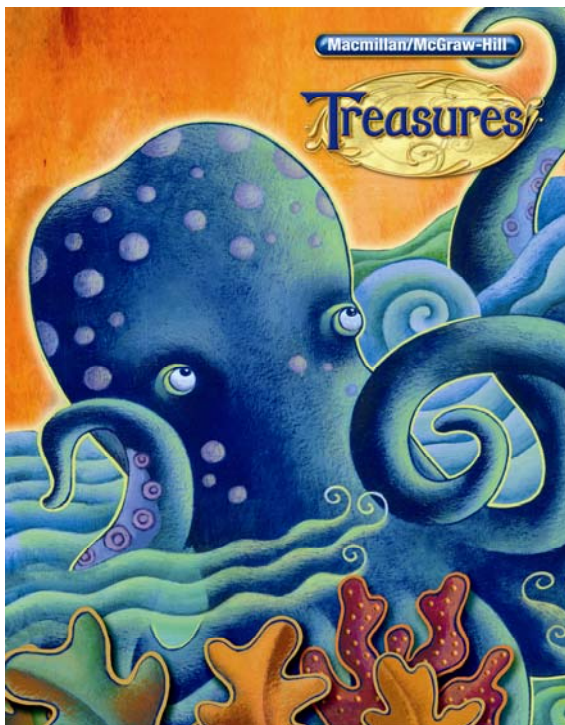




Macmillan/McGraw-Hill

Learning Standards
Late Elementary



Grade 5

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STANDARDS	PAGE REFERENCES
STATE GOAL 1: Read with understanding and fluency.	
Why This Goal Is Important: Reading is essential. It is the process by which people gain information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. Using strategies for constructing meaning before, during and after reading will help students connect what they read now with what they have learned in the past. Students who read well and widely build a strong foundation for learning in all areas of life.	
A. Apply word analysis and vocabulary skills to comprehend selections.	
<p>1.A.2a Read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations.</p>	<p>Student Edition: Unit 1 <i>Word Families</i> 98 Unit 2 <i>Word Parts</i> 138, 194 Unit 4 <i>Word Parts</i> 388 Unit 6 <i>Context Clues</i> 656</p> <p>Teacher's Edition: Unit 1 V 46, 80, 98 Unit 2 V 138, 148, 182, 194 Unit 3 V 257, 265, 361 Unit 4 V 388, 440, 452 Unit 5 St 566; V 526, 552, 559, 580, 599, 630 Unit 6 V 656, 665, 701, 702, 740</p>

STANDARDS	PAGE REFERENCES
<p>1.A.2b Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.</p>	<p>Student Edition: Unit 1 <i>Context Clues</i> 8 Unit 2 <i>Context Clues</i> 160 <i>Dictionary</i> 220 Unit 3 <i>Context Clues</i> 322, 352 Unit 4 <i>Context Clues</i> 416 <i>Dictionary</i> 486 Unit 5 <i>Thesaurus</i> 526 Unit 6 <i>Context Clues</i> 656, 688</p> <p>Teacher’s Edition: Unit 1 St 15; UG 83; V 8, 42, 48 Unit 2 FYI T6; St 226; V 160, 205, 220 Unit 3 FYI T4; V 322, 352 Unit 4 V 396, 416, 486 Unit 5 FYI T6; RSS 585C-585D; St 534; Th 545; V 526, 580 Unit 6 V 656, 688</p>
<p>B. Apply reading strategies to improve understanding and fluency.</p>	
<p>1.B.2a Establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas.</p>	<p>Teacher’s Edition: Unit 1 MP 13; PP 11, 39, 77; SP 11, 39, 77 Unit 2 C 228; PP 141, 163; SP 141, 163 Unit 3 C 367; MP 260, 263; PP 255, 283; SP 255, 283 Unit 4 C 400; PP 391, 419; SP 391, 419; St 390, 418 Unit 5 PP 529, 555, 583; SP 529, 555 Unit 6 C/W 670; PP 659, 691; SP 659, 691</p>
<p>1.B.2b Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.</p>	<p>Student Edition: Unit 2 <i>Analyze Text Structure</i> 222 <i>Think and Compare</i> 235 #2 Unit 4 <i>Think and Compare</i> 407 #4 Unit 5 <i>Analyze Text Structure</i> 582</p> <p>Teacher’s Edition: Unit 1 St 65 Unit 2 ELL 226; ES 145; Sk 140, 144, 226, 229, 231, 232; St 222, 227, 230; TE 144 Unit 3 Sk 312, 314 Unit 4 ES 399; Sk 390, 395, 398, 400, 404 Unit 5 St 582</p>

