

Standard 1: Reading

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **R-E1. Use structural analysis skills such as identifying root words, prefixes, suffixes and word origins to decode words unfamiliar in print**

PO 1. Identify root words

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See addressing Greek- and Latin-derived roots / words.

Making a Difference, p. T45, T169, T177; **It's a Mystery**, p. T251, T313, T315, T403, T426, T427; **Voyagers**, p. T501, T537; **In the Spotlight**, p. T29, T40, T41; **Cityscapes**, p. T539, T556, T643, T661

Students address root words in the context of examining prefixes and suffixes.

Making a Difference, p. T115, T177, T194, T195; **It's a Mystery**, p. T259, T268, T269, T289, T374, T391, T398; **Voyagers**, p. T562, T616; **America's Journal**, p. T370, T387, T416; **Cityscapes**, p. T560, T641, T463

PO 2. Infer meanings of words in a selection through knowledge of prefixes and suffixes

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See focused instruction on affixes.

Making a Difference, p. T115, T177, T194, T195; **It's a Mystery**, p. T259, T268, T269, T289, T374, T391, T398; **Voyagers**, p. T562, T616; **America's Journal**, p. T370, T387, T416; **Cityscapes**, p. T560, T641, T463

PO 3. Confirm meaning of words using context clues

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Focusing on using context clues.

Making a Difference, p. T31, T34, T168, T199, R8, R20; **It's a Mystery**, p. T245, T254, T272, T324, T326; **Voyagers**, p. T477, T494, T514, T535, T538, T539, T540, T558, T559, T633, T652, R20, R70; **In the Spotlight**, p. T22, T78, T79, T143, T146, T192, T469, T500, T528, T532; **America's Journal**, p. T252, T274–275, T324

- **R-E2. Use reading strategies such as making inferences and predictions, summarizing, paraphrasing, differentiating fact from opinion, drawing conclusions, and determining the author's purpose and perspective to comprehend written selections**

PO 1. Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text

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Main ideas and details.

Making a Difference, p. T118; **It's a Mystery**, p. T394, T395, T398, T402, T410, T414, T418, T422–423, T426, T427; **Voyagers**, p. T646, T647, R107, R110; **In the Spotlight**, p. T132, T134, T135, T136; **America's Journal**, p. T306, T314; **Cityscapes**, p. T522, T523, T554–555, T660, T661, T667, R116, R122

Author's purpose.

Making a Difference, p. T182, T183; **It's a Mystery**, p. T296, T396, T406; **Voyagers**, p. T486, T487, T538, T544, T600, T636, T637, T642, T652, T658–659, T662, T682; **In the Spotlight**, p. T176; **America's Journal**, p. T262, T392, T402; **Cityscapes**, p. T522, T614, T644

Point of view.

Voyagers, p. T596, T597, T610–611; **In the Spotlight**, p. T108, T109; **America's Journal**, p. T300, T301, T302, T306; **America's Journal**, Morning Girl, Trade Book Teaching Guide, p. 6; **Voyagers**, Trade Book Teaching Guide, The Illyrian Adventure, p.14

PO 2. Distinguish fact from opinion

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Fact/opinion.

It's a Mystery, p. T401, T408, T424–425; **Voyagers**, p. T534, T544; **America's Journal**, p. T394, T395, T396; **Cityscapes**, p. T536, T537

PO 3. Summarize the text in own words (assessed at district level only)

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Summarize.

Making a Difference, p. T30, T74, T75, T78, T82, T86–87, T88, T122, T143, T174, T175, T195, T215, R89, R92; **It's a Mystery**, p. T252, T269, T296, T354, T400, T410, T411, T412; **Voyagers**, p. T490, T511, T542, T559, T588, T592, T613, T636, T644, T654, T663; **In the Spotlight**, p.

