

Macmillan/McGraw-Hill

Treasures

2009

Grade 5

Correlated with

**Oklahoma
Priority Academic Student Skills (PASS)
Language Arts**

Grade 5

**Macmillan/McGraw-Hill
800-882-3536**

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

Standard 1: Vocabulary - The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

1. Words in Context

a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

pp. 19, 23, 24, 26, 47D, 47O, 47P, 47R, 51, 68, 77O, 77Q, 90I, 93, 96, 101, 111D, 111F, 111Q, 170I, 173, 179, 191D, 191F, 191O, 191Q, 195, 203D, 203O, 207, 216, 227D, 260Q, 263, 274, 289D, 289F, 289O, 314I, 325D, 317, 420I, 423, 431, 447D, 447F, 448I, 451, 459D, 459O, 459Q, 514Q, 517, 527, 541D, 541Q, 578I, 581, 591, 603D, 603F, 603O, 603Q, 604I, 607, 612, 633D, 633F, 633O, 633Q, 698I, 701, 709D, 709F, 709O, 709Q, 713, 728, 735D, 735F, 735O, 735Q, 739, 759D, 759F, 759Q, **5.1:** T6, T9, **5.2:** T5, **5.4:** T6, **5.5:** T9, **5.6:** T7

b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use *like* or *as*: *His feet were as big as boats*), and metaphors (implied comparisons: *The giants steps were thunderous*).

pp. 38, 118, 121, 152, 155, 188-189, 191Q, 191S, 238, 250, 336, 338, 340, 343, 366, 391C, 404, 410, 478-479, 481Q, 481S, 506-507, 509Q, 509S, 521, 527, 598, 611, 615, 716, 732-733, 735Q, 735S, 754, 755, 756, 759Q, 759S

2. Affixes, Roots, and Stems

a. Interpret new words by analyzing the meaning of prefixes and suffixes.

pp. 204I, 207, 227D, 227F, 227O, 227Q, 317, 325D, 325F, 325O, 325Q, 451, 459D, 459O, 459Q, 514Q, 514R, 517, 541F, 566I, 577E, 577G-577H, 578I, 603E, 710I, **5.2:** T7, **5.3:** T6

b. Apply knowledge of root words to determine the meaning of unknown words within a passage.

pp. 96, 216, 260Q, 517, 541D, 541F, 541O, 541Q

c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).

pp. 96, 542I, 545, 552, 565D, 565O, 565Q, 607, 612, 633D, 633F, 633O, 633Q, 638Q, 667E, 667G-667H, 668I, 709G, 710I, 713, 728, 735D, 735F, 735O, 735Q, 736I, 739, 743, 759D, 759F, 759O, 759Q, **5.5:** T7, T10, **5.6:** T8, T9

3. Synonyms, Antonyms, and Homonyms - Apply knowledge of fifth grade level synonyms, antonyms, homonyms, and multiple meaning words to determine the meaning of words and phrases.

pp. 19, 23, 47D, 47F, 47O, 47Q, 112I, 115, 120, 139D, 139F, 139O, 139Q, 228I, 231, 244, 255D, 255F, 255O, 255R, 326I, 356I, 359, 374, 387D, 387F, 387O, 387Q, 460I, 463, 468, 481D, 481F, 481Q, 545, 566I, 569, 573B, 577D, 577F, 577O, 577Q, 668I, 671, 697D, 697F, 697O, 697Q, **5.1:** T10, **5.2:** T8, **5.4:** T8, **5.5:** T8, **5.6:** T6

4. Using Resource Materials and Aids	
a. Use a thesaurus to determine related words and concepts.	pp. 47F, 111F, 112I, 115, 139D, 139F, 139O, 139Q, 170I, 329, 355D, 355O, 387Q, 387S, 569, 573B, 577D, 577F, 577O, 577Q, 5.3: T7
b. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary and/or dictionary.	pp. 47D, 47F, 77D, 78I, 81, 89D, 89F, 89O, 111F, 118, 139D, 139F, 143O-143T, 147, 156, 169D, 169Q, 170I, 259O-259T, 263, 290I, 293, 313D, 313F, 313O, 313R, 329, 391O-391T, 447F, 455B, 459P-459Q, 459S, 463, 468, 481D, 481F, 481O, 481Q, 513O-513T, 541D, 552, 565D, 565F, 565O, 565Q, 569, 573B, 577D, 577O, 577Q, 637O-637T, 641, 671, 697D, 763O-763T, 5.1: T8, 5.2: T4, 5.3: T5, 5.5: T7, T12
Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.	
1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate timing, change in voice, and expression.	pp. 41A, 48I, 65, 71A, 77N, 77Q, 77S, 79, 85A, 107A, 112I, 113, 133A, 139Q, 139S, 163A, 169N, 169Q, 169S, 171, 187A, 191Q, 191S, 199A, 205, 221A, 251A, 283A, 291, 307A, 315, 321A, 327, 349A, 357, 383A, 387S, 393, 413A, 421, 441A, 444A, 447Q, 447S, 449, 455A, 461, 477A, 483, 505A, 515, 535A, 541Q, 543, 561A, 573A, 577Q, 577S, 561A, 599A, 603N, 603Q, 603S, 627A, 661A, 667N, 669, 691A, 705A, 711, 731A, 753A, 759Q
2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 105 words per minute).	pp. 16R, 17, 41A, 47K, 47L, 47N, 47Q, 47S, 48I, 65, 71A, 77K, 77L, 77N, 77Q, 77S, 78I, 85A, 89K, 89L, 89N, 89Q, 89S, 90I, 107A, 111K, 111L, 111N, 111Q, 111S, 112I, 133A, 139K, 139L, 139N, 139Q, 139S, 144R, 163A, 169K, 169L, 169N, 169Q, 169S, 170I, 187A, 191I, 191K, 191L, 191M, 191N, 191Q, 191S, 192I, 199A, 203K, 203L, 203N, 203Q, 203S, 204I, 221A, 227K, 227L, 227N, 227Q, 227S, 228I, 242, 251A, 255K, 255L, 255N, 255Q, 255S, 260R, 276, 283A, 283B, 289K, 289L, 289N, 289Q, 289S, 290I, 307A, 313K, 313L, 313N, 313Q, 313S, 314I, 315, 321A, 325K, 325L, 325N, 325Q, 325S, 326I, 349A, 355K, 355L, 355N, 355Q, 355S, 356I, 383A, 387K, 387L, 387N, 387Q, 387S, 392R, 413A, 419K, 419L, 419N, 419Q, 419S, 420I, 420, 421, 441A, 447K, 447L, 447N, 447Q, 447S, 448I, 455A, 459K, 459L, 459N, 459Q, 459S, 460I, 477A, 481K, 481L, 481N, 481Q, 481S, 482I, 483, 501, 505A, 509K, 509L, 509N, 509Q, 509S, 514R, 515, 535A, 541K, 541L, 541N, 541Q, 541S, 542I, 561A, 561B, 565K, 565L, 565N, 565Q, 565S, 566I, 573A,

