



Language Arts

Grade 5
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STANDARDS	PAGE REFERENCES
Standard 1 - Language	
GLE 0501.1.1 Demonstrate knowledge of Standard English usage, mechanics, and spelling.	Student Edition: 10-13, 24-27, 96-99, 106-109, 178-181, 192-195 <i>Apply Grammar</i> 45, 127 <i>Cumulative Review</i> 254-257, 500-504 <i>Grammar and Writing Review</i> 68-71, 150-153, 236-239, 322-325, 400-403, 482-485 <i>Practice and Apply</i> 61 #1-#4, 143 #1-#2, 229 #1-#3, 393 #2-#4
GLE 0501.1.2 Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	Student Edition: 118, 368-369, 384, 570-571 <i>Practice</i> 119 #1 and #7 Teacher Edition: AA 385, 475; A/C 368; CL 384; LS 52, 384; MIN 119; 369; T/P 384; WT 385
GLE 0501.1.3 Demonstrate knowledge of Standard English sentence structure.	Student Edition: 12, 14-15, 20-21, 26-27, 82-83 <i>Apply Grammar</i> 45 <i>Grammar and Writing Review</i> 69 #26-#40 <i>Practice</i> 507 #1-#10, 509 #1-#5, 529 #1-#5 <i>Writing Activity</i> 15, 21, 27, 29 Teacher Edition: A/C 14; EA 21; RA 15; T/P 14, 372; WA 374

STANDARDS	PAGE REFERENCES
<p>SPI 0501.1.1 Identify the correct use of nouns (i.e., singular/plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e., agreement, subject, object) within context.</p>	<p>Student Edition: 110-111 <i>Apply Grammar</i> 127, 377 <i>Grammar Link</i> 371 <i>Grammar and Writing Review</i> 150 #6-#20, 161 #31-#40, 400 #6-#20, 401 #36-#40, 402 #41-#50, 484 #41-#45 <i>Thinking Like a Writer</i> 87 <i>Writing Activity</i> 373 <i>Writing from Pictures</i> 377</p> <p>Teacher Edition: A/C 110; HN 88A; MIN 111</p>
<p>SPI 0501.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, tenses) within context.</p>	<p>Student Edition: 196-197 <i>Apply Grammar</i> 213 <i>Grammar Link</i> 371 <i>Grammar and Writing Review</i> 236 #11-#20, 237 #21-#25 and #31-#40, 238 #46-#55, 401 #26-#40 <i>Guided Practice</i> 174 #1-#5, 184 #1-#5, 188 #1-#5, 190 #1-#5 <i>More Practice</i> 173 #16-#20, 175 #6-#15, 177 #6-#20, 183 #11-#15, 185 #6-#20, 187 #16-#20, 189 #6-#20, 191 #6-#20 <i>Practice</i> 195 #11-#20</p>
<p>SPI 0501.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative forms, predicate adjectives) and adverbs (i.e., comparative forms, negatives) within context.</p>	<p>Student Edition: <i>Grammar and Writing Review</i> 322 #11-#20, 323 #26-#40 <i>Guided Practice</i> 270 #1-#5, 272 #1-#5, 274 #1-#5, 420 #1-#5 <i>More Practice</i> 265 #11-#20, 267 #11-#15, 271 #6-#20, 273 #6-#15, 275 #6-#20, 283 #6-#15, 421 #6-#20, 443 #1-#5 and #11-#15 <i>Practice</i> 269 #11-#25 <i>Writing from Pictures</i> 459</p> <p>Teacher Edition: MIN 271, 273, 275, 443</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.1.4 Recognize usage errors occurring within context (e.g., double negatives, troublesome words {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach}).</p>	<p>Student Edition: 580-581, 584, 585 <i>Cumulative Review</i> 504 #81-#85 <i>Grammar and Writing Review</i> 482 #16-#20 <i>More Practice</i> 197 #13, 443 #1-#5 <i>Practice</i> 427 #11-#20, 523 #2 and #4 <i>Writing Activity</i> 423</p> <p>Teacher Edition: MIN 423</p>