Arizona Language Arts Standards

	T30, T41, T110, T120, T143; America's Journal , p. T250, T271, T304, T308, T321, T390, T391, T398, T402, T408–409, T412, T413, T433; Cityscapes , p. T474, T497, T531, T557, T596, T621, T648, R110, R119
PO 5. Determine cause-and-effect relationships	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Determine cause/effect</i> Making a Difference, p. T76, T80, T184; It's a Mystery, p. T292, T300, T364; Voyagers, p. T480, T481, T488, T490, T492, T494, T502, T504, T508–509, T510, T536, T546, T547, R104, R109; In the Spotlight, p. T30, T130, T170; America's Journal, p. T244, T252, T294, T295, T296, T300, T302, T308, T318–319, T320; Cityscapes, p. T466, T468, T472, T476, T477, T520, T524, T525, T528, T532, T534, T604, R109, R118 Cityscapes Trade Book Teaching Guide, <u>Timelines, Cities</u>, p.6; <u>Where the River Runs</u>, p.6, 16 America's Journal, Trade Book Teaching Guide, <u>The Captive</u>, p.6; <u>Children of the Wild West</u>, p.6 PS: It's a Mystery, Trade Book Teaching Guide, <u>Buried in Ice</u>, p.9 Making a Difference, Trade Book Teaching Guide, <u>Circle of Gold</u>, p.6; <u>Anne Frank: Beyond the Diary</u>, p.8</p>
PO 6. Identify the text in chronological, sequential or logical order	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Identify sequence</i> Making a Difference, p. T38, T39, T89; It's a Mystery, p. T292, T293, T321, T402, T406, T407; Voyagers, p. T638, T639, T660–661, T663; In the Spotlight, p. T122, T123, R89, R95; America's Journal, p. T242, T246, T255; Cityscapes, p. T520, T521, T526, T528, T532, T538, T542, T552–553, T556, T557, T600, T601, R113, R120</p>
PO 7. Make an inference using contextual clues	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Make inferences</i> Making a Difference, p. T42, T74, T76, T168, T170, T171, T172, T176, T178, T180; It's a Mystery, p. T250, T252, T304, T350, T400, T402, T404; Voyagers, p. T482, T542, T546, T550, T588, T594, T638, T640, T642, T652; In the Spotlight, p. T28, T34, T66, T67, T68, T76–77, T108, T118, T174; America's Journal, p. T242, T244, T246, T247, T248, T298, T308, T350, T351, T352, T354, T358, T360, T364–365, T366, R99, R104; Cityscapes, p. T474, T475, T476, T478, T482, T536, T540, T548, T594, T610, R108, R118 Cityscapes, Trade Book Teaching Guides, <u>Timelines, Cities</u>, p.8; <u>Tales of the Bronx</u>, p.7, <u>Ben and Me</u>, p.8 Voyagers, Trade Book Teaching Guide, <u>The Illyrian Adventure</u>, p.9 Making a Difference, Trade Book Teaching Guides, <u>Dear Mr. Henshaw</u>, p.6; <u>Anne Frank: Beyond the Diary</u>, p.9</p>
<ul style="list-style-type: none"> R-E3. Analyze selections of fiction, nonfiction and poetry by identifying the plot line (i.e., beginning, conflict, rising action, climax and resolution); distinguishing the main character from minor ones; describing the relationships between and motivations of characters; and making inferences about the events, setting, style, tone, mood and meaning of the selection 	
PO 1. Distinguish the main characters from the minor characters	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Students identify main and minor characters.</i> Making a Difference, p. T46, T188; It's a Mystery, p. T262; Voyagers, p. T506; In the Spotlight, p. T36, T182; America's Journal, p. T254 <i>See focused instruction on character to emphasize.</i> Making a Difference, p. T82, T134, T168, T169, T174, T176, T178, T182, T192–193; It's a Mystery, p. T254, T255, T256, T294, T404, R95, R100; Voyagers, p. T543, T594, T644, T645, T646, T648, T650; In the Spotlight, p. T25, T26, T28, T30, T34, T38–39, T40, T122, T124, T125, T170, T208, R90, R95; Cityscapes, p. T594, T602, T603, T608 CE: Trade Book Teaching Guide, <u>Koya DeLaney and the Good Girl Blues</u>, p.6, <u>School Spirit</u>, 6, <u>Morning Girl</u>, p.10 <i>See keeping track of characters to emphasize.</i> Voyagers, p. T546</p>
PO 2. Summarize the plot line to include cause and effect	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>See focusing on plot.</i> It's a Mystery, p. T253, T266–267, T280, T300, T301, T446, R96, R100; In the Spotlight, p. T62, T63, T66, T74–75, T78, T167, T174, R92, R96; America's Journal, p. T256; Cityscapes, p. T592, T593</p>

