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 correlated to
Massachusetts Curriculum Framework
Language Arts

Grade 5

Language Strand

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<p>Learning Standard 1: Students will use agreed-upon rules for informal and formal discussions in small and large groups.</p> <p>Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.</p>	<p><i>Making a Difference</i>, p. T47, T85, T137, T189; <i>It's a Mystery</i>, p. T263, T317, T367, T421; <i>Voyagers</i>, p. T507, T555, T607, T657; <i>In the Spotlight</i>, p. T37, T73, T139, T183; <i>America's Journal</i>, p. T265, T317, T363, T407; <i>Cityscapes</i>, p. T491, T551, T617, T663</p>
<p>Learning Standard 2: Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.</p> <p>Gather relevant information for a research project or composition through interview techniques.</p>	<p><i>Making a Difference</i>, p. T206; <i>It's a Mystery</i>, p. T438; <i>Voyagers</i>, p. T624, T674; <i>In the Spotlight</i>, p. T46-T47, T200; <i>America's Journal</i>, p. T336-T337</p>
<p>Learning Standard 3: Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.</p> <p>Present similar content for various purposes and to different audiences (peers, parents, younger students), showing appropriate changes in delivery (gestures, vocabulary, pace, visuals).</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T60, T100, T153; <i>It's a Mystery</i>, p. T372, T373, T368, T369, T428, T429; <i>Voyagers</i>, p. T521, T522, T569, T570, T623; <i>In the Spotlight</i>, p. T51, T154, T199; <i>America's Journal</i>, p. T281, T322, T378, T424; <i>Cityscapes</i>, p. T507, T567, T632, T678</p>
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<p>Learning Standard 4: Students will acquire and use correctly an advanced reading vocabulary of English words, identifying meanings through an understanding of word relationships.</p> <p>Identify and use correctly in all content areas words related as synonyms or shades of meaning, antonyms, and homographs; and words related through word parts and word origins. Use a dictionary or related reference.</p>	<p><i>Making a Difference</i>, p. T31, T34, T199, R8, R20; <i>It's a Mystery</i>, p. T245, T272, T324, T326, T477, R20; <i>Voyagers</i>, p. T499, T510, T511, T514, T535, T633, T651, T662, T663, R70; <i>In the Spotlight</i>, p. T22, T78, T79, T143, T146; <i>America's Journal</i>, p. T324; <i>Cityscapes</i>, p. T469, T489</p>
<p>Learning Standard 5: Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.</p> <p>Identify all parts of speech, types of sentences (e.g., simple, compound, and complex), mechanics (e.g., quotation marks, comma). This objective is addressed throughout the text. See, for example: the end of a dependent clause (before a main clause), usage (pronoun reference), sentence structure (parallelism, properly placed modifiers), and standard English spelling (homophones).</p>	<p><i>Making a Difference</i>, p. R4-R5, R10-R11, R16-R17, R22-R23, R28-R29, R93, R94; <i>It's a Mystery</i>, p. T272, R32-R33, R38-R39, R44-R45, R50-R51, R60-R61, R84-R85, R102, R103; <i>Voyagers</i>, p. R60-R61, R111, R112; <i>In the Spotlight</i>, p. T143, T146, R2, R4-R5, R10-R11, R16-R17, R97, R98; <i>America's Journal</i>, p. T358, T359, T366, T367, R32-R33, R38-R39, R44-R45, R50-R51, R56-R57, R106, R107; <i>Cityscapes</i>, p. T469, R60-R61, R66-R67, R84-R85, R123, R124</p>