<p>2. Read regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader; a "typical" fifth grader reads approximately 105 words per minute). (continued)</p>	<p>577K, 577L, 577N, 577Q, 577S, 578I, 587, 599A, 603K, 603L, 603N, 603Q, 603S, 604I, 627A, 633K, 633L, 633N, 633Q, 633S, 638R, 661A, 667K, 667L, 667N, 667Q, 667S, 668I, 691A, 697K, 697L, 697N, 697Q, 697S, 698I, 709K, 709L, 709N, 709Q, 709S, 710I, 731A, 735K, 735L, 735N, 735Q, 735S, 736I, 746, 753A, 759K, 759L, 759N</p>
<p>3. Read silently for increased periods of time.</p>	<p>pp. 16R, 48I, 78I, 90I, 112I, 144R, 170I, 192I, 204I, 228I, 260R, 290I, 314I, 326I, 356I, 392R, 420I, 448I, 460I, 482I, 514R, 542I, 566I, 578I, 604I, 638R, 668I, 698I, 710I, 736I</p>
<p>4. Increase silent reading speed through daily independent reading.</p>	<p>pp. 16R, 47T, 48I, 77T, 78I, 89T, 90I, 111T, 112I, 139T, 144R, 169T, 170I, 191I, 191T, 192I, 203T, 204I, 227T, 228I, 255T, 259B, 260R, 289T, 290I, 313T, 314I, 325T, 326I, 355T, 356I, 387T, 391B, 392R, 419T, 420I, 447T, 448I, 459T, 460I, 481T, 482I, 509T, 513K, 514R, 541T, 542I, 565T, 566I, 577T, 578I, 603T, 604I, 633T, 638R, 667T, 668I, 697T, 698I, 709T, 710I, 710, 735T, 736I, 759T</p>
<p>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in the text to construct an appropriate meaning.</p>	
<p>1. Literal Understanding</p>	
<p>a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading).</p>	<p>pp. 16, 21, 24, 29, 35, 47P, 47R, 47T, 47V, 48, 53, 57, 62, 77P, 77R, 77T, 77V, 78, 83, 89P, 89R, 89T, 89V, 90, 93A-93B, 94-105, 111O, 111P, 111R, 111T, 111V, 112, 115A-115B, 116-131, 139O, 139P, 139R, 139T, 139V, 144, 149, 169P, 169R, 169T, 169V, 170, 175, 191P, 191R, 191T, 191V, 192, 197, 203P, 203R, 203T, 203V, 204, 209, 213, 227P, 227R, 227T, 227V, 228, 233, 243, 248, 255P, 255R, 255T, 255V, 260, 265, 289P, 289R, 289T, 289V, 290, 295, 313P, 313R, 313T, 313V, 314, 319, 325P, 325R, 325T, 325V, 326, 331, 340, 343, 355P, 355R, 355T, 355V, 356, 361, 367, 375, 387P, 387R, 387T, 387V, 392, 397, 399, 419P, 419R, 419T, 419V, 420, 425, 429, 447P, 447R, 447T, 447V, 448, 453, 459P, 459R, 459T, 459V, 460, 465, 481P, 481R, 481T, 481V, 482, 487, 492, 495, 499, 500, 509P, 509R, 509T, 509V, 514, 517A-517B, 518-533, 541O, 541P, 541R, 541T, 541V, 542, 547, 557, 565P, 565R, 565T, 565V, 566, 571, 577P, 577R, 577T, 577V, 578, 581A-581B, 582-597, 603O, 603P, 603R, 603T, 603V, 604, 607A-607B, 608-625, 633O, 633P, 633R,</p>

<p>a. Use prereading strategies independently (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, and establish purpose for reading). (continued)</p>	<p>633T, 633V, 638, 643, 645, 667P, 667R, 667T, 667V, 668, 673, 697P, 697R, 697T, 697V, 698, 703, 709P, 709R, 709T, 709V, 710, 715, 735P, 735R, 735T, 735V, 736, 741, 748, 759P, 759R, 759T, 759V</p>
<p>b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.</p>	<p>pp. 28, 33, 41, 58, 71, 85, 98, 107, 124, 129, 133, 147A-147B, 148-161, 163, 169O, 169R, 187, 199, 221, 231A-231B, 232-249, 251, 255O, 255R, 267, 268, 283, 301, 307, 321, 349, 383, 400, 413, 433, 441, 455, 470, 477, 491, 505, 525, 535, 561, 573, 595, 599, 627, 661, 671A-671B, 672-689, 691, 697O, 697R, 701A-701B, 702-705, 709O, 709R, 713A-713B, 714-729, 731, 735O, 735R, 753</p>
<p>c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.</p>	<p>pp. 173A-173B, 174-185, 191O, 191P, 191R, 191T, 195A-195B, 196-199, 199A, 203O, 203P, 203R, 203T, 321A, 705A, 5.2: T2</p>
<p>d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.</p>	<p>pp. 81A-81B, 82-85, 89O, 180, 434, 463A-463B, 464-475, 481O, 481R, 501, 537, 570-573, 641A-641B, 642-659, 667O, 667P, 667R, 667T, 719, 731B, 739A-739B, 740-751, 759O, 759P, 759R, 759T, 5.6: T1</p>
<p>2. Inferences and Interpretation</p>	
<p>a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.</p>	<p>pp. 16, 47V, 48, 77V, 78, 89V, 90, 103, 111V, 112, 120, 139V, 144, 147A-147B, 148-161, 163, 169O, 169P, 169R, 169T, 169V, 170, 181, 187B, 191V, 192, 203V, 204, 210, 221B, 227V, 228, 231A-231B, 232-249, 255O, 255P, 255R, 255T, 255V, 260, 270, 283B, 285, 289V, 290, 298, 313V, 314, 325V, 326, 333, 340, 355V, 356, 360, 387V, 392, 407, 419V, 420, 431, 435, 447V, 448, 459V, 460, 467, 481V, 482, 500, 501, 509V, 514, 521, 525, 531, 541V, 542, 565V, 566, 577V, 578, 588, 589, 590, 592, 594, 603V, 604, 621, 623, 630, 633V, 638, 652, 667V, 668, 697V, 698, 709V, 710, 722, 735V, 736, 745, 746, 749, 750, 5.2: T1</p>
<p>b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.</p>	<p>pp. 44, 97, 98, 99, 103, 120, 130, 147A-147B, 148-161, 163, 166, 169O, 169P, 169R, 169T, 181, 187B, 198, 210, 221B, 231A-231B, 232-249, 255O, 255P, 255R, 255T, 263A-263B, 264-281, 283B, 285, 286, 289O, 289P, 289R, 289T, 298, 300, 310, 333, 337, 338, 340, 342, 345, 346, 349B, 359A-359B, 360-381, 383, 385, 387O, 387P, 387R, 387T, 399, 402, 407, 413B, 416, 431, 435, 436, 441B, 466, 467,</p>