<p>PO 3. Explain the interaction of major and minor characters in a selection</p>	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Students focus on the interactions and relationships between characters in a selection</i> Making a Difference, p. T36, T168, T174, T178, T180, T182; It's a Mystery, p. T256; In the Spotlight, p. T112, T116, T118, T126; America's Journal, p. T246, T248; Cityscapes, p. T468</p>
<p>PO 4. Draw defensible conclusions based on events and settings</p>	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Draw conclusions.</i> Making a Difference, p. T38, T78, T124, T180; It's a Mystery, p. T248, T249, T254, T256, T258, T264–265, T268, T294, T303, T310, T352, T356, T396, R97, R101; Voyagers, p. T500, T502, T534, T552, T640; In the Spotlight, p. T32, T108, T110, T111, T112, T114, T116, T118, T120, T124, T126, T128, T134, T140–141, T142, T168, T178; America's Journal, p. T256, T305, T310, T350, T390, T396; Cityscapes, p. T588, T589, R100, R104</p>
<p>PO 5. Differentiate fiction, nonfiction and poetry based on their attributes</p>	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Students focus on the characteristics of different genre.</i> Fantasy, In the Spotlight, p. T165, T166; Cityscapes, p. T585 Historical Fiction, Making a Difference, p. T165; America's Journal, p. T241 Mystery, It's a Mystery, p. T291 Play, It's a Mystery, p. T247 Realistic Fiction, Making a Difference, p. T33; In the Spotlight, p. T107; America's Journal, p. T349; Cityscapes, p. T465 Fine Art, America's Journal, p. T357 Folk Tale/Tall Tale, Voyagers, p. T479, T480, T484, T492; In the Spotlight, p. T66 Autobiography/Biography, It's a Mystery, p. T393; Voyagers, p. T635 Historical Nonfiction, America's Journal, p. T389 Informational Article, Making a Difference, p. T187; Voyagers, p. T654, T655 Journal, Voyagers, p. T533; America's Journal, p. T293 Magazine Article, It's a Mystery, p. T363; In the Spotlight, p. T133 Personal Anecdote, Memoir Making a Difference, p. T117; Voyagers, p. T587 Profile, Making a Difference, p. T43 Science, It's a Mystery, p. T349 Travel Guide, Cityscapes, p. T643 Photographer's Craft, It's a Mystery, p. T397 Poet's Craft, Making a Difference, p. T172; America's Journal, p. T263 Text Types and Structures Comedy Routine, Making a Difference, p. T81 Interview, It's a Mystery, p. T313; Voyagers, p. T603; In the Spotlight, p. T33; America's Journal, p. T334, T337; Cityscapes, p. T547 Magazine Article, It's a Mystery, p. T363; In the Spotlight, p. T133 Travel Guide, Cityscapes, p. T643 Poetic Fiction, Making a Difference, p. T132, T133</p>
<p>PO 6. Explain cause and effect within the plot</p>	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p>Making a Difference, p. T76, T80, T184; It's a Mystery, p. T292, T300, T364; Voyagers, p. T480, T481, T488, T490, T492, T494, T502, T504, T508–509, T510, T536, T546, T547, R104, R109; In the Spotlight, p. T30, T130, T170; America's Journal, p. T244, T252, T294, T295, T296, T300, T302, T308, T318–319, T320; Cityscapes, p. T466, T468, T472, T476, T477, T520, T524, T525, T528, T532, T534, T604, R109, R118 Cityscapes Trade Book Teaching Guide, <u>Timelines</u>, Cities, p.6; <u>Where the River Runs</u>, p.6, 16 America's Journal, Trade Book Teaching Guide, <u>The Captive</u>, p.6; <u>Children of the Wild West</u>, p.6 PS: <u>It's a Mystery</u>, Trade Book Teaching Guide, <u>Buried in Ice</u>, p.9 Making a Difference, Trade Book Teaching Guide, <u>Circle of Gold</u>, p.6; <u>Anne Frank: Beyond the Diary</u>, p.8</p>
<p>• R-E4. Identify the author's purpose, position, bias and strategies in a persuasive selection PO 1. Identify the author's purpose and use of details to support the purpose</p>	<p style="text-align: center;">Literacy Place™ ©2000 Grade Five</p> <p><i>Author's purpose</i> Making a Difference, p. T182, T183; It's a Mystery, p. T296, T396, T406; Voyagers, p. T486, T487, T538, T544, T600, T636, T637, T642, T652, T658–659, T662, T682; In the Spotlight, p. T176; America's Journal, p. T262, T392, T402; Cityscapes, p. T522, T614, T644</p>