<p>SPI 0501.1.5 Identify sentences with correct use of commas (i.e., series, dates, addresses, friendly letters, compound sentences, coordinating conjunctions, and introductory words) and of colons within context.</p>	<p>Student Edition: <i>Checklist</i> 143 <i>Grammar and Writing Review</i> 237 #26-#30, 401 #21-#25, 484 #56-#60 <i>Guided Practice</i> 178 #1-#5 <i>More Practice</i> 9 #6-#20, 179 #6-#20, 347 #13 and #15, 439 #16-#25 <i>Practice</i> 109 #6-#8 and #15-#16, 555 #1-#10 <i>Practice and Apply</i> 143 <i>Writing Activity</i> 109</p> <p>Teacher Edition: MIN 9, 179, 439; WAs 108</p>
<p>SPI 0501.1.6 Choose the correct use of quotation marks and commas in direct quotations.</p>	<p>Student Edition: <i>Cumulative Review</i> 504 #96-#100 <i>Grammar Link</i> 455 #11-#15 <i>Grammar and Writing Review</i> 483 #21-#30, 485 #66-#70 <i>More Practice</i> 425 #11-#15 and #17-#19 <i>Practice</i> 427 #21-#25, 455 #6-#10 <i>Practice and Apply</i> 471 #3, 475 #2 <i>Writing Activity</i> 425, 427, 455</p> <p>Teacher Edition: A/C 424; EA 455; MIN 425; RA 455</p>
<p>SPI 0501.1.7 Identify correctly or incorrectly spelled words in context, including the correct spelling of plurals and possessives.</p>	<p>Student Edition: 582-585 <i>Checklist</i> 61, 143, 229, 315, 393, 475 <i>Practice and Apply</i> 61 #1, 143 #1, 229 #1, 315 #1, 393 #2, 475 #1</p> <p>Teacher Edition: AA 143, 475; CL 60; MIN 91, 93; T/P 392</p>

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<p>SPI 0501.1.8 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma used with a coordinating conjunction, use of semicolon, introductory phrases and/or clauses).</p>	<p>Student Edition: 13, 20-21, 22-23 <i>Challenge</i> 441 <i>Cumulative Review</i> 504 #91-#95 <i>Grammar and Writing Review</i> 68 #11-#20, 70 #41-#50, 152 #41-#50, 324 #41-#50, 401 #36-#40, 484 #51-#55 <i>Practice</i> 527 #1-#5, 529 #1-#5 <i>Practice and Apply</i> 61 #3 <i>Strategies for Proofreading</i> 60</p> <p>Teacher Edition: A/C 20, 22; MIN 21, 23; RA 21</p>
<p>SPI 0501.1.9 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements) within context.</p>	<p>Student Edition: 24-25, 85 <i>Challenge</i> 27 <i>Checklist</i> 61 <i>Grammar and Writing Review</i> 70 #51-#60 <i>More Practice</i> 29 #11-#15 <i>Practice</i> 509 #1-#5 <i>Writing Activity</i> 25, 29</p> <p>Teacher Edition: A/C 24; MIN 25, 29; P 24; RA 25; T/P 24</p>
<p>SPI 0501.1.10 Select the best way to correct incomplete sentences within context.</p>	<p>Student Edition: 28, 74 <i>More Practice</i> 29 #6-#10 <i>Practice</i> 507 #1-#10 <i>Spiral Review</i> 3 <i>Test Power</i> 42 #1-#2 <i>Writing Activity</i> 3, 29</p> <p>Teacher Edition: AA 61; A/C 2, 28; EA 3; FTS 2B; MIN 29; P 2; RA 3, 13</p>

STANDARDS	PAGE REFERENCES
SPI 0501.1.11 Determine word meanings within context.	See <i>Treasures</i> , Grade 5 © 2011.