STANDARDS	PAGE REFERENCES
<p>1.B.2c Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i>, clarify terminology, seek additional information).</p>	<p>Teacher’s Edition: Unit 1 MoC 12, 40, 102, 104 Unit 2 MoC 142, 149, 164, 198; St 184, 196 Unit 3 MoC 256, 259, 284, 291, 326, 329, 367 Unit 4 MoC 392, 396, 420, 456, 490 Unit 5 MoC 530, 556, 557, 596, 626 Unit 6 MoC 660, 692, 732, 737, 756, 757</p>
<p>1.B.2d Read age-appropriate material aloud with fluency and accuracy.</p>	<p>Teacher’s Edition: Unit 1 F 27A, 53A, 67A, 89A, 119A Unit 2 F 153A, 175A, 187A, 213A, 235A Unit 3 F 273A, 301A, 315A, 343A, 371A Unit 4 F 407A, 431A, 445A, 477A, 507A Unit 5 F 543A, 573A, 585A, 613A, 637A Unit 6 F 679A, 707A, 721A, 745A, 773A</p>
<p>C. Comprehend a broad range of reading materials.</p>	
<p>1.C.2a Use information to form and refine questions and predictions.</p>	<p>Teacher’s Edition: Unit 1 MP 13; RPP 17, 25, 45, 83, 109 Unit 2 RPP 145, 169, 203, 229 Unit 3 RPP 263, 289, 333, 363 Unit 4 RPP 399, 423, 465, 497 Unit 5 MP 565; RPP 535, 563, 603, 629 Unit 6 RPP 669, 697, 739, 763</p>
<p>1.C.2b Make and support inferences and form interpretations about main themes and topics.</p>	<p>Student Edition Unit 3 <i>Author’s Perspective</i> 369 <i>Connect and Compare</i> 373 #3 <i>Think and Compare</i> 343 #4 Unit 6 <i>Think and Compare</i> 707 #4 Teacher’s Edition: Unit 1 C 21, 113; ES 44; MI 105; Sk 44, 46 Unit 3 C 372; ELL 339; ES 263, 333; Sk 254, 257, 269, 324, 327, 339; MI 268; T 298; TE 266, 331, 340 Unit 4 C 403; MI 397, 424 Unit 5 Sk 554, 558, 561 Unit 6 ES 739; Sk 730, 737; T 676, 770; TE 737</p>