<p>PO 2. Describe the author’s use of strategies to convince or persuade</p>	<p><i>Students focus on specific skills on speaking to persuade.</i> It’s a Mystery, p. T456–457 <i>Students focus on creating persuasive text, recognizing persuasive techniques.</i> Cityscapes, p. T622</p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>PO 3. Identify the author’s bias</p>	<p><i>Teachers can integrate in the context of assessing author’s viewpoint.</i> It’s a Mystery, p. T414, T415; America’s Journal, p. T314, T315; Cityscapes, p. T536</p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>• R-E5. Evaluate an instructional manual such as assembly directions or user’s guide for clarity and completeness Note: Can be used for 5th and 8th grades, depending on difficulty of manual used for the assessment PO 1. Identify the components of an instructional manual (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)</p>	<p><i>See writing and presenting how-to directions. Teachers can integrate in this context.</i> In the Spotlight, p. T42 <i>Students identify the steps of a process, reading and giving directions.</i> Voyagers, p. T556–557</p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>PO 2. Incorporate information from the illustrations</p>	<p><i>See the diagram illustrating steps in making a paper boat. Students engage in making an illustration showing each step of a shipbuilding process.</i> Voyagers, p. T557</p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>PO 3. Locate support help in manual or from manufacturer</p>	<p><i>Not specifically addressed at this grade level.</i></p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>PO 4. Identify the sequence of activities needed to carry out a procedure</p>	<p><i>Students focus on steps in a process.</i> Voyagers, p. T556–557</p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>PO 5. Identify information that is either extraneous or missing (e.g., directions, tools required, parts needed, illustrations, diagram sequence, bold face for relevant steps)</p>	<p><i>Not specifically addressed at this grade level.</i></p>	<p>Literacy Place™ ©2000 Grade Five</p>
<p>• R-E6. Compare and contrast the historical and cultural perspectives of literary selections Note: For instructional purposes—not for state assessment (Grades 4-5) PO 1. Compare one author’s perspective of a historical character, setting or event with another historical or contemporary literary selection (e.g., essays, autobiographies, fiction, nonfiction)</p>	<p><i>Students compare similar autobiographical experiences.</i> America’s Journal, p. T299 <i>Students research the Revolutionary War battle for New York and place the story into historical context. Teachers can include in the context of this activity.</i> America’s Journal, p. T242 <i>See the following text selections to integrate.</i> "Orator of the Plains," America’s Journal, p. T314-315 At Home, from Immigrant Kids, America’s Journal, p. T388-399 Children of the Wild West, America’s Journal, p. T432 Dear Dr. Bell... Your Friend Helen Keller, CE. T209 <i>See focusing on using multiple sources in research.</i> America’s Journal, p. T148–149, R88, R91</p>	<p>Literacy Place™ ©2000 Grade Five</p>
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PO 2. Compare the lives and experiences of characters in history to present-day individuals who have similar goals or face similar challenges

See the following selections to integrate.
Like Father, Like Son: The Griffey's, **Making a Difference**, p. T72-79

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PO 3. Compare versions of traditional or contemporary literature from different cultures for similarities and differences related to theme, plot, character, setting and point of view

Students folk tales across cultures, engaging in comparing and contrasting theme, plot, characters.
In the Spotlight, p. T66, T69, T89, T90, R13

Standard 2: Writing

Students effectively use written language for a variety of purposes and with a variety of audiences.

