139 Unit 2 168-169, 190-191, 202-203, 226-227, 254-255 Unit 3 288-289, 312-313, 324-325, 354-355, 386-387 Unit 4 418-419, 446-447, 458-459 Unit 5 540-541, 564-565, 576-577, 632-633 Unit 6 696-697, 708-709, 734-735, 758-759 Teacher's Edition: Unit 1 P 47, 89, 111, 139; W 143A-143B Unit 2 P 169, 191, 203, 227, 255; W 259A-259B Unit 3 P 289, 313, 325, 355, 387; W 391A-391B Unit 4 P 419, 447, 459; W 513A-513B Unit 5 P 541, 565, 577, 633; W 637A-637B Unit 6 P 697, 709, 735; W 763A-763B

STANDARDS	PAGE REFERENCES
<p>21. Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p>	<p>Student Edition: Unit 1 46-47, 88-89, 110-111, 138-139 Unit 2 168-169, 190-191, 202-203, 226-227, 254-255 Unit 3 288-289, 312-313, 324-325, 354-355, 386-387 Unit 4 418-419, 446-447, 458-459 Unit 5 540-541, 564-565, 576-577, 632-633 Unit 6 696-697, 708-709, 734-735, 758-759</p> <p>Teacher’s Edition: Unit 1 W 46, 110, 138, 143C Unit 2 W 168, 190, 226, 254, 259C Unit 3 W 288, 312, 354, 386, 391C Unit 4 W 418, 446, 513C Unit 5 W 540, 564, 632, 637C Unit 6 W 696, 734, 763C</p>
<p>22. Revise: rework writing several times based on different points of focus, e.g., first reading — add details for elaboration; second reading — delete sentences or phrases to achieve paragraph unity; third reading — reorganize ideas for meaning.</p>	<p>Student Edition: Unit 1 46-47, 88-89, 110-111, 138-139 Unit 2 168-169, 190-191, 202-203, 226-227, 254-255 Unit 3 288-289, 312-313, 324-325, 354-355, 386-387 Unit 4 418-419, 446-447, 458-459 Unit 5 540-541, 564-565, 576-577, 632-633 Unit 6 696-697, 708-709, 734-735, 758-759</p> <p>Teacher’s Edition: Unit 1 W 46, 110, 138, 143D Unit 2 W 168, 190, 226, 254, 259D Unit 3 W 288, 312, 354, 386, 391D Unit 4 W 418, 446, 513D Unit 5 W 540, 564, 632, 637D Unit 6 W 696, 734, 763D</p>

STANDARDS	PAGE REFERENCES
<p>23. Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p>	<p>Student Edition: Unit 1 47, 89, 111, 139 Unit 2 169, 191, 203, 227, 255 Unit 3 289, 313, 325, 355, 387 Unit 4 419, 447, 459 Unit 5 541, 565, 577, 633 Unit 6 697, 709, 735, 759</p> <p>Teacher’s Edition: Unit 1 W 46, 110, 138, 143E Unit 2 W 168, 190, 226, 254, 259E Unit 3 W 288, 312, 354, 386, 391E Unit 4 W 418, 446, 513E Unit 5 W 540, 564, 632, 637E Unit 6 W 696, 734, 763E</p>
<p>Publish/Present: 24. Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p>	<p>Teacher’s Edition: Unit 1 W 143E Unit 2 W 259E Unit 3 W 391E Unit 4 W 513E Unit 5 W 637E Unit 6 W 763E</p>
<p>25. Make purposeful decisions about format, graphics, illustrations, and other features, e.g., captioned photos, maps, based on audience.</p>	<p>Teacher’s Edition: Unit 2 T 259I-259L Unit 3 T 391K-391L Unit 4 T 513I-513L Unit 5 T 637I-637L Unit 6 T 763I-763L</p>
<p>26. Publish for global audience.</p>	<p>The following page references can be used to help facilitate this standard.</p> <p>Teacher’s Edition: Unit 2 T 259I-259L Unit 3 T 391K-391L Unit 4 T 513I-513L Unit 5 T 637I-637L Unit 6 T 763I-763L</p>