b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge. (continued)	470, 472, 488, 493, 494, 497, 498, 500, 501, 521, 525, 531, 586, 587, 588, 589, 590, 591, 592, 594, 595, 613, 619, 621, 622, 623, 624, 630, 646, 647, 652, 688, 717, 722, 724, 733, 742, 745, 746, 749, 750, 5.2: T1; 5.3: T1
c. Describe elements of character development in written works (e.g., differences between main and minor characters; stereotypical characters as opposed to fully developed characters; changes that characters undergo; the importance of a character's actions, motives, and appearance to plot and theme).	pp. 19A-19B, 20-39, 41, 47O, 47P, 47R, 47T, 59, 71B, 119, 127, 133B, 158, 266, 279, 298, 338, 364, 395A-395B, 396-411, 419O-419P, 419R, 419T, 529, 587, 646, 653, 658, 661B, 685, 5.1: T1, 5.4: T1
d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).	pp. 263A-263B, 264-281, 289O, 289R, 329A-329B, 330-347, 355O, 355R, 359A-359B, 360-381, 387O, 387R, 545A-545B, 546-559, 565O, 565R, 569A-569B, 570-573, 577O, 577R
e. Participate in creative response to text (e.g., art, drama, and oral presentation).	pp. 143K-143L, 219, 460I, 501, 604I, 639, 699, 718, 727, 744
3. Summary and Generalization	
a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.	pp. 25, 32, 41, 62, 71, 85, 89B, 93A-93B, 94-105, 107, 107B, 110O, 111P, 111R, 111T, 122, 133, 155, 163, 165, 176, 178, 184, 187, 196, 199A, 199, 203B, 217, 221, 251, 268, 272, 283, 300, 307, 321, 341, 349, 351, 370, 407, 413, 430, 441, 455, 469, 470, 477, 496, 505, 529, 535, 558, 561, 573, 577B, 592, 599, 607A-607B, 608-625, 627, 633O, 633P, 633R, 633T, 691B, 5.1: T4, 5.5: T5
b. Make generalizations with information gleaned from text.	pp. 451A-451B, 452-455, 459O, 459P, 459R, 459T, 490, 505B, 573A, 713A-713B, 714-729, 735O, 735P, 735R, 735T, 746, 753B, 5.4: T3, 5.6: T4
c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.	pp. 41, 71, 85, 107, 133, 163, 187, 199, 221, 251, 283, 307, 321, 349, 383, 413, 441, 455, 477, 505, 535, 561, 573, 599, 627, 661, 691, 705, 731, 753
d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.	pp. 21, 23, 27, 30, 32, 36, 53, 55, 57, 61, 63, 67, 84, 89B, 95, 98, 103, 104, 105, 117, 120, 122, 126, 130, 149, 150, 152, 156, 160, 175, 176, 177, 182, 184, 198, 203B, 209, 211, 212, 214, 218, 233, 236, 238, 240, 245, 247, 265, 267, 273, 276, 278, 280, 295, 296, 299, 302, 320, 321B, 325B, 325T, 329B,

<p>d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas. (continued)</p>	<p>331, 332, 336, 361, 363, 375, 380, 397, 398, 401, 406, 408, 425, 427, 428, 437, 454, 459B, 465, 466, 468, 473, 474, 487, 490, 498, 502, 513B, 513C, 519, 523, 526, 528, 532, 547, 549, 551, 553, 556, 572, 577B, 581, 581B, 583, 585, 586, 588, 596, 609, 612, 614, 620, 624, 643, 647, 648, 653, 657, 662, 667Q, 667S, 667T, 675, 680, 684, 686, 709B, 741, 744, 749, 5.6: T10</p>
<p>4. Analysis and Evaluation</p>	
<p>a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.</p>	<p>pp. 19A-19B, 20-39, 47O, 47R, 51A-51B, 52-69, 77O, 77R, 81A-81B, 82-85, 85A, 89O, 89S, 94, 128, 134, 135, 221, 239, 248, 251, 263A-263B, 264-281, 283, 289O, 289R, 289T, 330-347, 359A-359B, 360-381, 389O, 389R, 395A-395B, 396-411, 419O, 419R, 429, 441, 443, 463A-463B, 464-475, 481O, 481R, 509N, 524, 535, 537, 545A-545B, 546, 561, 565O, 565R, 569A-569B, 570-573, 577O, 599, 627, 709S</p>
<p>b. Identify the main problem or conflict of the plot and explain how it is resolved.</p>	<p>pp. 133B, 207A-207B, 208-219, 227O, 227P, 227R, 227T, 251B, 517A-517B, 518-533, 535, 541O, 541P, 541R, 541T, 5.2: T3, 5.5: T1</p>
<p>c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p>pp. 37, 43, 81A-81B, 82-85, 85A, 89O, 89P, 89R, 89T, 100, 136, 157, 215, 309, 329A-329B, 330-347, 355O, 355P, 355R, 355T, 380, 383B, 409, 416, 417, 444, 549, 587, 629, 662-665, 674, 726, 5.1: T3, 5.3: T3</p>
<p>d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.</p>	<p>pp. 293A-293B, 294-305, 313O, 313R, 317A-317B, 318-321, 325O, 325R, 423A-423B, 424-439, 447O, 447R, 451A-451B, 452-455, 459O, 459R, 485A-485B, 486-503, 509O, 509R, 535B, 554, 621</p>
<p>e. Recognize structural patterns found in information text (e.g., cause/effect, problem/solution, sequential order).</p>	<p>pp. 19A-19B, 20-39, 47O, 47R, 51A-51B, 52-69, 77O, 128, 280, 332, 334, 359A-359B, 362, 366, 378, 395A-395B, 396-411, 419O, 419R, 443</p>
<p>f. Distinguish among facts and inferences supported by evidence and opinions in text.</p>	<p>pp. 293A-293B, 294-305, 307, 313O, 313P, 313R, 313T, 317A-317B, 318-321, 325O, 325P, 325R, 325T, 455A, 5.3: T2</p>