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Grade 5

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<p>Learning Standard 6: Students will describe and analyze how oral dialects differ from each other in English, how they differ from written standard English, and what role standard American English plays in informal and formal communication.</p> <p>Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles of different groups and individuals.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Making a Difference</i>, p. T24-T41, T42-T45, T72-T79, T164-T185; <i>It's a Mystery</i>, p. T246-T257, T290-T311; <i>Voyagers</i>, p. T478-T501; <i>In the Spotlight</i>, p. T24-T31, T62-T69, T106-T131, T164-T175; <i>America's Journal</i>, p. T240-T257, T348-T355; <i>Cityscapes</i>, p. T464-T483, T584-T613</p>
<p>Learning Standard 7: Students will describe and analyze how the English language has developed and been influenced by other languages.</p> <p>Describe the origins and meanings of common, learned, and foreign words used frequently in written English.</p>	<p><i>Making a Difference</i>, p. T77, T121, T123, T127, T179; <i>It's a Mystery</i>, p. T249, T251, T303, T307, T315, T395, T411; <i>Voyagers</i>, p. T485, T501, T553, T597; <i>In the Spotlight</i>, p. T29, T65, T111, T115, T135, T171, T181; <i>America's Journal</i>, p. T261, T297, T355-T405; <i>Cityscapes</i>, p. T473, T475, T481, T527, T533, T591, T595, T609, T657, T670</p>

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Literature Strand

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<p>Learning Standard 8: Students will decode accurately and understand new words encountered in their reading materials, drawing on a variety of strategies as needed, and then use these words accurately in speaking and writing.</p> <p>Use their knowledge of Greek and Latin roots as well as context clues and glossaries to understand the specialized vocabulary in the content areas, and use these words accurately in speaking and writing.</p>	<p><i>Making a Difference</i>, p. T23, T45, T71, T115, T163, T169, T177; <i>It's a Mystery</i>, p. T245, T251, T289, T313, T315, T247, T391, T403, T426, T427; <i>Voyagers</i>, p. T477, T501, T531, T537, T585, T633; <i>In the Spotlight</i>, p. T23, T29, T40, T41, T61, T105, T163; <i>America's Journal</i>, p. T239, T274, T291, T347, T387; <i>Cityscapes</i>, p. T463, T517, T539, T556, T583, T641, T643, T661</p>

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Language Arts

Grade 5

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<p>Learning Standard 9: Students will identify the basic facts and essential ideas in what they have read, heard, or viewed.</p> <p>Identify basic facts and ideas in what they have read, heard, or viewed, drawing on such strategies as recalling genre characteristics, setting a purpose, generating essential questions, and clarifying ideas by rereading and discussing.</p>	<p><i>Making a Difference</i>, p. T24, T42, T47, T80, T85, T116, T132, T137, T164, T186, T189; <i>It's a Mystery</i>, p. T246, T258, T263, T290, T312, T317, T348, T362, T367, T392, T418, T421; <i>Voyagers</i>, p. T478, T502, T507, T532, T552, T555, T586, T602, T607, T634, T654, T657; <i>In the Spotlight</i>, p. T24, T32, T37, T62, T70, T73, T106, T132, T139, T164, T176, T183; <i>America's Journal</i>, p. T240, T258, T265, T292, T312, T317, T348, T356, T363, T388, T400, T404, T407; <i>Cityscapes</i>, p. T464, T473, T482, T484, T491, T518, T544, T546, T551, T584, T614, T617, T642, T654, T658, T663</p>

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Language Arts

Grade 5

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<p>Learning Standard 10: Students will identify, analyze, and apply knowledge of the characteristics of different genres.</p> <p>Identify and analyze the characteristics of four major genres - non-fiction, fiction, drama, and poetry - as forms chosen by an author to accomplish a purpose.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T33, T165, T182, T183, T187; <i>It's a Mystery</i>, p. T296, T393, T396, T406; <i>Voyagers</i>, p. T479, T480, T484, T486, T487, T492, T538, T544, T600, T635, T636, T637, T642, T652, T654, T655, T658-T659, T662, T682; <i>In the Spotlight</i>, p. T66, T107, T165, T166, T176; <i>America's Journal</i>, p. T241, T262, T349, T389, T392, T402; <i>Cityscapes</i>, p. T465, T522, T585, T614, T614, T643</p>
<p>Learning Standard 11: Students will identify, analyze, and apply knowledge of theme in literature and provide evidence from the text to support their understanding.</p> <p>Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated directly, and analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.</p>	<p><i>Making a Difference</i>, p. T44, T166, T167, T172, T184, T190-T191, T194; <i>Voyagers</i>, p. T595, R105, R109; <i>In the Spotlight</i>, p. T128, T129; <i>Cityscapes</i>, p. T478, T479, T488, T494-T495, T608, T609, R114, R121</p>