SPI 0501.1.12 Recognize root words, prefixes, and syllabication as aids in determining meaning within context.	Students identify root words, prefixes, and suffixes on the following pages: Student Edition: <i>Grammar Link</i> 207 #11-#15 <i>Grammar and Writing Review</i> 239 #61-#70 <i>Practice</i> 207 #1-#10 <i>Using Words</i> 200 <i>Writing Activity</i> 207 Teacher Edition: A/C 206; AYR 202; EA 207; LS 206; MIN 207; PSP 200A; RA 207; T/P 206
SPI 0501.1.13 Select appropriate synonyms, antonyms, and homonyms within context.	Student Edition: 370-371 <i>Grammar Link</i> 293 #11-#15 <i>Practice</i> 293 #6-#10, 371 #6-#10, 591 #1-#5, 592-593 <i>Writing Activity</i> 293 Teacher Edition: AA 287; A/C 292, 370; AYR 288; CCO 286A; CL 388; EA 371; LS 56; MIN 293, 371; SS 286A; TT 370; WA 374
SPI 0501.1.14 Identify compound words, contractions, and common abbreviations within context.	Student Edition: 192-193, 253, 337 <i>Grammar and Writing Review</i> 238 #56-#60, 402 #51-#60 <i>Guided Practice</i> 192 #1-#5, 356 #1-#5 <i>More Practice</i> 193 #6-#20, 279 #6-#20, 357 #6-#20 <i>Practice</i> 121 #6-#10, 195 #22 and #25, 544 #1-#5 <i>Vocabulary and Comprehension</i> 125 #2 Teacher Edition: AYR 116; MIN 121, 193, 279, 357; WN 114
SPI 0501.1.15 Recognize and use grade appropriate vocabulary within context.	Student Edition: 370-371 <i>Grammar and Writing Review</i> 403 #61-#65, 485 #61-#65 <i>Practice and Apply</i> 57 #2, 61 #4 <i>Revise</i> 56, 138, 224, 310, 388, 470 <i>Using Words</i> 32, 114, 200, 286, 364, 446 Teacher Edition: AA 311, 313

STANDARDS	PAGE REFERENCES
SPI 0501.1.16 Determine the correct meaning/usage of multiple meaning words within context.	Teacher Edition: AA 385
Standard 2 – Communication	
GLE 0501.2.1 Continue to develop critical listening skills necessary for comprehension and task completion.	Student Edition: <i>Practice and Apply</i> 59 #1 <i>Tip!</i> 64, 146, 232, 318, 396, 478 Teacher Edition: AA 59, 65, 233, 141, 147, 391; LS 233B; T/P 232, 396; TT 65, 147, 233, 397
GLE 0501.2.2 Continue to develop strategies for expressing thoughts and ideas clearly and effectively.	Student Edition: 64-65, 146-147, 232-233, 318-319, 396-397, 478-479 <i>Practice and Apply</i> 65 #1-#4, 147 #1-#4, 233 #1-#4, 319 #1-#4 Teacher Edition: AA 73, 397; A/C 64, 232, 318, 396; LS 64, 318; T/P 146, 232
GLE 0501.2.3 Explore the organizational structures of speeches.	Teacher Edition: RA 123
GLE 0501.2.4 Participate in teams for work and discussion.	Teacher Edition: AA 53, 65, 141, 225, 229; CCO 286A; EA 5, 291; GW 50A-50B, 132A-132B, 218A-218B, 304A-304B, 382A-382B, 464A-464B; LS 58, 299; MSE 200B; PNB 2A; RA 271, 281
SPI 0501.2.1 Identify the audience for a given speech.	Students consider their audience for a speech or oral presentation on the following pages Student Edition: 64-65, 146-147, 232-233, 318-319, 396-397, 478-479 <i>Writing Activity</i> 101, 119, 121 Teacher Edition: AA 131, 241; EA 265; RA 123; T/P 146
SPI 0501.2.2 Identify the criteria necessary for a good group leader appropriate to a particular task (i.e., understands the group task, works well with others, keeps the group on task).	See <i>Treasures</i> , Grade 5 © 2011.