STANDARDS	PAGE REFERENCES
<p>1.C.2c Compare and contrast the content and organization of selections.</p>	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 31 #3, 123 #3 <i>Think and Compare</i> 27 #5, 53 #5 Unit 2 <i>Connect and Compare</i> 155 #3, 177 #3, 215 #3, 237 #3 <i>Think and Compare</i> 213 #5, 235 #5 Unit 3 <i>Connect and Compare</i> 305 #3 <i>Social Studies Activity</i> 305 <i>Think and Compare</i> 273 #5, 301 #5 Unit 4 <i>Connect and Compare</i> 411 #3 <i>Think and Compare</i> 407 #5, 431 #5 Unit 5 <i>Connect and Compare</i> 641 #3 <i>Think and Compare</i> 573 #5, 637 #5 Unit 6 <i>Connect and Compare</i> 683 #3, 711 #3, 747 #3, 777 #3 <i>Think and Compare</i> 721 #4</p>
<p>1.C.2d Summarize and make generalizations from content and relate to purpose of material.</p>	<p>Student Edition: Unit 2 <i>Think and Compare</i> 153 #4, 175 #3-#4 Unit 6 <i>Think and Compare</i> 773 #4</p> <p>Teacher’s Edition: Unit 1 St 76, 85 Unit 2 C 210; MG 228; St 140, 147, 150, 162, 168, 172 Unit 3 St 281A, 296, 311A Unit 4 ELL 401, 503; Su 401 Unit 5 Su 561 Unit 6 ELL 760; ES 763; Sk 758, 767; Su 663, 697, 710; TE 762</p>
<p>1.C.2e Explain how authors and illustrators use text and art to express their ideas (e.g., points of view, design hues, metaphor).</p>	<p>Student Edition: Unit 3 <i>Author’s Perspective</i> 360, 369 <i>Connect and Compare</i> 373 #2 <i>Think and Compare</i> 371 #4 Unit 5 <i>Think and Compare</i> 543 #4</p> <p>Teacher’s Edition: Unit 1 FL 24; V 18 Unit 2 AC 152, 174, 212 Unit 3 AC 272; C 359; ES 363; LE 275; Sk 357, 358, 360, 368; TE 360; UI 294 Unit 4 AC 430, 506; APe 403; Sk 503; TF 471; V 458, 493 Unit 5 AC 542; C/W 533; UI 556, 601, 607, 608 Unit 6 PV 676; UI 741, 764</p>

STANDARDS	PAGE REFERENCES
<p>1.C.2f Connect information presented in tables, maps and charts to printed or electronic text.</p>	<p>On the following pages, students connect information in tables, maps, charts, and other graphic features to text:</p> <p>Student Edition: Unit 1 <i>Connect and Compare</i> 93 #1 Unit 3 <i>Connect and Compare</i> 305 #1, 347 #1 Unit 4 <i>Connect and Compare</i> 511 #2 Unit 6 <i>Connect and Compare</i> 711 #1, 777 #1</p> <p>Teacher’s Edition: Unit 1 TF 90; UTF 122 Unit 3 TF 303, 344, 346 Unit 4 C 404; TF 479, 509 Unit 5 TF 584 Unit 6 ELL 776; TF 708, 709, 774, 775</p>
<p>STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.</p>	
<p>Why This Goal Is Important: Literature transmits ideas, reflects societies and eras and expresses the human imagination. It brings understanding, enrichment and joy. Appreciating literature and recognizing its many forms enable students to learn and respond to ideas, issues, perspectives and actions of others. Literature study includes understanding the structure and intent of a short poem or a long, complex book. By exploring the techniques that authors use to convey messages and evoke responses, students connect literature to their own lives and daily experiences.</p>	
<p>A. Understand how literary elements and techniques are used to convey meaning.</p>	
<p>2.A.2a Identify literary elements and literary techniques (e.g., characterization, use of narration, use of dialogue) in a variety of literary works.</p>	<p>Student Edition: Unit 1 <i>Literary Elements</i> 120 Unit 2 <i>Literary Elements</i> 154 Unit 3 <i>Literary Elements</i> 274, 372 Unit 4 <i>Literary Elements</i> 432</p> <p>Teacher’s Edition: Unit 1 AC 26, 52, 88, 118; C/W 43; LE 120 Unit 2 LE 154, 155, 176, 177, 214, 236 Unit 3 AC 272, 300, 342; C 268; LE 274, 275, 372; TE 334 Unit 4 AC 506; C 460; LE 432, 433, 434 Unit 5 AC 542, 612; C/W 533; LD 602 Unit 6 AC 678, 772; LC 662, 664</p>