5. Monitoring and Correction Strategies	
a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).	pp. 21, 28, 33, 47O, 47R, 53, 58, 77O, 77R, 83, 89O, 89R, 93A-93B, 94-105, 111O, 111R, 115A-115B, 116-131, 139O, 139R, 147A-147B, 148-161, 169O, 169R, 175, 191O, 191R, 191T, 197, 203O, 203R, 209, 227O, 227R, 231A-231B, 232-249, 255O, 255R, 265, 267, 268, 289O, 289R, 295, 301, 313O, 313R, 319, 325O, 325R, 331, 355O, 355R, 361, 387O, 387R, 397, 400, 419O, 419R, 425, 433, 447O, 447R, 453, 459O, 459R, 465, 470, 481O, 481R, 487, 491, 509O, 509R, 517A-517B, 518-533, 541O, 541R, 547, 565O, 565R, 571, 577O, 577R, 581A-581B, 582-597, 603O, 603R, 607A-607B, 608-625, 633O, 633R, 643, 667O, 667R, 671A-671B, 672-689, 697O, 697R, 701A-701B, 702-705, 709O, 709R, 713A-713B, 714-729, 735O, 735R, 741, 759O, 759R
b. Predict, monitor, and cross-check using semantic, syntactic, and graphophonic cues.	pp. 26, 56, 159, 185, 336, 271, 470, 509E, 524, 550, 577E, 633E, 655, 667E, 697E, 735E, 748, 759E
c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.	pp. 21, 53, 83, 95, 117, 149, 175, 177, 191M, 191Q, 191S, 197, 209, 233, 265, 295, 319, 331, 361, 397, 409, 425, 453, 465, 487, 519, 535A, 547, 571, 573A, 583, 609, 643, 673, 703, 715, 741
Standard 4: Literature - The student will read to contrast meaning and respond to a wide variety of literary forms.	
1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.	
a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales, fables, myths, and legends).	pp. 17, 20, 49, 66, 79, 91, 102, 113, 118, 140, 145, 171, 179, 193, 204, 205, 229, 245, 248, 256, 261, 279, 291, 297, 315, 327, 357, 369, 388, 393, 421, 429, 449, 461, 470, 483, 493, 498, 510, 515, 529, 543, 567, 579, 605, 634, 639, 644, 669, 676, 699, 711, 716, 737, 748
b. Read and construct meaning from a variety of genres.	pp. 17, 20-39, 42-45, 49, 52-69, 72-75, 79, 82-85, 91, 94-105, 108-109, 113, 116-131, 134-137, 140-142, 144I, 145, 148-161, 164-167, 171, 174-185, 188-189, 193, 196-199, 205, 208-219, 222-225, 227R, 229, 232-249, 252-253, 255Q, 256, 261, 264-281, 284-287, 291, 294-305, 308-311, 315-317, 318-320, 327, 330-347, 350-353, 357, 360-381, 384-387, 388-389, 393, 396-411, 414-417, 421, 424-439, 442-445, 449, 452-455, 461, 464-475, 478-479, 483, 486-503, 506-507, 510-511, 515, 518-533, 536-539, 541P, 541R, 541T, 543,

<p>b. Read and construct meaning from a variety of genres. (continued)</p>	<p>546-559, 562-563, 567, 570-573, 579, 582-597, 600-601, 605, 608-625, 628-631, 639, 642-659, 669, 672-689, 699, 702-705, 711, 714-729, 737, 740-751, 754-757</p>
<p>c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).</p>	<p>pp. 45, 75, 109, 137, 167, 189, 225, 253, 287, 311, 353, 385, 417, 445, 479, 507, 539, 563, 601, 631, 665, 695, 733, 757</p>
<p>2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.</p>	
<p>a. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).</p>	<p>pp. 17, 20-39, 42-45, 49, 52-69, 72-75, 82-85, 91, 94-105, 113, 116-131, 134-137, 140-142, 145, 148-161, 164-167, 171, 174-185, 188-189, 193, 196-198, 208-219, 222-225, 227R, 229, 232-249, 252-253, 256, 261, 264-281, 291, 294-305, 308-311, 315-317, 318-320, 330-347, 350-353, 357, 360-381, 384-387, 388-389, 396-411, 414-417, 421, 424-439, 442-445, 449, 452-455, 461, 464-475, 483, 486-497, 498-503, 506-507, 510-511, 518-533, 536-539, 541P, 541R, 541T, 543, 546-559, 562-563, 567, 570-573, 579, 582-597, 605, 608-625, 628-631, 639, 642-659, 669, 672-689, 699, 711, 716, 754-757</p>
<p>b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.</p>	<p>pp. 47P, 47R, 47T, 77P, 77R, 77T, 89P, 89R, 89T, 111P, 111R, 111T, 139P, 139R, 139T, 169P, 169R, 169T, 191P, 191R, 191T, 203P, 203R, 203T, 227P, 227R, 227T, 255P, 255R, 255T, 289P, 289R, 289T, 313P, 313R, 313T, 325P, 325R, 325T, 355P, 355R, 355T, 387P, 387R, 387T, 419P, 419R, 419T, 447P, 447R, 447T, 459P, 459R, 459T, 481P, 481R, 481T, 509P, 509R, 509T, 541P, 541R, 541T, 565P, 565R, 565T, 577P, 577R, 577T, 603P, 603R, 603T, 633P, 633R, 633T, 667P, 667R, 667T, 697P, 697R, 697T, 709P, 709R, 709T, 735P, 735R, 735T, 759P, 759R, 759T</p>
<p>c. Identify the author's purpose (persuade, inform, or entertain).</p>	<p>pp. 40, 70, 106, 132, 162, 186, 220, 250, 282, 306, 348, 382, 412, 423A-423B, 424-439, 440, 447O, 447P, 447R, 447T, 472, 476, 477B, 485A-485B, 486-503, 504, 509O, 509P, 509R, 509T, 524, 534, 535B, 550, 557, 560, 561B, 598, 626, 660, 690, 730, 752, 5.4: T2</p>