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following

- **W-E1. Use correct spelling, punctuation, capitalization, grammar and usage, along with varied sentence structure and paragraph organization, to complete effectively a variety of writing tasks**

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PO 1. Spell correctly

See focused instruction on spelling
Making a Difference, p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; **It's a Mystery**, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; **Voyagers**, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; **In the Spotlight**, p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; **America's Journal**, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; **Cityscapes**, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83
Students revise for spelling
Making a Difference, p. T212; **It's a Mystery**, p. T444; **Voyagers**, p. T680; **In the Spotlight**, p. T206; **America's Journal**, p. T430; **Cityscapes**, p. T684

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PO 2. Punctuate correctly (e.g., sentence endings, commas in a friendly letter's greeting and closing, commas in a series, abbreviations, quotations in dialog, apostrophes)

See specific lessons on punctuation.
Exclamation mark, **Making a Difference**, p. R4–R5
Commas and Colons, **Making a Difference**, p. R11; **Cityscapes**, p. R78–R79, R124
Periods, **Making a Difference**, p. R4–R5; **It's a Mystery**, p. R56–R57, R103
Question Mark, **Making a Difference**, p. R4–R5
Quotation Marks/Dialogue, **In the Spotlight**, p. R28–R29, R98
Identify direct and indirect quotations, **In the Spotlight**, p. R28–R29
Apostrophes in contractions, **Cityscapes**, p. R60–R61, R123
Apostrophes in possessives, **It's a Mystery**, p. R50–R51, R103

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PO 3. Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns)

See focused instruction on capitalization.
It's a Mystery, p. R56–R57, R103; **Making a Difference**, p. R4–R5; **America's Journal**, p. R32–R33; **It's a Mystery**, p. R32–R33, R102

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PO 4. Apply standard grammar and usage (e.g., subject-verb agreement, simple and compound sentences, appropriate verb tense, plurals)

See grammar lessons that address types of sentences; complete, simple and compound subjects and predicates; compound sentences; common, proper, possessive, singular and plural nouns; main, linking helping and irregular and verbs; verb tenses; direct objects; subject, object and possessive pronouns; agreement; adjectives; prepositions; adverbs; and sentence building and diagramming.
Making a Difference, p. R10–R11, R16–R17, R22–R23, R28–R29; **It's a Mystery**, p. R32–R33, R38–R39, R44–R45, R50–R51, R102, R103; **Voyagers**, p. R60–R61, R66–R67, R72–R73, R78–R79, R84–R85, R111, R112; **In the Spotlight**, p. R2, R4–R5, R10–R11, R16–R17, R23, R97, R98; **America's Journal**, p. T358, T359, T366, T367, R32–R33, R38–R39, R44–R45, R50–51, R56–57, R106, R107; **Cityscapes**, p. R56–R57, R60–R61, R66–R67, R72–R73, R84–R85
See the Scholastic Guide, Checking Your Grammar. This useful reference book includes important grammar rules students need to know, helps them organize sentences,

teaches parts of speech and style and usage.

PO 5. Organize paragraphs with a variety of sentence structures (e.g., simple, compound)

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See instruction on sentences.

declarative sentence: ***Making a Difference***, p. R4–R5, R93
 exclamatory sentence: ***Making a Difference***, p. R4–R5, R93
 interrogative sentence: ***Making a Difference***, p. R4–R5, R93
 imperative sentence: ***Making a Difference***, p. R4–R5, R93
 compound sentence: ***Making a Difference***, p. R28–R29, R94
 dependent clauses, ***Cityscapes***, p. R66–R67
 independent clauses, ***Cityscapes***, p. R66–R67
 fragment, ***Cityscapes***, p. R72–73
 run on sentences, ***Cityscapes***, p. R72–73

See focusing on paragraphs:

topic sentence: ***Making a Difference***, p. T28, T138, T140, T144, T145, ***It's a Mystery***, p. T288, T304, T312, ***Voyagers***, p. T530, T679
 main idea/details: ***Making a Difference***, p. T52, T144, T145; ***It's a Mystery***, p. T270, T271; ***Voyagers***, p. T679; ***In the Spotlight***, p. T190, T191; ***America's Journal***, p. T414, T415
 time order/sequence: ***Voyagers***, p. T664, T665
 transitions: ***In the Spotlight***, p. T42, T43
 unity and coherence: ***In the Spotlight***, p. T205; ***Cityscapes***, p. T683

• **W-E2. Write a personal experience narrative or creative story that includes a plot and shows the reader what happens through well-developed characters, setting, dialog, and themes and uses figurative language, descriptive words and phrases**

PO 1. Write a personal experience narrative
 • develop a story line in a sequence that is clear
 • use descriptive words and phrases

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Students write narrative, expository and descriptive compositions in the writing lessons. See writing personal experience narratives and personal anecdotes.