SPI 0501.2.3 Choose the best summary of a speech.	Teacher Edition: LS 65B, 233B, 319B

STANDARDS	PAGE REFERENCES
<p>SPI 0501.2.4 Organize ideas in the most effective order for an oral presentation.</p>	<p>Student Edition: <i>Practice and Apply</i> 65 #2, 147 #1, 233 #3, 319 #1, 397 #1 <i>Step 1</i> 64, 146, 232, 318, 396 Teacher Edition: AP 65B</p>
Standard 3 – Writing	
<p>GLE 0501.3.1 Write for a variety of purposes and to different audiences.</p>	<p>Student Edition: 72-73, 154-155, 240-241 <i>Checklist</i> 51, 305, 308 <i>Prewrite</i> 50, 132, 218, 304, 382, 464 <i>Practice and Apply</i> 51 #1, 305 #1 Teacher Edition: TTS 66, 148, 234, 320, 398, 480</p>
<p>GLE 0501.3.2 Write in various modes and genres, including narration, literary response, personal expression, description, and imaginative.</p>	<p>Student Edition: 50-63, 72-73, 132-145, 154-155, 218-231, 240-241, 304-317, 326-327, 404-405 <i>Writing Activity</i> 23, 187, 209, 359, 373, 417, 429, 451 Teacher Edition: EA 191, 423; RA 423</p>
<p>GLE 0501.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.</p>	<p>Student Edition: 50-63, 132-145, 218-231, 304-317, 382-395, 464-477 Teacher Edition: GW 50A-50B, 132A-132B, 218A-218B, 304A-304B, 382A-382B, 464A-464B</p>
<p>SPI 0501.3.1 Identify the audience for which a text is written.</p>	<p>Student Edition: <i>Checklist</i> 51, 133, 219, 222, 305 <i>Practice and Apply</i> 51 #1, 133 #1, 219 #1, 305#1 <i>Prewrite</i> 50, 132, 218, 304, 382, 464 Teacher Edition: AA 309; A/C 304, Pr 50A, 304A; T/P 304</p>
<p>SPI 0501.3.2 Identify the purpose for writing (i.e., to entertain, to inform, to share experiences, to persuade, to report).</p>	<p>Student Edition: <i>Checklist</i> 133, 219, 305, 383 <i>Practice and Apply</i> 51 #1, 133 #1, 219 #1, 305 #1, 383 #1, 465 #1 <i>Prewrite</i> 50, 132, 304, 382, 464 Teacher Edition: A/C 304; Pr 50A, 304A; T/P 304; WA 124</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.3.3 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.</p>	<p>Students choose relevant, supporting facts and details on the following pages:</p> <p>Student Edition: <i>Checklist</i> 54, 308 <i>Practice and Apply</i> 55 #3, 57 #3, 139 #1, 225 #1 and #3, 227 #2, 309 #4, 311 #1, 387 #3, 389 #1, 391 #4 <i>Revise</i> 310-311 <i>Writing Activity</i> 277, 283, 359</p> <p>Teacher Edition: AA 55; A/C 222, 310, 388</p>
<p>SPI 0501.3.4 Identify the sentence irrelevant to a paragraph’s theme or flow.</p>	<p>Students identify unimportant facts or details on the following pages:</p> <p>Student Edition: <i>Practice and Apply</i> 141 #2, 227 #3, 313 #3 <i>Prewrite</i> 51</p> <p>Teacher Edition: AA 55; LS 54; T/P 136; WT 309</p>
<p>SPI 0501.3.5 Select an appropriate concluding sentence for a well-developed paragraph.</p>	<p>Students develop strong, clear conclusions in their writing on the following pages:</p> <p>Student Edition: 122 <i>Checklist</i> 136 <i>Draft</i> 136 <i>Grammar Link</i> 123 #11-#15, 295 #11-#15 <i>Practice and Apply</i> 223 #4 <i>Tip!</i> 137 <i>Writing Activity</i> 105, 123, 355, 429, 439</p> <p>Teacher Edition: C 464B; D 132B; R 50B; RA 123</p>
<p>SPI 0501.3.6 Rearrange sentences to form a sequential, coherent paragraph.</p>	<p>Student Edition: <i>Practice and Apply</i> 311 #3, 471 #2 <i>Revise</i> 311 <i>Tip!</i> 57, 137, 223, 311</p> <p>Teacher Edition: CL 224; T/P 308</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.3.7 Select details that support a topic sentence.</p>	<p>Student Edition: <i>Checklist</i> 54, 308 <i>Practice and Apply</i> 55 #3, 57 #3, 139 #1, 225 #1 and #3, 227 #2, 309 #4, 311 #1, 387 #3, 389 #1, 391 #4 <i>Revise</i> 310-311 <i>Writing Activity</i> 277, 283, 353 Teacher Edition: AA 55; A/C 222, 310, 388</p>