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 Oklahoma Priority Academic Student Skills (PASS) Language Arts, Grade 5

d. Recognize and identify the writer's perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.	pp. 293A-293B, 451A, 453, 454, 455A, 459N, 581A-581B, 582-597, 599, 603O, 603P, 603R, 603T, 621, 627B, 703, 5.5: T4
3. Figurative Language and Sound Devices - Identify figurative language and sound devices in writing and how they affect the development of a literary work.	
a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).	pp. 108-109, 111Q, 111S, 252-253, 255Q, 255S, 279, 284-287, 289Q, 289S, 504
b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.	pp. 118, 121, 144R, 147, 152, 155, 156, 169D, 169F, 169Q, 169S, 188-189, 191Q, 191S, 224, 238, 250, 336, 338, 340, 343, 366, 391C, 404, 410, 478-479, 481Q, 481S, 506-507, 509Q, 509S, 598, 611, 615, 625, 633B, 637C, 716, 732-733, 735Q, 735S, 754, 755, 756, 759Q, 759S
c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	
• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.	pp. 600-601, 603Q, 603S, 754-757, 759Q, 759S
• Imagery: the use of language to create vivid pictures in the reader's mind.	pp. 38, 478-479, 481Q, 481S
• Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i>	pp. 118, 121, 238, 404, 410, 506-507, 509Q, 509S, 732-733, 735Q, 735S
d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	pp. 108-109, 205, 252-253, 284-287, 478-479, 600-601, 732-733, 737
4. Literary Works - Read and respond to historically and culturally significant works of literature.	pp. 68, 270, 297, 313T, 335, 402, 417, 431, 498, 618
Standard 5: Research and Information: The student will conduct research and organize information.	
1. Accessing Information - Select the best source for a given purpose.	
a. Determine and use appropriate sources for accessing information including, dictionaries, thesaurus, electronic card catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.	pp. 16H, 16I, 45, 62, 66, 68, 85B, 89A, 137, 144H, 144I, 167, 199A, 203A, 225, 260H, 260I, 311, 321A, 325A, 353, 392H, 392I, 417, 445, 455B, 459A, 514H, 514I, 539, 573A, 573B, 577A, 595, 631, 638H, 638I, 695, 705B, 709A

b. Identify and credit the sources used to gain information.	pp. 16H, 89A, 89B, 144H, 203A, 203B, 260H, 321B, 325A, 325B, 392H, 459A, 459B, 513E, 514H, 577A, 577B, 638H, 709A, 709B
c. Use text features to access information (e.g., format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).	pp. 65, 66, 134-137, 139Q, 139S, 144H, 157, 181, 186, 227Q, 227S, 234, 269, 368, 377, 426, 442-443, 445, 447Q, 447S, 522, 548, 557, 618, 638H, 654, 662-665, 667Q, 667S, 726, 752, 5.3: T10
d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.	pp. 144H, 455B, 459Q, 459S
e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	pp. 16H, 16I, 16S, 45, 48J, 62, 66, 68, 78J, 89A, 90J, 137, 144H, 144I, 144S, 167, 170J, 192J, 203A, 203B, 204J, 225, 228J, 260H, 260I, 290J, 311, 314J, 325A, 325B, 326J, 353, 356J, 392H, 392I, 392S, 417, 420J, 445, 448J, 459A, 459B, 460J, 473, 514H, 514I, 514S, 539, 542J, 566J, 573B, 577A, 577B, 578J, 595, 631, 638H, 638I, 695, 709A, 709B
f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple choice, true/false, short answer, inferential, evaluative, or open-ended.	pp. 41, 71, 86, 87, 107, 133, 140-143, 251, 283, 307, 322-325, 349, 383, 388-391, 413, 441, 456-457, 477, 505, 510-513, 535, 561, 574-575, 599, 627, 661, 691, 705, 729, 731, 733, 753, 760-763,
2. Interpreting Information - Analyze and evaluate information from a variety of sources.	
a. Follow multistep directions to accomplish a task (e.g., video games, computer programs, recipes).	pp. 388, 430, 474, 558, 696-697B, 751
b. Select a topic, formulate questions, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	pp. 16H, 16I, 34, 45, 89A, 96, 100, 102, 133, 137, 143K-143L, 144H, 144I, 151, 160, 181, 203A, 217, 225, 239, 259K-259L, 260H, 260I, 275, 325A, 379, 391K-391L, 392H, 392I, 417, 445, 459A, 471, 513K-513L, 514H, 514I, 539, 558, 573B, 577A, 590, 615, 637K-637L, 638H, 638I, 704, 709A, 743, 763K-763L
c. Develop notes that include important information on a selected topic.	pp. 89A, 89B, 203A, 203B, 325A, 325B, 459A, 459B, 577A, 577B, 709A, 709B
d. Summarize information from multiple sources into a written report or summary.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 539, 566J, 577A-577B, 691B, 709A-709B, 5.3: T15, 5.5: T18

e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	pp. 47B, 77B, 89B, 111B, 139B, 169B, 191B, 203B, 227B, 255B, 289B, 313B, 325B, 355B, 387B, 419B, 447B, 459B, 481B, 509B, 541B, 565B, 577B, 603B, 633B, 667B, 697B, 709B, 735B
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.	
Standard 1: Writing Process - The student will use the writing process to write coherently.	
1. Use the writing process to develop, extend, and refine composition skills.	pp. 47, 77, 89, 111, 139, 143C, 143D, 143E, 169A, 191, 203, 227, 255, 259C, 259D, 259E, 289, 313A, 325, 355, 387, 391C, 391D, 391E, 419, 447, 459A, 481, 509, 513, 513C, 513D, 513E, 541, 565, 577A, 603, 633, 637, 637C, 637D, 637E, 667, 697, 709A, 735, 759A, 763B, 763C, 763D, 763E
2. Select a focus and an organizational structure based upon purpose, audience, length, and required format and write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs into longer compositions.	pp. 47, 77, 89, 111, 139, 143C, 169, 169A, 191, 203, 227, 255, 259C, 289, 313, 313A, 325, 355, 387, 387A, 391C, 419, 447, 459, 459A, 481, 509, 513, 513C, 541, 565, 577, 577A, 577B, 603, 633, 637, 637C, 667, 697, 709, 709A, 735, 759, 759A, 763B, 763C
3. Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering questions.	pp. 77B, 143B, 143D, 191B, 259B, 313B, 391B, 391D, 419B, 513D, 603B, 637B, 735B, 763B, 763C
4. Edit drafts to ensure standard usage, mechanics, spelling, and varied sentence structure to improve meaning and clarity.	
a. Proofread to edit one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	pp. 47, 77, 89, 111, 139, 143E, 169, 191, 203, 227, 255, 259E, 289, 313, 325, 355, 387, 391E, 419, 447, 459, 481, 509, 513E, 541, 565, 577, 603, 633, 637E, 667, 697, 709, 735, 759, 763E
5. Review, evaluate, and revise selected drafts by adding, elaborating, deleting, combining, and rearranging text for meaning and clarity.	pp. 47, 77, 89, 111, 139, 143D, 169, 191, 203, 227, 255, 259D, 289, 313, 325, 355, 387, 391D, 419, 447, 459, 481, 509, 513D, 541, 565, 577, 603, 633, 637D, 667, 697, 709, 735, 759, 763D
6. Publish and share writing with peers and adults.	pp. 47, 77, 89, 111, 139, 143E, 169, 191, 203, 227, 255, 259E, 289, 313, 325, 355, 387, 391E, 419, 447, 459, 481, 509, 513E, 541, 565, 577, 603, 633, 637E, 667, 697, 709, 735, 759, 763E

Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.	
1. Communicate through a variety of written forms and for various audiences to inform, persuade, entertain, instruct, and describe, while adjusting tone and style as appropriate.	pp. 47, 77, 89, 111, 139, 143A-143H, 169, 191, 203, 227, 255, 259A-259H, 289, 313, 325, 355, 387, 391A-391H, 419, 447, 459, 481, 509, 513A-513H, 541, 541A, 565, 577, 603, 603A, 633, 637A-637H, 667, 697, 709, 735, 759, 763A-763H
2. Write narratives (stories) that establish a plot, point of view, setting, conflict, and are written to allow a reader to picture the events of a story.	pp. 16S, 46-47B, 48J, 76-77B, 90J, 110-111B, 138-139B, 143A-143E, 170J, 227F, 260S, 288-289B, 290J, 326J, 354-355B, 386-387B, 387F, 391A-391H, 420J, 578J, 604J, 633F, 638S, 668J, 5.1: T16
3. Use figurative language when appropriate (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting (e.g., inquired or requested instead of asked).	pp. 312, 313A, 438, 632, 633A
4. Write personal, persuasive, formal, business letters, thank-you notes, and invitations, including the date, greeting, body, closing, and signature.	pp. 48J, 111A-111B, 111F, 144S, 170J, 190-191B, 204J, 260S, 314J, 325F, 356J, 419F, 577F, 709F, 735F
5. Write informational pieces with multiple paragraphs that:	
a. provide an introductory paragraph.	pp. 78J, 89A-89B, 192J, 203A-203B, 325A-325B, 418-419B, 446-447B, 448J, 459A-459B, 480-481B, 508-509B, 513A-513H, 514S, 542J, 566I, 577A-577B, 666-667B, 667F, 696-697B, 708-709B, 710J, 734-735B, 758-759B, 763G-763H
b. establish and support a central theme or idea with a thesis statement.	pp. 76, 77A, 78J, 89A-89B, 192J, 203A-203B, 325A-325B, 418-419B, 446-447B, 448J, 459A-459B, 480-481B, 508-509B, 513A-513H, 514S, 542J, 566I, 577A-577B, 666-667B, 667F, 696-697B, 708-709B, 710J, 734-735B, 758-759B, 763G-763H
c. include supporting paragraphs with simple facts, details, and explanations.	pp. 78J, 89A-89B, 100, 110, 111A, 192J, 203A-203B, 325A-325B, 418-419B, 446-447B, 448J, 459A-459B, 480-481B, 508-509B, 513A-513H, 514S, 541A, 542J, 566I, 577A-577B, 666-667B, 667F, 696-697B, 708-709B, 710J, 734-735B, 758-759B, 763G-763H

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 Correlated with
 Oklahoma Priority Academic Student Skills (PASS) Language Arts, Grade 5

d. present important ideas and events in sequence or in chronological order.	pp. 78J, 89A-89B, 192J, 203A-203B, 325A-325B, 418-419B, 446-447B, 448J, 459A-459B, 480-481B, 508-509B, 513A-513H, 514S, 542J, 566I, 577A-577B, 666-667B, 667F, 679, 696-697B, 708-709B, 710J, 734-735B, 758-759B, 763G-763H
e. provide details and transitions to link paragraphs.	pp. 386, 387A, 602, 603A
f. conclude with a paragraph that summarizes the points.	pp. 78J, 89A-89B, 190, 191A, 192J, 203A-203B, 325A-325B, 418-419B, 446-447B, 448J, 459A-459B, 480-481B, 508-509B, 513A-513H, 514S, 542J, 566I, 577A-577B, 666-667B, 667F, 696-697B, 708-709B, 710J, 734-735B, 758-759B, 763G-763H
g. use correct indentation at the beginning of paragraphs.	pp. 45, 47F, 90J, 111F, 169F, 220, 447F, 513E, 638S, 668J, 697F
6. Write research reports about important ideas, issues, or events that:	
a. frame questions about an idea or issue to direct the investigation.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 539, 566J, 577A-577B, 709A-709B, 5.3: T15, 5.5: T18
b. establish a main idea or topic.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 539, 566J, 577A-577B, 709A-709B, 5.3: T15, 5.5: T18
c. develop the topic with simple facts, details, examples, and explanations to support the main idea.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 513A, 514H, 539, 566J, 577A-577B, 709A-709B, 5.3: T15, 5.5: T18
d. use a variety of information sources, including speakers, firsthand interviews, reference materials, and online information.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 513B, 513C, 539, 566J, 577A-577B, 709A-709B, 5.3: T15, 5.5: T18
7. Write responses to literature that:	
a. demonstrate an understanding of a designated literary work.	pp. 46-47, 76-77, 88-89, 110-111, 138-139, 168-169, 190-191, 202-203, 226-227, 254-255, 288-289, 312-313, 324-325, 354-355, 386-387, 418-419, 446-447, 458-459, 480-481, 508-509, 540-541, 564-565, 576-577, 602-603, 632-633, 666-667, 696-697, 708-709, 734-735, 758-759