Making a Difference, p. T153, T161, T185, T196; ***It's a Mystery***, p. T372; ***Voyagers***, p. T624; ***In the Spotlight***, p. T153; ***America's Journal***, p. T364, T404; ***Cityscapes***, p. T494

-OR-

PO 2. Write a story
 • develop a story line in a sequence that is clear
 • develop the characters
 • describe the setting
 • use dialog when appropriate
 • use descriptive words and phrases

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Students write stories.

short story: ***Making a Difference***, p. T21, T41, T52
 stories: ***Making a Difference***, p. T190; ***America's Journal***, p. T356; ***Cityscapes***, p. T461, T483, T498, T540
 traditional tales, ***Making a Difference***, p. T210–213; ; ***It's a Mystery***, p. T17, T56; ***Voyagers***, p. T492
 chain of events story: ***Cityscapes***, p. T461, T483, T498

• **W-E5. Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples and descriptions from a variety of cited sources**

PO 1. Write a report in own words that states, develops and provides a concluding statement for a point of view (perspective) about a topic that is narrow enough to be adequately covered

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Students write reports and reviews.

Making a Difference, p. T113, T131, T144; ***It's a Mystery***, p. T296, T344, T364; ***Voyagers***, p. T522, T583, T601, T614; ***In the Spotlight***, p. T34, T52, T154, T161, T181, T190, T204–206; ***America's Journal***, p. T332; ***Cityscapes***, p. T639, T657, T668

PO 2. Use logical sequence (including transitional words and phrases such as *first, next, then*)

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See focused instruction on using logical sequence and transition words like first, then, next, after, and finally.
In the Spotlight, p. T42, T43

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PO 3. Provide support through facts, details, examples or descriptions that are appropriate, directly related to the topic and from a variety of cited sources

Students use facts and create a bibliography.

In the Spotlight, p. T204, T206

See examples of students researching and writing reports citing facts and details.

It's a Mystery, p. T364; **Voyagers**, T494, T592, T654; **In the Spotlight**, p. T34; **America's Journal**, p. T314, T360, T377, T436-441;

Cityscapes, p. T522, T534

America's Journal, Trade Book Teaching Guide, Morning Girl, p.15

It's a Mystery, Trade Book Teaching Guide, From the Mixed-Up Files of Mrs. Basil E. Frankweiler, p.15

Making a Difference, Trade Book Teaching Guide, Racing the Sun, p.15

See the Scholastic Guide, Putting It In Writing providing students different ways to organize their ideas, samples of text as models for content, and explaining the conventions of format for a variety of compositions. See writing a bibliography on pages 92-93. Teachers can include when students research and prepare reports as examples identify above.

• **W-E6. Write formal communications, such as personal or business letters, messages, directions and applications, in an appropriate format and for a specific audience and purpose**

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PO 1. Write a formal communication in an appropriate format for a specific audience and purpose

Students write formal communications.

Tribute, **Making a Difference**, p. T218-223

Persuasive Letters, **In the Spotlight**, p. T89; **America's Journal**, p. T424; **Cityscapes**, p. T567

Invitation, **Voyagers**, p. T554

Letter, **Voyagers**, p. T606; **America's Journal**, p. T331; **Cityscapes**, p. T568; **Cityscapes** Trade Book Teaching Guide, Where the River Runs, p.14, Morning Girl, p.14, Buried in Ice, p.14, Windcatcher, p.14; Timelines. Cities, p.14

Commentary, **It's a Mystery**, p. T266

Business letter, **It's a Mystery**, Trade Book Teaching Guide, From the Mixed-Up Files of Mrs. Basil E. Frankweiler, p.14

Friendly letter, **Making a Difference**, Trade Book Teaching Guide, Dear Mr. Henshaw, p.14

Make an Action Plan, **Cityscapes**, p. T690-697

Create a Community Guide, **Cityscapes**, p. T569-574

Develop an Itinerary, **Voyagers**, p. T571-576

See the Scholastic Guide, Putting It In Writing providing students different ways to organize their ideas, samples of text as models for content, and explaining the conventions of format for business letters, friendly letters, invitations, notes and announcements.