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Grade 5

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<p>Learning Standard 12: Students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.</p> <p>Locate and analyze elements of plot and characterization and then use an understanding of these elements to compose a short essay on how the qualities of the central characters determine resolution of the conflict.</p>	<p><i>Making a Difference</i>, p. T82, T134, T168, T169, T174, T176, T178, T182, T192-T193; <i>It's a Mystery</i>, p. T253, T254, T255, T256, T266-T267, T280, T300, T301, T446, R96, R100; <i>Voyagers</i>, p. T494, T495, T498, T536, T543, T588, T589, T590, T594, T598, T608-T609, T612, T644, T645, T648, T650; <i>In the Spotlight</i>, p. T25, T26, T28, T30, T34-T62, T63, T64, T65, T66, T74-T75, T78, T79, T110, T167, T174, R92, R96; <i>America's Journal</i>, p. T242, T243, T252, T256, T262, T266-T267, T270, T352, T353, T367, T433; <i>Cityscapes</i>, p. T592, T593, T594, T602, T603, T604, T605, T687</p>
<p>Learning Standard 13: Students will identify, analyze, and apply knowledge of the structure, elements, and meaning of non-fiction or informational material and provide evidence from the text to support their understanding.</p> <p>Identify and use common expository organizational structures and graphic features to comprehend information and compose reports or presentations in all academic disciplines.</p>	<p><i>Making a Difference</i>, p. T69, T83, T90, T113, T131, T144; <i>It's a Mystery</i>, p. T243, T257, T263, T270, T344, T345, T361, T372, T442-T445; <i>Voyagers</i>, p. T521, T678-T681; <i>In the Spotlight</i>, p. T21, T35, T42, T52, T139, T161, T181, T190, T204-T206; <i>America's Journal</i>, p. T289, T311, T322, T332, T345, T361, T368; <i>Cityscapes</i>, p. T507, T515, T518, T551, T581, T613, T622, T639, T657, T668, T682-T685</p>

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Language Arts

Grade 5

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<p>Learning Standard 14: Students will identify, analyze, and apply knowledge of the structure, elements, and theme of poetry and provide evidence from the text to support their understanding.</p> <p>Respond to and analyze the effects of sound in poetry (alliteration, assonance, consonance, onomatopoeia, and rhyme scheme).</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T132-T135; <i>Voyagers</i>, p. T552-T553; <i>America’s Journal</i>, p. T258-T263, T404-T405; <i>Cityscapes</i>, p. T484-T489, T591</p>
<p>Learning Standard 15: Students will identify and analyze how an author’s choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.</p> <p>Identify sensory imagery and direct or indirect comparisons when responding to literature, and then choose words for these purposes in their own compositions.</p>	<p><i>Voyagers</i>, p. T37, T483, T593, T598; <i>In the Spotlight</i>, p. T170, T171, T172, T186-T187, T188; <i>America’s Journal</i>, p. T405; <i>Cityscapes</i>, p. T466, T468, T470, T471, T590, T648, T649</p>
<p>Learning Standard 16: Students will compare and contrast similar myths and narratives from different cultures and geographic regions.</p> <p>Compare variants of complex folktales and develop theories to account for the presence of similar tales in diverse cultures, even when there is no evidence for direct contact among these cultures.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Voyagers</i>, p. T478-T501; <i>In the Spotlight</i>, p. T62-T69, T89, R13</p>

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<p>Learning Standard 17: Students will interpret the meaning of literary works, non-fiction, films, and media by using different critical lenses and analytic techniques.</p> <p>Analyze how a short story, poem, film, or essay can be shown to reflect the author’s personal history, attitudes, and beliefs; or how a film or work of literature can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history.</p>	<p>The opportunity to address this objective is available throughout the text. See, for example: <i>Making a Difference</i>, p. T24-T41, T42-T45, T72-T79, T164-T185; <i>It’s a Mystery</i>, p. T246-T257, T290-T311; <i>Voyagers</i>, p. T478-T501; <i>In the Spotlight</i>, p. T24-T31, T62-T69, T106-T131, T164-T175; <i>America’s Journal</i>, p. T240-T257, T348-T355; <i>Cityscapes</i>, p. T464-T483, T584-T613</p>
<p>Learning Standard 18: Students will plan and present effective dramatic readings, recitations, and performances that demonstrate appropriate consideration of audience and purpose.</p> <p>Develop characters through the use of basic acting skills (such as memorization, sensory recall, concentration, diction, body alignment, and expressive gesture), and describe the artistic choices made in their development.</p>	<p><i>Making a Difference</i>, p. T62, T100, T205, T206; <i>It’s a Mystery</i>, p. T280; <i>Voyagers</i>, p. T521; <i>In the Spotlight</i>, p. T51; <i>America’s Journal</i>, p. T332, T378; <i>Cityscapes</i>, p. T508, T630</p>