<p>SPI 0501.3.8 Select vivid and active words for a writing sample.</p>	<p>Student Edition: 578, 579 <i>Practice and Apply</i> 57 #2, 59 #2, 473 #3 <i>Revise</i> 470 <i>Using Words</i> 364 <i>Writing Activity</i> 23, 281, 371 <i>Writing Well</i> 364 Teacher Edition: AA 313, 365, 471; LS 364; RA 373; T/P 470; TT 388, 487; WT 471</p>
<p>SPI 0501.3.9 Choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.</p>	<p>Students focus on supporting details and maintaining flow in their writing on the following pages: Student Edition: <i>Checklist</i> 59, 473 <i>Draft</i> 54, 136, 308 <i>Grammar Link</i> 295 #11-#15 <i>Practice and Apply</i> 309 #2 and #4, 311 #1 <i>Revise</i> 57, 139, 311, 389 <i>Writing Activity</i> 27, 187, 269, 279, 283 Teacher Edition: AA 389; T/P 224, 308</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.3.10 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.</p>	<p>Student Edition: <i>Checklist</i> 59, 227 <i>Grammar Link</i> 209 #11-#15 <i>Practice</i> 209 #6-#10 <i>Practice and Apply</i> 57 #1, 223 #3, 225 #2 <i>Revise</i> 310 <i>Tip!</i> 57 <i>Word Choice</i> 224 <i>Writing Activity</i> 13, 209 <i>Write Now!</i> 203</p> <p>Teacher Edition: A/C 224; EA 209; R 218B; RA 209; WAs 240, 326</p>
<p>SPI 0501.3.11 Rearrange paragraphs from a narrative writing selection in sequential and chronological order.</p>	<p>Students arrange ideas in a logical order in various forms of writing on the following pages:</p> <p>Student Edition: <i>Practice and Apply</i> 55 #2, 309 #3, 311 #3, 469 #3, 471 #2 <i>Revise</i> 311 <i>Tip!</i> 57, 137, 223, 311 <i>Writing Activity</i> 3, 19, 431, 443</p> <p>Teacher Edition: T/P 308</p>
<p>SPI 0501.3.12 Select an appropriate title that reflects the topic of a written selection.</p>	<p>Student Edition: <i>Checklist</i> 59, 227, 473 <i>Practice and Apply</i> 59 #4, 227 #4, 391 #3, 473 #4 <i>Self-Check</i> 62</p>
<p>SPI 0501.3.13 Complete a graphic organizer (i.e., clustering, listing, mapping, webbing) to group ideas for writing.</p>	<p>Student Edition: <i>Checklist</i> 51, 383 <i>Practice and Apply</i> 133 #3, 383 #4, 465 #4 <i>Prewrite</i> 51, 133, 219, 305</p> <p>Teacher Edition: AA 305; T/P 304; TT 45; WT 51, 53, 133, 219, 305, 307, 383, 465</p>

STANDARDS	PAGE REFERENCES
Standard 4 – Research	
<p>GLE 0501.4.1 Conduct research to access and present information.</p>	<p>Student Edition: <i>Activity 1-2</i> 240-241 <i>Activity 2</i> 327 <i>Checklist</i> 221 <i>Practice 205 #6-#10</i> <i>Practice and Apply 221 #3, 467 #3</i> <i>Prewrite 52-53, 134-135, 220-221, 384-385</i> <i>Writing Activity 119, 205</i></p> <p>Teacher Edition: AA 203, 447; A/C 220; RRS 114A; SL 129; WT 221</p>
<p>GLE 0501.4.2 Collect, organize, determine reliability, and use information researched.</p>	<p>Student Edition: <i>Activity 1</i> 241 <i>Practice and Apply 53</i> <i>Prewrite 220-221, 384-385</i></p> <p>Teacher Edition: AA 221; A/C 220; CL 220; EA 205; RA 205; RRS 114A; SL 129; T/P 134; TT 306; WT 221, 385, 467</p>
<p>GLE 0501.4.3 Present the research results in a written report, citing the resources used.</p>	<p>Student Edition: <i>Activity 1</i> 241</p>
<p>SPI 0501.4.1 Identify the most reliable information sources available for preparing a research report.</p>	<p>Students identify research sources on the following pages:</p> <p>Student Edition: 204-205 <i>Activity 1</i> 240-241 <i>Practice and Apply 307 #3</i> <i>Prewrite 220-221, 306-307, 384</i> <i>Research 32, 114, 200</i></p> <p>Teacher Edition: AA 221, 303; A/C 118, 220; CE 200A; CL 204, 220, 306; RA 205; RRS 114A; TT 306</p>