STANDARDS	PAGE REFERENCES
<p>2.A.2b Describe how literary elements (e.g., theme, character, setting, plot, tone, conflict) are used in literature to create meaning.</p>	<p>Teacher’s Edition: Unit 1 C 21, 24, 111; CS 81, 83, 106; ES 16; P/A 53B, 89B; Sk 10, 14, 17; TE 22 Unit 3 C 371B; Ch 286; CP 258, 265, 293, 298; ELL 366; Sk 324; TE 266, 331, 334; Th 298 Unit 4 Sk 488, 490, 496, 500, 501 Unit 5 Sk 599, 603, 605 Unit 6 P 738; Sk 661, 668</p>
<p>2.A.2c Identify definitive features of literary forms (e.g., realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, plays, electronic literary forms).</p>	<p>Student Edition: Unit 1 <i>Genre</i> 10, 38, 76, 100 Unit 2 <i>Genre</i> 154, 176 Unit 3 <i>Genre</i> 254, 282, 324, 354 Unit 4 <i>Genre</i> 432 Unit 5 <i>Genre</i> 528, 554, 594 Unit 6 <i>Genre</i> 658, 730</p> <p>Teacher’s Edition: Unit 1 G 19, 42, 49, 78, 85, 102, 115 Unit 2 G 214, 215 Unit 3 C 258; G 256, 269, 284, 334, 367 Unit 4 G 434, 463, 467 Unit 5 G 570, 598 Unit 6 G 669, 692, 742</p>
<p>B. Read and interpret a variety of literary works.</p>	
<p>2.B.2a Respond to literary material by making inferences, drawing conclusions and comparing it to their own experience, prior knowledge and other texts.</p>	<p>Teacher’s Edition: Unit 1 ES 108; Sk 38, 40, 42, 50, 100, 103, 114; TE 109 Unit 3 DC 266, 287, 295, 359, 361, 362; MI 268, 292, 330, 336, 338 Unit 4 Sk 453A-453B, 454, 457, 459, 465, 469, 472, 474 Unit 5 DC 533, 538 Unit 6 DC 700, 768; MI 702, 741, 769</p>
<p>2.B.2b Identify and explain themes that have been explored in literature from different societies and eras.</p>	<p>Student Edition: Unit 3 <i>Connect and Compare</i> 275 #3 <i>Reread for Comprehension</i> 253 Unit 6 <i>Think and Compare</i> 707 #4</p> <p>Teacher’s Edition: Unit 1 C 21, 113 Unit 3 C 274, 290, 301B; ES 263, 333; Sk 253A-253B, 254, 257, 261, 262, 267, 269, 327, 328, 331, 333, 339, 340; T 366 Unit 6 C 679B, 741; ES 739; TE 737; Th 676, 770</p>

STANDARDS	PAGE REFERENCES
<p>2.B.2c Relate literary works and their characters, settings and plots to current and historical events, people and perspectives.</p>	<p>Student Edition: Unit 5 <i>Think and Compare</i> 543 #4, 637 #5 Unit 6 <i>Connect and Compare</i> 711 #3</p> <p>Teacher’s Edition: Unit 1 C 113, 120; CCon 15; DC 121; ES 16; G 19, 102; MI 105; Sk 14, 19, 103 Unit 5 CCon 567, 600; G 539; PP 529; Sk 558, 561; St 633 Unit 6 CCon 699</p>
<p>STATE GOAL 3: Write to communicate for a variety of purposes.</p>	
<p>Why This Goal Is Important: The ability to write clearly is essential to any person’s effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is critical to employment and production in today’s world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.</p>	
<p>A. Use correct grammar, spelling, punctuation, capitalization and structure.</p>	
<p>3.A.2 Write paragraphs that include a variety of sentence types; appropriate use of the eight parts of speech; and accurate spelling, capitalization and punctuation.</p>	<p>Student Edition: Unit 1 <i>Writing Hints</i> 71 Unit 2 <i>Writing Hints</i> 191 Unit 3 <i>Writing Hints</i> 319 Unit 4 <i>Writing Hints</i> 449 Unit 5 <i>Writing Hints</i> 589 Unit 6 <i>Writing Hints</i> 725</p> <p>Teacher’s Edition: Unit 1 D 57B; E/P 71F; PRes 51; T:I 57A, 94; WAI T3, T5, T7 Unit 2 D 191B; E/P 191F; Mi2 191D; PRes 173; T:I 178 Unit 3 E/P 319F; Mi 319D; R 319D; WAI T3, T5, T7 Unit 4 E/P 449F; P/E 519E Unit 5 E/P 589F; P/E 649E; Mi2 643A; RL 611 Unit 6 E/P 725F; Mi1 779A; Mi2 749A; PRes 705; RL 677; T:SF 777A-777B, 778</p>