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Grade 5

Composition Strand

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<p>Learning Standard 19: Students will write compositions with a clear focus, developing the composition with logically related ideas and adequate supporting detail.</p> <p>Write coherent compositions with a clear focus and supporting ideas, drawing on strategies that are most helpful for developing and organizing their ideas.</p>	<p><i>Making a Difference</i>, p. T47, T69, T83, T90, T100; <i>It's a Mystery</i>, p. T243, T257, T263, T270, T279, T317, T389, T417, T428, T442-T445; <i>Voyagers</i>, p. T475, T501, T512, T521; <i>In the Spotlight</i>, p. T103, T131, T144; <i>America's Journal</i>, p. T237, T257, T272, T289, T311, T322, T345, T361, T368, T377, T428-T431; <i>Cityscapes</i>, p. T461, T483, T498, T515, T558, T632, T639, T657, T668</p>
<p>Learning Standard 20: Students will select and use appropriate genres, modes of reasoning, and speaking styles when writing for different audiences and rhetorical purposes.</p> <p>Select and use appropriate genres to achieve different rhetorical purposes.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T47, T69, T83, T90, T100; <i>It's a Mystery</i>, p. T243, T257, T263, T270, T279, T317, T389, T417, T428, T442-T445; <i>Voyagers</i>, p. T475, T501, T512, T521; <i>In the Spotlight</i>, p. T103, T131, T144; <i>America's Journal</i>, p. T237, T257, T272, T289, T311, T322, T345, T361, T368, T377, T428-T431; <i>Cityscapes</i>, p. T461, T483, T498, T515, T558, T632, T639, T657, T668</p>

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Language Arts

Grade 5

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<p>Learning Standard 21: Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.</p> <p>Revise their writing to improve organization and diction after checking the logic underlying the order of their ideas and the precision of their vocabulary.</p>	<p><i>Making a Difference</i>, p. T52, T90, T144, T196, T212; <i>It's a Mystery</i>, p. T270, T322, T372, T428, T444; <i>Voyagers</i>, p. T512, T560, T614, T664, T680; <i>In the Spotlight</i>, p. T42, T80, T144, T190, T206; <i>America's Journal</i>, p. T272, T322, T368, T414, T430; <i>Cityscapes</i>, p. T498, T558, T622, T668, T684</p>
<p>Learning Standard 22: Students will use knowledge of standard English conventions to edit their writing.</p> <p>Use knowledge of types of sentences (e.g., simple, compound, and complex), mechanics (e.g., quotation marks, comma). This objective is addressed throughout the text. See, for example: the end of a dependent clause before a main clause), usage (pronoun reference), sentence structure (parallelism, properly placed modifiers), and standard English spelling (homophones) to edit their writing.</p>	<p><i>Making a Difference</i>, p. T52, T90, T144, T196, T212, R4-R5, R28-R29, R94; <i>It's a Mystery</i>, p. T270, T322, T372, T428, T444, R56-R57, R103; <i>Voyagers</i>, p. T512, T560, T614, T664, T680; <i>In the Spotlight</i>, p. T42, T80, T144, T190, T206; <i>America's Journal</i>, p. T272, T322, T368, T414, T430; <i>Cityscapes</i>, p. T498, T558, T622, T668, T684, R78-R79, R124</p>