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<p>SPI 0501.4.2 Identify information that should or should not be included in a citation.</p>	<p>Student Edition: <i>Activity 1</i> 241</p>
<p>SPI 0501.4.3 Complete a graphic organizer (e.g., chart, web) organizing material collected from text or technological sources.</p>	<p>Student Edition: <i>Practice and Apply</i> 135 #4, 221 #1-#2, 307 #5, 385 #4 <i>Prewrite</i> 221, 307, 385 Teacher Edition: TT 241; WT 135, 221, 307, 385, 467</p>
<p>SPI 0501.4.4 Select appropriate sources from which to gather information on a given topic.</p>	<p>Student Edition: 118, 220-221 <i>Activity 1</i> 240-241 <i>Activity 2</i> 327 <i>Practice</i> 119 #1-#10 <i>Practice and Apply</i> 135 #3 <i>Prewrite</i> 220-221 <i>Writing Activity</i> 119, 205 Teacher Edition: AA 221; A/C 118, 220; CL 220; MIN 119; RA 205; RRS 114A; SL 129, 215; T/P 134; TT 466</p>
Standard 5 – Logic	
<p>GLE 0501.5.1 Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	<p>Teacher Edition: AYR 34, 116; DVL 33, 115, 201, 287, 365, 447; RL 35 #1-#4, 117 #1-#4, 203 #1-#5, 289 #1-#5, 367 #1-#5, 449 #1-#5; RM 338, 414; T/P 380</p>
<p>GLE 0501.5.2 Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.</p>	<p>Student Edition: <i>Practice and Apply</i> 129 #1-#2 Teacher Edition: AYR 34, 116; DVL 33, 115, 201, 365; RL 35 #2-#3, 117 #2, 203 #4, 289 #3-#4, 367 #2-#3 and #5, 449 #3-#4; RM 86</p>
<p>GLE 0501.5.3 Explore the concept of persuasive devices.</p>	<p>Students explore persuasive devices in their reading and writing on the following pages: Student Edition: 128-131, 132-145 <i>Checklist</i> 136 <i>Practice and Apply</i> 131 #1 and #3 <i>Vocabulary and Comprehension</i> 125 #1 <i>Writing Activity</i> 123 Teacher Edition: AA 127, 129, 131, 141, 145; A/C 136, 140; AYR 116; GW 132A-132B; PW 128; T/P 130, 138; TT 130, 155</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.5.1 Locate information to support opinions, predictions, and conclusions.</p>	<p>Student Edition: <i>Practice and Apply</i> 129 #3-#4, 381 #4</p> <p>Teacher Edition: AA 129; AYR 34, 116; RL 35 #3, 117 #2 and #4, 367 #2; T/P 130</p>
<p>SPI 0501.5.2 Identify stated or implied cause and effect relationships in text.</p>	<p>Teacher Edition: LS 65B</p>
<p>SPI 0501.5.3 Distinguish between fact/opinion and reality/fantasy.</p>	<p>Teacher Edition: AA 131; LS 132A; PW 128</p>
<p>SPI 0501.5.4 Determine the conflict in a text and recognize its solution.</p>	<p>Student Edition: <i>Practice and Apply</i> 463 #5</p> <p>Teacher Edition: Pra 463; T/P 462, 468</p>
<p>SPI 0501.5.5 Select a logical word to complete an analogy using synonyms, antonyms, homonyms, categories, and subcategories.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>SPI 0501.5.6 Make inferences and draw appropriate conclusions from text.</p>	<p>Student Edition: <i>Practice and Apply</i> 129 #1-#2</p> <p>Teacher Edition: AYR 34; RL 35 #2-#3, 117 #2, 203 #4, 289 #3-#4, 367 #2-#3 and #5, 449 #3-#4; RM 86</p>
<p>SPI 0501.5.7 Indicate the correct sequence of events in text.</p>	<p>Student Edition: <i>Practice and Apply</i> 47 #1, 217 #4</p> <p>Teacher Edition: C 218B</p>
<p>Standard 6 - Informational Text</p>	
<p>GLE 0501.6.1 Apply appropriate skills and strategies to comprehend informational texts (e.g., pre-reading strategies, comprehension strategies, graphic organizers, questioning text).</p>	<p>Student Edition: <i>Prewrite</i> 134</p> <p>Teacher Edition: AYR 366; WT 135</p>