STANDARDS	PAGE REFERENCES
B. Compose well-organized and coherent writing for specific purposes and audiences.	
<p>3.B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).</p>	<p>Student Edition: Unit 1 <i>Writing Hints</i> 71 Unit 2 <i>Writing Hints</i> 191 Unit 3 <i>Writing Hints</i> 319 Unit 4 <i>Writing Hints</i> 449 Unit 5 <i>Writing Hints</i> 589 Unit 6 <i>Writing Hints</i> 725</p> <p>Teacher’s Edition: Unit 1 Mi 131B; OYI 71B; Pr 31B, 57A; Pr/D 93B Unit 2 Mi 245B; UGO 191B Unit 3 Mi 381B; OYI 319B; Pr 347B Unit 4 Mi 519B; Mi1 437A; Mi2 483A; OYI 449B Unit 5 Mi 649B; OYI 589B; WR 649B Unit 6 OYI 725B; V 319AA</p>
<p>3.B.2b Establish central idea, organization, elaboration and unity in relation to purpose and audience.</p>	<p>Teacher’s Edition: Unit 1 D 71B; Mi 125A; P/P 71A; Pr 131B; T:I 57A-57B, 93A-93B; WP 70 Unit 2 Mi1 157A; Mi2 179A; P/P 191A; T:I 155A-155B, 156, 177A-177B; T:V 215A-215B; WP 190 Unit 3 D 319B; Mi 319C, 381B; P/P 319A; Pr 381B; WP 318 Unit 4 Mi 483A, 513A; P/P 449A; T:I 481A-481B, 482; T:O 511A-511B; WP 448 Unit 5 D 589B; Mi2 549A, 577A; P/P 589A; PRes 571; T:I 575A-575B, 576 Unit 6 D 711B, 725B; Mi1 713A; P/P 725A; T:V 711A-711B, 712</p>
<p>3.B.2c Expand ideas by using modifiers, subordination and standard paragraph organization.</p>	<p>Students learn about and practice writing strong sentences and paragraphs on the following pages:</p> <p>Teacher’s Edition: Unit 1 T:I 31A-31B, 57A-57B, 93A-93B, 123A-123B Unit 2 CPr 245K; D 245C; Mi2 179A; T:WC 237A-237B Unit 3 T:V 305A-305B, 306; T:WC 347A-347B, 348, 373A-373B Unit 4 D 449B; Mi2 437A, 449D; T:I 435A-435B, 481A-481B; T:O 511B; T:WC 411A-411B, 412 Unit 5 D 589B; Mi 549A; T:I 547A-547B, 548, 575A-575B, 576; T:O 617A-617B; T:SF 641A-641B Unit 6 T:V 711A-711B; T:SF 777A-777B; T:WC 747A-747B, 748</p>