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Language Arts

Grade 5

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<p>Learning Standard 23: Students will use self-generated questions, note-taking, summarizing, precis writing, and outlining to enhance learning when reading or writing.</p> <p>Generate questions, take notes, and summarize information gleaned from reference works and experts for a research project.</p>	<p><i>Making a Difference</i>, p. T86-T87, T154, R19; <i>It's a Mystery</i>, p. T344; <i>Voyagers</i>, p. T618-T619, R106, R110; <i>In the Spotlight</i>, p. T204-T205, R18, R24; <i>America's Journal</i>, p. T332, T334-T337, T377, T408-T409, T418-T419; <i>Cityscapes</i>, p. T558-T559, T567, T631, T681, R69</p>
<p>Learning Standard 24: Students will use open-ended research questions, different sources of information, and appropriate research methods to gather information for their research projects.</p> <p>Formulate open-ended research questions to explore a topic of class interest and devise appropriate ways to document and display the information they gather.</p>	<p><i>Making a Difference</i>, p. T99, T154, R19, R24, R25; <i>It's a Mystery</i>, p. T381, T440-T441, T442-T444, R34, R47; <i>Voyagers</i>, p. R62, R69, R74; <i>In the Spotlight</i>, p. T89, T154, R13, R18, R25; <i>America's Journal</i>, p. T281, T322, T334-T337, T377, T436-T441, R35, R52; <i>Cityscapes</i>, p. T567, R69, R81</p>
<p>Learning Standard 25: Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.</p> <p>Use prescribed criteria from a scoring rubric to evaluate their own and others' compositions, recitations, or performances before presenting them to an audience.</p>	<p>The opportunity to introduce this objective is available on the following pages: <i>Making a Difference</i>, p. T60, T98, T152, T204; <i>It's a Mystery</i>, p. T278, T330, T436; <i>Voyagers</i>, p. T520, T568, T622, T672; <i>In the Spotlight</i>, p. T50, T88, T152, T198; <i>America's Journal</i>, p. T280, T330, T376, T422; <i>Cityscapes</i>, p. T506, T566, T630, T676</p>

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Language Arts

Grade 5

Media Strand

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<p>Learning Standard 26: Students will obtain information by using a variety of media and evaluate the quality of material they obtain.</p> <p>Use a variety of media such as computerized card catalogs, on-line data bases, and electronic almanacs and encyclopedias for research.</p>	<p><i>Making a Difference</i>, p. T27, T149, T208, T218, R13, R19; <i>It's a Mystery</i>, p. T381, T399, T440, R35, R53; <i>Voyagers</i>, p. T497, T673, R62, R69, R74, R81; <i>In the Spotlight</i>, p. T119; <i>America's Journal</i>, p. T281, T332, T361, T391, R47; <i>Cityscapes</i>, p. T456, T475, T507, T525, T601, T631, T681, R69, R74</p>
<p>Learning Standard 27: Students will explain how the techniques used in electronic media modify traditional forms of discourse for different aesthetic and rhetorical purposes.</p> <p>Analyze the effect on the reader's or viewer's emotions of text and image in print journalism, and images, text, and sound in electronic journalism, distinguishing the techniques used in each to achieve these effects.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T118, T126, T127, T134, T135; <i>It's a Mystery</i>, p. T419; <i>Voyagers</i>, p. T479, T484, T486, T492, T502-T505, T536, T537, T593, T598, T648, T649, T654-T655; <i>In the Spotlight</i>, p. T166, T174; <i>America's Journal</i>, p. T405; <i>Cityscapes</i>, p. T469, T591, T612, T648, T649, T654, T655, T660</p>

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Language Arts

Grade 5

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<p>Learning Standard 28: Students will design and create coherent media productions with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.</p> <p>Evaluate when to use different kinds of images (images, music, sound effects, graphics) to create an effective production.</p>	<p>The opportunity to address this objective is available on the following pages: <i>Making a Difference</i>, p. T47, T118, T126, T127, T134, T135, T153; <i>It's a Mystery</i>, p. T279, T367, T419; <i>Voyagers</i>, p. T479, T484, T486, T492, T502-T505, T536, T537, T555, T593, T598, T648, T649, T654-T655; <i>In the Spotlight</i>, p. T37, T166, T71, T139, T174, T179; <i>America's Journal</i>, p. T307, T405; <i>Cityscapes</i>, p. T469, T551, T591, T612, T648, T649, T654, T655, T660, T677</p>