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PO 2. Organize ideas in a meaningful sequence using transitional words or phrases (e.g., *first, next, then*)

See focused instruction on signal words like first, then, next, after, and finally.

In the Spotlight, p. T42, T43

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PO 3. Express ideas that are clear and directly related to the topic

See instruction specific to unity, elaboration and coherence.

In the Spotlight, p. T205; **Voyagers**, p. T615; **Cityscapes**, p. T683

• **W-E7. Write a response to a literary selection by supporting their ideas with references to the text, other works or experiences**

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PO 1. Write a clear response supported with examples from the text, other works or experiences

Book Report, **Voyagers**, p. T583, T601, T614

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PO 2. Relate own ideas to supporting details in a clear manner

See focusing on elaborating on specific and relevant information to clarify and support ideas and opinions.

Voyagers, p. T615

See the Scholastic Guide, Putting It In Writing a reference guide providing samples and suggestions for organizing and presenting information in the form of Book Reports, Essays, Reviews and more. Students relate their own ideas in response to a literary selection when creating reviews and book reports. See the citations above.

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PO 3. Organize response with a clear beginning, middle and end

Voyagers, p. T614-615

Standard 3: Listening And Speaking

Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience**

See preparing and delivering speeches.

Speech, *It's a Mystery*, p. T412

Give a Persuasive Speech, *Cityscapes*, p. T632

Persuasive Speech, *It's a Mystery*, p. T437

Speech, *In the Spotlight* Trade Book Teaching Guide, *School Spirit*, p.9, *A Jar of Dreams*, p.15; MI: Trade Book Teaching Guide, *Children of the Wild West*, p.15, *Timelines. Cities*, p.15, *School Spirit*, p.15, *Windcatcher*, p.15; *Voyagers*, Trade Book Teaching Guide, *Flying Free*, p. 14

Students write a tribute and can present it as a speech.

Making a Difference, p. T218-223

See staging an awards presentation, paying tribute to someone.

Making a Difference, p. T224-225

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- **Prepare and deliver an oral report in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience**

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Students prepare and deliver oral reports. See examples throughout the program.

Prepare a Historical Account, *America's Journal*, p. T436-441

Research a location and present an oral travelogue report, *Voyagers*, p. T570

Folktales and give oral report: *In the Spotlight*, p. T90

Community event and write oral report *In the Spotlight*, p. T154

Historical account and oral report *America's Journal*, p. T436-441

Research a tourist attraction and oral report, *Cityscapes*, p. T631

Research a classical instrument and report to class *In the Spotlight*, p. T178

Research Paul Revere and give oral report, *America's Journal*, p. T260, T262

Research a famous Native American and give oral report, *America's Journal*, p. T314

Research an abolitionist and oral report to class, *America's Journal*, p. T360, T377

Research bridges and present oral report to class, *Cityscapes*, p. T522

Research steel and oral report to class, *Cityscapes*, p. T534

Write a report and present orally to the class the history of moviemaking, *In the Spotlight*, Trade Book Teaching Guide, *That's a Wrap*, p.15

Research local service organizations for the homeless and needy, present orally to class, *Cityscapes*, Trade Book Teaching Guide, *Tails of the Bronx*, p.15

Guide, *Tails of the Bronx*, p.15

Research the population of a city, share orally city profiles with the class, *Cityscapes*, Trade Book Teaching Guide, *Timelines Cities, Citizens, and Civilizations*, p.15

Research art forms of an ancient city and present information orally, *Cityscapes*, Trade Book Teaching Guide, *Timelines Cities, Citizens, and Civilizations*, p.15

Research expedition clothing past and present and share orally with the class, PS: It's a Mystery, Trade Book Teaching Guide, *Buried in Ice*, p.15

Research and present an oral report on a state's flag, *Making a Difference*, Trade Book Teaching Guide, *Dear Mr. Henshaw*, p.15

Research and present an oral report on Monarch butterflies, *Making a Difference*, Trade Book Teaching Guide, *Dear Mr. Henshaw*, p.15

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- **Interpret and respond to questions and evaluate responses both as interviewer and**

See participating in and role-playing interviews as the interviewer or interviewee.