STANDARDS	PAGE REFERENCES
<p>3.B.2d Edit documents for clarity, subjectivity, pronoun-antecedent agreement, adverb and adjective agreement and verb tense; proofread for spelling, capitalization and punctuation; and ensure that documents are formatted in final form for submission and/or publication.</p>	<p>Student Edition: Unit 1 <i>Writing Hints</i> 71 Unit 2 <i>Writing Hints</i> 191 Unit 3 <i>Writing Hints</i> 319 Unit 4 <i>Writing Hints</i> 449 Unit 5 <i>Writing Hints</i> 589 Unit 6 <i>Writing Hints</i> 725</p> <p>Teacher’s Edition: Unit 1 E/P 71F; P/E 131E; PS 71F, 131E; WAI T3, T5, T7 Unit 2 E/P 191F; P/E 245E; PRes 173; PS 245E; WAI T3, T5 Unit 3 E/P 319F; P/E 381E; PRes 341; PS 381E Unit 4 E/P 449F; P/E 519E; PS 449F; WAI T3 Unit 5 E/P 589F; P/E 649E; PS 589F, 649E Unit 6 E/P 725F; P/E 785E; PS 725F, 785E</p>
<p>C. Communicate ideas in writing to accomplish a variety of purposes.</p>	
<p>3.C.2a Write for a variety of purposes and for specified audiences in a variety of forms including narrative (e.g., fiction, autobiography), expository (e.g., reports, essays) and persuasive writings (e.g., editorials, advertisements).</p>	<p>Teacher’s Edition: Unit 1 CCon 15, 31, 57; PN 71A-71F; Pr 131B; PRes 87; W 34L, 60L, 72L Unit 2 PE 191A-191F; Pr 245B; PRes 173; V 157W, 179W; WAI T5; W 180L Unit 3 FN 319A-319F, 381B; V 277W; W 278L, 320L Unit 4 CCon 511; EE 449A-449F; Pr 519B; PRes 475, 505; SS 450L; W 386L, 414L Unit 5 CCon 547, 639; RR 589A-589F, 649B; W 550L, 578L Unit 6 HTL 725A-725F, 785B; W 654L, 686L</p>
<p>3.C.2b Produce and format compositions for specified audiences using available technology.</p>	<p>Teacher’s Edition: Unit 1 CPr 131K; PS 71F, 131E; TCh 131K Unit 2 CL 245I; CPr 245K; PS 191F, 245E Unit 3 PS 319F, 381E Unit 4 ML 519J; P 519E; PS 449F Unit 5 CL 649I; CPr 649K; PS 589F, 649E Unit 6 PS 725F, 785E; TMD 785I</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 4: Listen and speak effectively in a variety of situations.	
<p>Why This Goal Is Important: Of all the language arts, listening and speaking are those most often used on a daily basis at home, school and work or in the community. Skill in speaking is universally recognized as a primary indicator of a person’s knowledge, skill and credibility. In person, by phone or through video, good listening and speaking skills are essential to sending, receiving and understanding messages. To understand messages spoken by others, students must be able to listen carefully, using specific techniques to clarify what they have heard. For speaking properly and making messages understood, grammar, sentence structure, tone, expression and emphasis must be part of students’ repertoires.</p>	
A. Listen effectively in formal and informal situations.	
<p>4.A.2a Demonstrate understanding of the listening process (e.g., sender, receiver, message) by summarizing and paraphrasing spoken messages orally and in writing in formal and informal situations.</p>	<p>Teacher’s Edition: Unit 1 LFP 7A-7B; 35A-35B; 61A-61B; SL 131E Unit 2 LFP 137A-137B, 159A-159B, 181A-181B Unit 3 LFP 251A-251B, 279A-279B, 309A-309B; S/L 270, 340 Unit 4 HSC 519L; LFP 387A-387B, 415A-415B, 451A-451B; TCh 519K Unit 5 LFP 525A-525B, 551A-551B, 579A-579B; L/S 570, 610; TCh 649K Unit 6 LFP 655A-655B, 687A-687B, 715A-715B; S/L 676; TCh 785K</p>
<p>4.A.2b Ask and respond to questions related to oral presentations and messages in small and large group settings.</p>	<p>Teacher’s Edition: Unit 1 SL 131E Unit 2 CCon 146, 170; HSC 245L; SL 245E; TCh 245K Unit 3 SL 381E; TCh 381K Unit 4 HSC 519L; SL 519E; TCh 519K Unit 5 CCon 545; PS 589F; SL 649E; TCh 649K Unit 6 CCon 683, 699, 711, 747; HSC 785L; SL 785E</p>
<p>4.A.2c Restate and carry out a variety of oral instructions.</p>	<p>Teacher’s Edition: Unit 4 HSC 519L Unit 5 HSC 649L Unit 6 HSC 785L</p>