STANDARDS	PAGE REFERENCES
<p>GLE 0501.6.2 Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>	<p>Student Edition: <i>Practice and Apply</i> 231 #3 <i>Prewrite</i> 134 <i>Writing Activity</i> 359 Teacher Edition: AA 231; CL 222; EA 205; T/P 134</p>
<p>GLE 0501.6.3 Explore the organizational structures of informational texts.</p>	<p>Students explore organizational structures of expository text through reading and writing on the following pages: Student Edition: <i>Draft</i> 223 <i>Practice and Apply</i> 215 #4, 223 #3, 379 #3 and #5 <i>Prewrite</i> 134 <i>Read Now!</i> 200 <i>Think and Write</i> 214 <i>Writing Activity</i> 265, 349, 351, 357, 359, 361 Teacher Edition: AA 219; AYR 202; CL 230; EA 205; T/P 134, 216, 380</p>
<p>SPI 0501.6.1 Select questions used to focus and clarify thinking before, during, and after reading text.</p>	<p>Student Edition: <i>Prewrite</i> 134 Teacher Edition: WN 286; WT 135</p>
<p>SPI 0501.6.2 Select and use common text features to make meaning from text (e.g., headings, key words, graphics, captions, sidebars).</p>	<p>Teacher Edition: LS 52</p>
<p>SPI 0501.6.3 Locate information using available text features (e.g., maps, charts, graphics)</p>	<p>Student Edition: <i>Practice</i> 291 #1-#10 <i>Prewrite</i> 134 Teacher Edition: AA 289; EA 283; RA 267; T/P 134; WT 135</p>
<p>SPI 0501.6.4 Identify the stated main idea and supporting details in text.</p>	<p>Student Edition: <i>Practice and Apply</i> 301 #1-#3, 303 #2-#3 <i>Read Now!</i> 32, 286 Teacher Edition: AA 303; AYR 288, 366; RL 367 #4, 449 #1; T/P 216</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.6.5 Select the best summary of a text.</p>	<p>Students summarize informational text on the following pages: Student Edition: <i>Practice and Apply</i> 47 #2, 215 #1, 217 #4, 301 #4 <i>Read Now!</i> 286 Teacher Edition: A/C 290; C 218B; RA 443; SS 286A</p>
<p>SPI 0501.6.6 Arrange a set of instructions in sequential order.</p>	<p>Students use time-order words and arrange items in sequential order on the following pages: Student Edition: <i>Grammar Link</i> 39 <i>Grammar and Writing Review</i> 239 #71-#75 <i>Practice and Apply</i> 215 #2, 217 #4 <i>Vocabulary</i> 71 <i>Writing Activity</i> 205 Teacher Edition: AA 167, 217, 391; C 218B; CIOO 200B; RA 209</p>
<p>Standard 7 – Media</p>	
<p>GLE 0501.7.1 Recognize that media can be a source of information and entertainment.</p>	<p>Student Edition: <i>Prewrite</i> 307 Teacher Edition: AA 49, 307; BVC 286A; EA 359</p>
<p>GLE 0501.7.2 Use media to publish and present information.</p>	<p>Student Edition: <i>Multimedia Ideas</i> 64, 146, 232, 318, 396, 478 <i>Tip!</i> 63, 395 Teacher Edition: CL 476; CTT 364B; LS 478</p>
<p>GLE 0501.7.3 Understand that the choice of medium influences the message in a presentation.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>GLE 0501.7.4 Be aware of how message or meaning changes when a written work is translated into a visual presentation.</p>	<p>Students adapt written works for oral/visual presentation on the following pages: Student Edition: 64-65, 146-147, 232-233, 318-319, 396-397, 478-479 Teacher Edition: AA 155, 327, 405, 479; C 50B; LS 479B</p>

STANDARDS	PAGE REFERENCES
<p>SPI 0501.7.1 Select the most appropriate medium or media for accessing information, writing a report, or enhancing an oral presentation.</p>	<p>Student Edition: <i>Multimedia Ideas</i> 64, 146, 232, 318, 396 <i>Step 2</i> 65, 147, 233, 319, 397, 479 <i>Practice and Apply</i> 65 #3, 147 #2, 233 #2, 319 #2 Teacher Edition: AA 307, 397; HL 461</p>