STANDARDS	PAGE REFERENCES
<p>Reflect:</p> <p>27. Provides evidence that writing goals have been met, e.g., <i>My sentence fluency has improved because I now vary the beginnings of my sentences.</i></p>	<p>Teacher’s Edition:</p> <p>Unit 1 P 143G Unit 2 P 259G Unit 3 P 391G Unit 4 P 513G Unit 5 P 637G Unit 6 P 763G</p>
<p>28. Identifies professional authors’ styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers’ writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 CR 143F; P 143G; R 143G-143H Unit 2 CR 259F; P 259G; R 259G-259H Unit 3 CR 391F; P 391G; R 391G-391H Unit 4 CR 513F; P 513G; R 513G-513H Unit 5 CR 637F; P 637G; R 637G-637H Unit 6 CR 763F; P 763G; R 763G-763H</p>
<p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes. 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p>	
<p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p>	
<p>4.1 Students use knowledge of their language and culture to improve competency in English. 4.2 Students speak and write using standard language structures and diction appropriate to audience and task. 4.3 Students use standard English for composing and revising written text.</p>	
<p>Writing Genres, Traits and Crafts</p>	
<p>Descriptive:</p> <p>29. Integrate descriptive writing into other modes, using literary techniques, e.g., flashback, specific word choice, character development.</p>	<p>Student Edition:</p> <p>Unit 3 288-289 Unit 4 458-459 Unit 5 540-541</p> <p>Teacher’s Edition:</p> <p>Unit 4 F 288</p>
<p>Narrative:</p> <p>30. Write a biography based on an interview.</p>	<p>The following pages can be used to help facilitate this standard.</p> <p>Student Edition:</p> <p>Unit 5 540-541</p>
<p>31. Write a historical fiction essay, using primary sources.</p>	<p>Teacher’s Edition:</p> <p>Unit 1 WR 143C</p>

STANDARDS	PAGE REFERENCES
32. Write varied narratives with different beginnings and endings.	Student Edition: Unit 1 46-47, 110-111, 138-139 Unit 2 202-203 Unit 3 288-289 Teacher’s Edition: Unit 1 F 46, 110, 138 Unit 3 WW 391A-391E Unit 4 F 288
33. Write a story ending from the perspective of a different character.	The following pages can be used to help facilitate this standard. Student Edition: Unit 3 288-289, 354-355 Unit 4 458-459
Expository: 34. Write an explanatory piece, building up to the most important point.	Student Edition: Unit 6 666-667, 696-697, 734-735 Teacher’s Edition: Unit 6 F 666, 696, 734; WW 763A-763E
35. Write book reviews.	Student Edition: Unit 2 254-255 Teacher’s Edition: Unit 2 F 254
36. Write compare-contrast essay, using point-by-point structure.	Student Edition: Unit 5 602-603 Teacher’s Edition: Unit 5 F 602; WW 637A-637E
Persuasive: 37. Write a persuasive piece, using “if-and-then” structure.	Student Edition: Unit 2 168-169, 190-191, 226-227 Teacher’s Edition: Unit 2 F 168, 190, 226; WW 259A-259E
38. Write a book or movie critique.	Student Edition: Unit 2 254-255 Teacher’s Edition: Unit 2 F 254

STANDARDS	PAGE REFERENCES
<p>Poetic: 39. Write a haiku.</p>	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>
<p>40. Write a rap.</p>	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>
<p>41. Write words to the music of an already existing song.</p>	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>
<p>42. Write a ballad.</p>	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>
<p>43. Write a lyrical poem.</p>	<p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>

STANDARDS	PAGE REFERENCES
44. Write a cacophony.	<p>Projects involving poetry and poetic word choice will aid students in writing many different types of poems. The following page references can be used to help meet this standard.</p> <p>Student Edition: Unit 3 312-313</p> <p>Teacher’s Edition: Unit 3 F 312</p>
45. Include more than one form/genre in a single piece, e.g., a report about salmon that includes a poem, fact box and story.	<p>Teacher’s Edition: Unit 2 SS 144I Unit 3 SS 260I Unit 4 LA 392I Unit 5 TP 514H, 637K, 637L</p>
46. Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: <i>Laughing loudly, they walked down the hall</i> ; write a variety of sentence structures, e.g., <i>Mike, busy with his homework, didn’t hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short</i> ; write with a sense of rhythm, and may use fragments in dialogue as appropriate.	<p>Student Edition: Unit 2 190-191, 254-255 Unit 3 288-289 Unit 4 418-419 Unit 5 540-541</p> <p>Teacher’s Edition: Unit 2 F 190, 254 Unit 3 F 288</p>