STANDARDS	PAGE REFERENCES
B. Speak effectively using language appropriate to the situation and audience.	
<p>4.B.2a Present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.</p>	<p>Teacher’s Edition: Unit 1 HSC 131L; PS 71F; SL 131E; TCh 131K Unit 2 HSC 245L; PS 191F, 245E; SCh 245K; SL 245E; TCh 245K Unit 3 HSC 381L; SCh 381K; TCh 381K Unit 4 HSC 519L; PS 449F; SCh 519K; SL 519E; TCh 519K Unit 5 HSC 649L; PS 589F, 649E; SCh 649K; SL 649E; TCh 649K Unit 6 HSC 785L; PS 785E; SCh 785K; SL 785E; TCh 785K</p>
<p>4.B.2b Use speaking skills and procedures to participate in group discussions.</p>	<p>Teacher’s Edition: Unit 1 BT 33P, 33HH; LC T3, T5, T7; LS xvii Unit 2 BT 217P, 217HH; LC T3, T5, T7; LS xvii Unit 3 BT 277P, 277HH; LC T3, T5, T7; LS xvii Unit 4 BT 413P, 413HH; LC T3, T5, T7; LS xvii Unit 5 BT 549P, 549HH; LC T3, T5, T7; LS xvii Unit 6 BT 685P, 685HH; LC T3, T5, T7; LS xvii</p>
<p>4.B.2c Identify methods to manage or overcome communication anxiety and apprehension (e.g., topic outlines, repetitive practice).</p>	<p>Students develop notes or outlines for and practice presentations on the following pages: Teacher’s Edition: Unit 1 SCh 131K; WAI T5 Unit 2 SCh 245K; TCh 245K Unit 3 CPr 381K; SCh 381K Unit 4 CPr 519K; TCh 519K Unit 6 SCh 785K; WAI T3</p>
<p>4.B.2d Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.</p>	<p>Students follow listening and speaking guidelines for working in groups on the following pages: Teacher’s Edition: Unit 1 LS xvii Unit 2 LS xvii Unit 3 HSC 381L; LS xvii Unit 4 LS xvii Unit 5 LS xvii Unit 6 HSC 785L; LS xvii</p>