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b. support judgments through references to the text and connections to prior knowledge.	pp. 46-47, 76-77, 88-89, 110-111, 138-139, 168-169, 190-191, 202-203, 226-227, 254-255, 288-289, 312-313, 324-325, 354-355, 386-387, 418-419, 446-447, 458-459, 480-481, 508-509, 540-541, 564-565, 576-577, 602-603, 632-633, 666-667, 696-697, 708-709, 734-735, 758-759
c. develop interpretations and evaluations that exhibit careful reading and understanding.	pp. 46-47, 76-77, 88-89, 110-111, 138-139, 168-169, 190-191, 202-203, 226-227, 254-255, 288-289, 312-313, 324-325, 354-355, 386-387, 418-419, 446-447, 458-459, 480-481, 508-509, 540-541, 564-565, 576-577, 602-603, 632-633, 666-667, 696-697, 708-709, 734-735, 758-759
8. Write persuasive compositions or letters that:	
a. state a clear position in support of a proposal.	pp. 168-169, 190-191B, 204J, 226-227B, 228J, 254-255B, 259A-259H
b. support a position with relevant evidence and effective emotional appeals in order to persuade.	pp. 168-169, 190-191B, 204J, 226-227B, 228J, 254-255B, 259A-259H
c. organize supporting statements from the most appealing to the least powerful.	pp. 168-169, 190-191B, 204J, 226-227B, 228J, 254-255B, 259A-259H
d. include and address reader concerns.	pp. 168-169, 190-191B, 204J, 226-227B, 228J, 254-255B, 259A-259H
Standard 3: Grammar/Usage and Mechanics: The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.	
1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions in their writing.	
a. Singular and plural forms of nouns	pp. 191B, 191I-191J, 203I-203J, 227I-227J, 255B, 255I-255J
b. Subject, object, reflexive, and possessive pronouns	pp. 447B, 447I-447J, 481B, 481I-481J, 509I-509J
c. Subject, direct object, and object of prepositions	pp. 735B, 735I-735J, 759I-759J
d. Present, past, future, and present perfect verbs tense	pp. 313B, 313I-313J, 391E, 763E
e. Subject-verb agreement	pp. 289I-289J, 763E
f. Descriptive, comparative, superlative, and demonstrative adjectives.	pp. 541B, 541I-541J, 577I-577J, 603B, 603I-603J, 633B, 633I-633J, 637E

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 Oklahoma Priority Academic Student Skills (PASS) Language Arts, Grade 5

g. Time, place, and manner adverbs	pp. 667I-667J, 697B, 697I-697J
h. Comparative forms of adverbs	pp. 667I-667J, 697B, 697I-697J
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.	
a. Capitalize correctly proper nouns such as titles of books, magazines, newspapers, stories, titles of respect, works of art, regions of the country, political parties, organizations, and state colleges and universities.	pp. 47I-47J, 110, 111J, 169I, 225, 227B, 255B, 313J, 535B, 541B, 541J, 577J, 759J
b. Capitalize correctly proper adjectives.	pp. 541J, 5.5: T16
c. Capitalize correctly conventions of letter writing.	pp. 48J, 111A-111B, 111F, 111J, 144S, 170J, 190-191B, 204J, 260S, 314J, 325F, 356J, 419F, 577F, 709F, 735F
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.	
a. Parentheses	pp. 203B, 325B, 536
b. Quotation marks	pp. 344, 354, 355A, 355J
c. Terminal punctuation	pp. 47I-47J, 89I-89J, 111I-111J, 169B, 259E, 513E, 759J
d. Apostrophes in contractions and possessives	pp. 227B, 227I-227J, 255B, 255I-255J, 325J, 481I-481J, 509B, 509I-509J, 709I-709J
e. Conventions of letter writing	pp. 111J, 191J
f. Colons, semicolons, and commas	pp. 77J, 89I-89J, 111I-111J, 143E, 391D, 513E, 541B, 565J, 763E
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.	
a. Create interesting sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, modifiers, pronouns, and conjunctions.	pp. 139B, 143D, 169B, 191B, 255B, 259D, 313B, 391D, 447B, 481B, 513D, 633B, 637D, 697B, 763C
b. Correct sentence fragments and run-ons.	pp. 47I, 89I-89J, 139B, 139I-139J
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.	
a. Spell previously misspelled words correctly in final writing products.	pp. 47, 77, 89, 111, 139, 143E, 169, 191, 203, 227, 255, 259E, 289, 313, 325, 355, 387, 391E, 419, 447, 459, 481, 509, 513E, 541, 565, 577, 603, 633, 637E, 667, 697, 709, 735, 759, 763E

<p>b. Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -en -er), suffixes (e.g., -ment, -ture, -ate, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-), and syllable constructions (e.g., grad.u.a.tion).</p>	<p>pp. 191B, 191I-191J, 203G-203H, 203I-203J, 227I-227J, 255B, 255I-255J, 325I-325J, 387B, 387G-387H, 447B, 447G-447H, 459B, 459G-459H, 577G-577H, 603B, 603G-603H, 667B, 667G-667H, 697B, 697G-697H, 735B, 735G-735H</p>
<p>c. Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're) and other words that are commonly misspelled in the English language (e.g., until, our).</p>	<p>pp. 392R, 395, 401, 419D, 419F, 419O, 419Q, 509B, 509G-509H, 509I-509J, 542I, 565B, 565E, 565G-565H, 638Q, 641, 644, 667D, 667F, 667O, 667Q, 759B, 759G-759H, 5.6: T5</p>
<p>d. Use word reference materials including glossary, dictionary, thesaurus, encyclopedia, and technology to check and correct spelling.</p>	<p>pp. 47B, 77B, 139B, 143C, 169F, 259C, 289F, 355F, 391C, 447F, 513B, 513C, 637C, 763C</p>
<p>6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.</p>	<p>pp. 47B, 77B, 89B, 111B, 139B, 143E, 169B, 191B, 203B, 227B, 255B, 259E, 289B, 313B, 325B, 355B, 387B, 391E, 419B, 447B, 459B, 481B, 509B, 513E, 541B, 565B, 577B, 603B, 633B, 637E, 667B, 697B, 709B, 735B, 759B, 763E</p>
<p>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</p>	
<p>Standard 1: Listening: The student will listen for information and for pleasure.</p>	
<p>1. Interpret a speaker's verbal and nonverbal message, purpose, and perspective.</p>	<p>pp. 16I, 17, 47A, 49, 77A, 79, 89A, 91, 111A, 113, 139A, 143E, 144I, 145, 169A, 171, 191A, 193, 203A, 205, 227A, 229, 255A, 259E, 260I, 261, 289A, 291, 313A, 315, 325A, 327, 355A, 357, 387A, 391E, 392I, 393, 419A, 421, 447A, 449, 459A, 461, 481A, 483, 509A, 513E, 514I, 515, 541A, 543, 565A, 567, 577A, 579, 603A, 605, 633A, 637E, 638I, 639, 667A, 669, 697A, 699, 709A, 711, 735A, 737, 759A, 763E</p>
<p>2. Listen critically and respond appropriately to oral communication to seek information not already discussed.</p>	<p>pp. 16H, 16I, 17, 47A, 77A, 89A, 91, 111A, 113, 139A, 143E, 143K-143L, 144H, 144I, 145, 169A, 171, 191A, 193, 203A, 205, 227A, 229, 255A, 259E, 259K-259L, 260H, 260I, 261, 289A, 291, 313A, 315, 325A, 327, 355A, 357, 387A, 391E, 391K-391L, 392H, 392I, 393, 419A, 421, 447A, 449, 459A, 461, 481A, 483, 509A, 513E, 513K-513L, 514H, 514I, 515, 541A, 543, 565A, 577A, 579, 603A, 605, 633A, 637E, 637K-637L, 638H, 638I, 639, 667A, 669, 697A, 699, 709A, 711, 735A, 759A, 763E, 763K-763L</p>

Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.	
1. Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, timing, and gestures) and language skills (pronunciation, word choice, and usage).	pp. 77A, 111A, 143E, 143L, 169A, 203A, 259E, 259L, 313A, 355A, 391E, 419A, 447A, 481A, 513E, 603A, 633A, 637E, 637L, 667A, 735A, 759A, 763E
2. Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details by clarifying and supporting spoken ideas with evidence and examples.	pp. 203A, 225, 259A, 341, 391K, 459A, 525, 637K, 695, 709A, 763K
3. Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	pp. 16H-16I, 47A, 77A, 89A, 111A, 139A, 143B, 143E, 143K-143L, 144H-144I, 169A, 191A, 203A, 227A, 255A, 259B, 259E, 259K-259L, 260H-260I, 289A, 313A, 325A, 355A, 387A, 391B, 391E, 391K-391L, 392H-392I, 419A, 447A, 459A, 481A, 509A, 513B, 513E, 513K-513L, 514H-514I, 541A, 565A, 577A, 603A, 633A, 637B, 637E, 637K-637L, 638H-638I, 667A, 697A, 709A, 735A, 759A, 763B, 763E, 763K-763L
4. Engage the audience with appropriate words, phrasing, facial expressions, and gestures.	pp. 16I, 47A, 77A, 89A, 111A, 139A, 143E, 143K, 144I, 169A, 191A, 203A, 227A, 255A, 259E, 259K, 260I, 289A, 313A, 325A, 355A, 387A, 391E, 391K, 392I, 419A, 447A, 459A, 481A, 509A, 513E, 513K, 514I, 541A, 565A, 577A, 603A, 633A, 637E, 637K, 638I, 667A, 697A, 709A, 735A, 759A, 763E, 763K
5. Deliver narrative (story) presentations that establish a situation, develop a plot, point of view, and setting with descriptive words and phrases.	pp. 16S, 46-47B, 48J, 76-77B, 90J, 110-111B, 138-139B, 143A-143E, 170J, 227F, 260S, 288-289B, 290J, 326J, 354-355B, 386-387B, 387F, 391A-391H, 501, 578J, 604J, 633F, 638S, 668J, 669
6. Deliver informative presentations about an important topic, issue, or event that frames a question to guide the investigation, establishes a central idea or topic, and develops that topic appropriately.	pp. 89A-89B, 170J, 203A-203B, 297, 314J, 325A-325B, 392J, 420I, 448J, 459A-459B, 539, 566J, 577A-577B, 631, 709A-709B, 5.3: T15, 5.5: T18
7. Deliver oral responses to literature that summarizes important events and details, demonstrates an understanding of several ideas communicated in the work, and uses examples from the literature to support conclusions.	pp. 41, 47R, 71, 85, 107, 133, 163, 169T, 187, 199, 221, 227P, 227R, 227T, 251, 255R, 283, 307, 321, 349, 383, 387P, 387R, 387T, 413, 419P, 419T, 441, 455, 477, 505, 509P, 509T, 535, 561, 565P, 565R, 565T, 573, 599, 627, 633T, 661, 667P, 667R, 691, 705, 731, 753

Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.	
1. Show respect and consideration for others in verbal and physical communication.	pp. 16I, 144I, 260I, 392I, 514I, 638I, 763L
2. Demonstrate thinking skills in listening, speaking, reading, and writing.	pp. 16H-16I, 47M-47V, 77M-77V, 89M-89V, 111M-111V, 139M-139V, 143K-143L, 144H-144I, 169M-169V, 191M-191V, 203M-203V, 227M-227V, 255M-255V, 259K-259L, 260H-260I, 289M-289V, 313M-313V, 325M-325V, 355M-355V, 387M-387V, 391K-391L, 392H-392I, 419M-419V, 447M-447V, 459M-459V, 481M-481V, 509M-509V, 513K-513L, 514H-514I, 541M-541V, 565M-565V, 577M-577V, 603M-603V, 633M-633V, 637K-637L, 638H-638I, 667M-667V, 697M-697V, 709M-709V, 735M-735V, 759M-759V, 763K-763L
Visual Literacy: The student will interpret, evaluate, and compose visual messages.	
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.	
1. Distinguish fact, opinion, and fiction in print and nonprint media.	pp. 16I, 38, 59, 129, 144H, 157, 260I, 293A-293B, 294-305, 307, 313O, 313P, 313R, 313T, 317A-317B, 318-321, 325O, 325P, 325R, 325T, 378, 392I, 455A, 469, 514I, 553, 5.3: T2
2. Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentation.	pp. 378, 391K, 533, 638H, 638I, 651, 705B, 709A
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print messages.	
1. Interpret and evaluate the various ways visual image-makers, such as graphic artists, illustrators, and news photographers represent meaning.	pp. 16I, 129, 260I, 392I
2. Compare and contrast print, visual, and electronic media, such as film, with a written story.	pp. 378, 392I, 417
3. Listen to, view, or read literature which tells of characters in American and other cultures.	pp. 19A-19B, 20-39, 41, 47O, 47P, 47R, 47T, 59, 71B, 119, 127, 158, 266, 279, 298, 338, 364, 395A-395B, 396-411, 419O-419P, 419R, 419T, 529, 587, 646, 653, 658, 661B, 685, 5.1: T1, 5.4: T1
4. Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	pp. 16I, 38, 59, 77F, 129, 144H, 157, 167, 260I, 378, 392I, 469, 514I, 553, 727

Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea and produce communications using appropriate technology or media (e.g., developing a class newspaper, videos, or multimedia projects).	pp. 16H-16I, 143K-143L, 144H-144I, 259K-259L, 260H-260I, 391K-391L, 392H-392I, 513K-513L, 514H-514I, 637K-637L, 638H-638I, 695, 763K-763L, 5.1: T14, T16
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