Making a Difference, p. T42, T84, T206; *It's a Mystery*, p. T309, T413, T438; *Voyagers*, p. T605, T624, T655, T674; *In the Spotlight*, p. T46,

interviewee.

T47, T126, T154, T200; **America's Journal**, p. T336, T337, T408; **Cityscapes**, p. T537, T543

- **Predict, clarify, analyze and critique a speaker's information and point of view**

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See presentation skills instruction on identifying aural elements.

In the Spotlight, p. T218–219

Students deliver and assess informative presentations.

Voyagers, p. T564–565

Students focus on presenting and listening to informative and persuasive messages. They videotape themselves to critique content, purpose and delivery.

It's a Mystery, p. T456–457; **America's Journal**, p. T442–443; **Cityscapes**, p. T696–697

Use the mentor videos.

Making a Difference, p. T13; **It's a Mystery**, p. T235; **Voyagers**, p. T467; **In the Spotlight**, p. T13; **America's Journal**, p. T229; **Cityscapes**, p. T453

See also the real-world skills lesson on how to tell a story.

In the Spotlight, p. T92–96

Students speak to persuade.

Cityscapes, p. T567, T632, T696, T697

Standard 4: Viewing And Presenting

Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.

ESSENTIALS (Grades 4-8)

Students know and are able to do all of the above and the following:

- **Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions**

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Teachers include in activities where students develop advertisements.

Advertising poster, **In the Spotlight**, p. T134

Advertisement, **America's Journal**, p. T396; **Cityscapes**, p. T660

Create an Advertisement, **Cityscapes**, p. R63

Advertisement, **Cityscapes**, Trade Book Teaching Guide, **A Jar of Dreams**, p.15, **Timelines, Cities**, p.15; **Voyagers**, Trade Book Teaching Guide, **Mr. Popper's Penguins**, p.15

Viewing activities include analyzing for visual techniques, language and perceptions.

More Harris Burdick Mysteries, **It's a Mystery**, p. T279

What's Wrong with This Picture?, **Cityscapes**, p. T568

Describe the Artwork, **Making a Difference**, p. T154

See the following Unit Project and Workshops to include.

Publish a Travel Magazine, **Voyagers**, p. T686-691

Put Together a Stage Presentation, **In the Spotlight**, p. T212-217

Create a Community Guide, **Cityscapes**, p. T569-574

Use the mentor videos.

Making a Difference, p. T13; **It's a Mystery**, p. T235; **Voyagers**, p. T467; **In the Spotlight**, p. T13; **America's Journal**, p. T229; **Cityscapes**, p. T453

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- **Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines and computer images**

See the following Unit Project and Workshops to include.

Publish a Travel Magazine, **Voyagers**, p. T686-691

Put Together a Stage Presentation, **In the Spotlight**, p. T212-217

Create a Community Guide, **Cityscapes**, p. T569-574

Students present their Travel Magazines in a video format.

Voyagers, p. T692-693

Students produce multimedia presentations.

America's Journal, p. T442; **Cityscapes**, p. T696

See using technology to create visual images.

Making a Difference, p. T47, T137; **It's a Mystery**, p. T273, T279, T317, T334, T381, T407, T456; **Voyagers**, p. T483, T549, T555, T572,

T591, T623, T657

Students make videos.

Making a Difference, p. T153; ***It's a Mystery***, p. T377; ***Cityscapes***, p. T655

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- **Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness**

Students establish criteria and evaluate their original visual media.

Voyagers, p. T692-693; ***Cityscapes***, p. T569-574, T690-697

Students view a videotape version of the literature and compare.

America's Journal, p. T339

Students can evaluate the effectiveness of their integrated language arts products.

Make a Volcano Diagram, ***It's a Mystery***, p. T381

Create a Character Collage, ***In the Spotlight***, p. T199

Make a "Way West" Timeline, ***America's Journal***, p. T331