STANDARDS	PAGE REFERENCES
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.	
Why This Goal Is Important: To be successful in school and in the world of work, students must be able to use a wide variety of information resources (written, visual and electronic). They must also know how to frame questions for inquiry, identify and organize relevant information and communicate it effectively in a variety of formats. These skills are critical in school across all learning areas and are key to successful career and lifelong learning experiences.	
A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.	
<p>5.A.2a Formulate questions and construct a basic research plan.</p>	<p>Student Edition: Unit 1 <i>Research Roadmap</i> 5 Unit 2 <i>Research Roadmap</i> 135 Unit 3 <i>Research Roadmap</i> 249 Unit 4 <i>Research Roadmap</i> 385 Unit 5 <i>Research Roadmap</i> 523 Unit 6 <i>Research Roadmap</i> 653</p> <p>Teacher’s Edition: Unit 1 CCon 31, 57, 93, 121; RI xvi; SCh 131K; SWP 4/5 Unit 2 RI xvi; SWP 134/135; W 158L Unit 3 CCon 303; RI xvi; SWP 248/249 Unit 4 RI xvi; RRQ xvii; SCh 519K Unit 5 ARP 649K; R 589D; RI xvi; SWP 522/523; UPS xvii Unit 6 RI xvi; SWP 652/653</p>
<p>5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web- sites, CD/ROMs).</p>	<p>Student Edition: Unit 3 <i>Science Activity</i> 347 Unit 5 <i>Social Studies Activity</i> 617 Unit 6 <i>Research</i> 785</p> <p>Teacher’s Edition: Unit 1 CCon 31; Mi xvii; RI xvi; RSS 67C-67D; Sc 34L; WR 131C Unit 2 Mi xvii; RI xvi; RSS 187C-187D; TCh 245K; WR 245C Unit 3 CCon 303; RI xvi; Sc 320L; SCh 381K Unit 4 RI xvi; SA 411, 481; Sc 386L; SCh 519K; SS 438L; TCh 519K; WR 519C Unit 5 Mi xvii; RI xvi; RS xvi; SSA 617, 641; TCh 649K; WR 649B Unit 6 CCon 711; Mi xvii; RI xvi; Sc 726L; SS 726L</p>

STANDARDS	PAGE REFERENCES
B. Analyze and evaluate information acquired from various sources.	
<p>5.B.2a Determine the accuracy, currency and reliability of materials from various sources.</p>	<p>Students evaluate sources on the following pages: Student Edition: Unit 6 <i>Research</i> 785 Teacher Edition: Unit 1 CL 131I; RSS 67C-67D; TCh 131K Unit 2 ML 245J; RI xvi Unit 3 ML 381J; RS xvi; SCh 381K; TCh 381K Unit 4 Mi xvii; TCh 519K Unit 5 Mi 589D; RI xvi; RS xvi; SSA 641 Unit 6 CCon 711; SCh 785K; TCh 785K</p>
<p>5.B.2b Cite sources used.</p>	<p>Teacher Edition: Unit 1 RS xvi; TCh 131K; TMD 131I Unit 2 Mi xvii; RS xvi; SCh 245K; TCh 245K; TMD 245I Unit 3 Mi xvii; SCh 381K; TCh 381K Unit 4 Mi xvii; RS xvi; RSS 445D Unit 5 Mi xvii; Mi2 619A; RI xvi; TCh 649K; WR 649C Unit 6 SCh 785K; SSA 683</p>
C. Apply acquired information, concepts and ideas to communicate in a variety of formats.	
<p>5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.</p>	<p>Teacher's Edition: Unit 1 CCon 57, 93, 121; CPr 131K Unit 2 CCon 170; CPr 245K; W 180L Unit 3 CCon 303, 305, 347, T5; CPr 381K; SSA 305 Unit 4 CCon 435, T5; CPr 519K Unit 5 CCon T3; CPr 649K; PS 589F, 649E; SCh 649K Unit 6 CCon 699, 711, 742; CPr 785K; TCh 785K; V 713W</p>

STANDARDS	PAGE REFERENCES
<p>5.C.2b Prepare and deliver oral presentations based on inquiry or research.</p>	<p>Student Edition: Unit 3 <i>Science Activity</i> 347 Unit 6 <i>Social Studies Activity</i> 683</p> <p>Teacher’s Edition: Unit 1 CCon 123; HSC 131L; SSA 57 Unit 2 CCon 170, T5; HSC 245L; W 180L Unit 3 CCon 303, 347, T3, T7; Sc 308L; SSA 305 Unit 4 CCon 435; HSC 519L Unit 5 CCon T3; HSC 649L; PS 589F, 649E; SCh 649K; SSA 547 Unit 6 CCon 699, 711, 742, T3; HSC 785L; SSA 683; TCh 785K</p>