<p>SPI 0501.7.2 Determine the main idea in a visual image.</p>	<p>Students interpret visual images on the following pages: Student Edition: <i>Seeing Like a Writer</i> 44, 212, 298, 376, 458 <i>Writing from Pictures</i> 45, 127, 213, 299, 377, 459 Teacher Edition: AA 473; LS 45, 127, 213, 299, 377; TT 45</p>
<p>SPI 0501.7.3 Identify the mood created by a visual image.</p>	<p>Student Edition: <i>Seeing Like a Writer</i> 44 Teacher Edition: AA 377, 389; DVL 212; LS 45; TT 299</p>
<p>SPI 0501.7.4 Identify the various functions of media in daily life (i.e., communication, entertainment, information, persuasion).</p>	<p>Student Edition: <i>Activity 2</i> 155 Teacher Edition: AA 145; C 132B; TT 155</p>
Standard 8 – Literature	
<p>GLE 0501.8.1 Use previously learned comprehension strategies before, during, and after reading.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>GLE 0501.8.2 Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.</p>	<p>Students experience a variety of genres through reading and writing on the following pages: Student Edition: 1, 33-35, 46-49, 87, 115-117, 128-131, 167, 214-217, 259, 300-303, 339, 378-381, 415, 447-449, 460-463 Teacher Edition: AA 469; EA 263; SRA 166, 338, 414</p>
<p>GLE 0501.8.3 Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.</p>	<p>Student Edition: 48, 130, 216, 302, 380, 462, 586, 587 <i>Practice and Apply</i> 49 #1, 131 #1, 217 #1, 381 #1 <i>Tip!</i> 58, 140, 226, 312, 390, 472 Teacher Edition: RL 449 #5; TT 302</p>

STANDARDS	PAGE REFERENCES
<p>GLE 0501.8.4 Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>	<p>Student Edition: 48, 415, 452-453, 462-463, 478-479, 579, 586, 587 <i>Practice and Apply</i> 55 #4, 461 #2 and #4, 469 #2 <i>Writing Activity</i> 15, 275</p> <p>Teacher Edition: A/C 452; EA 453; RA 453; S 460; T/P 468</p>
<p>SPI 0501.8.1 Identify setting, characters, plot, and theme.</p>	<p>Student Edition: 415 <i>Practice and Apply</i> 461 #1-#2</p> <p>Teacher Edition: S 460</p>
<p>SPI 0501.8.2 Recognize reasonable predictions of future events within a given context.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>SPI 0501.8.3 Distinguish among various literary genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies).</p>	<p>Students examine characteristics of various genres on the following pages:</p> <p>Student Edition: 46, 48, 128, 130, 214, 216, 300, 302, 460, 586-589 <i>Practice and Apply</i> 49 #1, 131 #1, 217 #1, 463 #1 <i>Thinking Like a Writer</i> 1, 87, 167, 259</p> <p>Teacher Edition: A/C 462; TT 155</p>
<p>SPI 0501.8.4 Identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>SPI 0501.8.5 Recognize that a story is told from first person point of view.</p>	<p>Student Edition: 48 <i>Practice and Apply</i> 55 #4, <i>Writing Activity</i> 15, 275</p> <p>Teacher Edition: AA 167; RM 1G; T/P 48</p>
<p>SPI 0501.8.6 Determine whether the theme is stated or implied within a passage.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>
<p>SPI 0501.8.7 Identify similes, metaphors, personification, and hyperbole in context.</p>	<p>See <i>Treasures</i>, Grade 5 © 2011.</p>

STANDARDS	PAGE REFERENCES
SPI 0501.8.8 Identify the effect of sound within context (i.e., onomatopoeia, alliteration, rhythm, rhyme, repetition).	See <i>Treasures</i> , Grade 5 © 2011.
SPI 0501.8.9 Identify the author's purpose (i.e., to inform, to entertain, to share feelings, to describe, to persuade).	See <i>Treasures</i> , Grade 5 © 2011.