

MARYLAND STATE CONTENT STANDARDS for LANGUAGE ARTS
A Response by
LITERACY PLACE™ ©2000 by SCHOLASTIC INC • GRADE FIVE

1.0 Reading – Students examine, construct and extend the meaning of a variety of self-selected and assigned text (traditional and electronic) by applying a range of reading strategies and analytic techniques.

By the end of grade 5, students know and are able to do everything required at earlier grades and:

1.5.1 Concepts of Print and Structural Features of Text

LITERACY PLACE™ • GRADE FIVE	
1. identify and use common organizational structures such as comparison and contrast, cause and effect, and chronological order to gain meaning from text (MLO .R. 2.2.1)	<i>Making a Difference</i> , p. T117, T119; <i>It's a Mystery</i> , p. T393, T407; <i>Voyagers</i> , p. T587, T635, T655; <i>America's Journal</i> , p. T293; <i>Cityscapes</i> , p. T521, T643, T644, T646, T650, T654, T655, T656, T657, T658, T659, T660, T661
2. use glossaries, table of contents, chapter headings and subheadings, indexes, and sidebars to locate information in text	<i>Making a Difference</i> , p. T186, T187; <i>It's a Mystery</i> , p. T349, T358, T363, T416, T417; <i>America's Journal</i> , p. T358; <i>In the Spotlight</i> , p. T194–195, R93, R97; <i>Voyagers</i> , p. T698–708; <i>Cityscapes</i> , p. T520, T526, T535, T643, T702-712

1.5.5 Comprehension and Interpretation of Informational Text*

LITERACY PLACE™ • GRADE FIVE	
1. use prior knowledge and ideas presented in texts to make and confirm predictions (MLO.R. 2.2.2)	<i>Making a Difference</i> , p. T72; <i>It's a Mystery</i> , p. T318–319, T348, T360, T392, T416; <i>Voyagers</i> , p. T532, T541, T548, T550, T586, T634, T636, T652; <i>America's Journal</i> , p. T292, T310, T388; <i>Cityscapes</i> , p. T492–493, R112, R120
2. evaluate new information and hypotheses by testing them against known information and ideas (MLO.R. 2.3.1, MLO.R. 3.3.1)	<i>It's a Mystery</i> , p. T360, T364, T365, T396, T400, T402, T404, T408, T412, T415; <i>Voyagers</i> , p. T548, T650, T654; <i>In the Spotlight</i> , p. T178; <i>America's Journal</i> , p. T294, T296, T298, T300, T310; <i>Cityscapes</i> , p. T646, T652, T654, T660
3. revise and clarify steps in a set of directions, instructions or procedures (MLO.R. 3.2.1)	<i>Voyagers</i> , p. T564–565, T569
4. know and use different focusing, monitoring and assessing reading strategies (e.g., skimming and scanning) to comprehend text	<i>Making a Difference</i> , p. T42-45, T72-79, T116-131, T214, T186-187; <i>It's a Mystery</i> , p. T348-361, T362-365, T392-417; <i>Voyagers</i> , p. T532-551, T577, T586-600, T602-605, T634-653, T654-655; <i>In the Spotlight</i> , p. T70-71, T132-137, T176-181; <i>America's Journal</i> , p. T258-263, T292-311, T312-313, T314-315, T356-361, T388-399; <i>Cityscapes</i> , p. T544-545, T614-615, T658-661, T642-653, T654-657
5. evaluate the various functions of language used (to inform, to persuade) to comprehend text (MLO.R. 2.4.2)	<i>Making a Difference</i> , p. T77, T88, T89, T134, T135; <i>It's a Mystery</i> , p. T351, T356, T419; <i>Voyagers</i> , p. T479, T484, T492, T648, T649, T652; <i>Cityscapes</i> , p. T536, T612, T648, T649
6. summarize text in a manner that reflects the main ideas, significant details, and its underlying meaning (MLO.R. 2.1.1)	<i>Making a Difference</i> , p. T74, T75, T78, T86–87, T118, T122, R89, R92; <i>It's a Mystery</i> , p. T354, T394, T395, T398, T400, T402, T410, T411, T412, T414, T418, T422–423, T426, T427; <i>Voyagers</i> , p. T542, T588, T592, T636, T644; <i>In the Spotlight</i> , p. T132, T134, T135, T136; <i>America's Journal</i> , p. T306, T314, T390, T391, T398, T408–409, T554–555, T660, T661, R116, R122
7. determine the author's purpose (MLO.R. 2.1.2.)	<i>It's a Mystery</i> , p. T396, T406; <i>Voyagers</i> , p. T538, T544, T600, T636, T637, T642, T652, T658–659; <i>In the Spotlight</i> , p. T176; <i>America's Journal</i> , p. T262, T392; <i>Cityscapes</i> , p. T614, T644
8. compare and contrast information in the text with prior knowledge (MLO. R.2.3.2.)	<i>Making a Difference</i> , p. T120, T121, T122, T130, T140–141, R90, R92; <i>It's a Mystery</i> , p. T360; <i>Voyagers</i> , p. T590; <i>In the Spotlight</i> , p. T70, T180; <i>America's Journal</i> , p. T296, T360, T396, T397, T398, T410–411; <i>Cityscapes</i> , p. T660, R115, R121
9. summarize the steps in text (MLO. R. 3.1.1.)	See steps in a process: <i>It's a Mystery</i> , p. T314, T315; <i>Voyagers</i> , p. T534, T535, T540, T550, T556–557, T558, T682, R48, R54; <i>America's Journal</i> , p. T298, T299; <i>Cityscapes</i> , p. T534, T535, T538, T548, T594, T658, T659

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10. reorganize information from the text into a different form (charts, drawings, or graphic organizers) (MLO. R. 3.2.2.)	<i>Making a Difference</i> , p. T78, T122, T128; <i>Cityscapes</i> , p. T645; <i>It's a Mystery</i> , p. T262, T270, T271, T281, T359; <i>Voyagers</i> , p. T668-669
11. identify additional information needed (MLO. R. 3.2.3.)	Integrate information from more than one text: <i>It's a Mystery</i> , p. T364, T365; <i>America's Journal</i> , p. T262 Students research to acquire information and determine when additional information is needed to complete their inquiry: <i>Making a Difference</i> , p. T45, T48, T76, T78, T135, T136, T137, T148, T182, T209; <i>It's a Mystery</i> , p. T292, T296, T302, T312, T321, T360, T362, T364, T366, T396, T398, T418, T442-445; <i>Voyagers</i> , T488, T494, T504, T538, T540, T592, T594, T598, T604, T632, T636, T638, T644, T654, T678-681; <i>In the Spotlight</i> , p. T34, T90, T118, T119, T140, T121, T154, T178, T204-207; <i>America's Journal</i> , p. T242, T260, T262, T296, T314, T350, T360, T377, T390, T436-441; <i>Cityscapes</i> , p. T522, T534, T536, T567, T590, T592, T614, T631, T632, T682-685

1.5.6 Evaluation of Informational Text

LITERACY PLACE™ • GRADE FIVE	
1. explain how the tone is reflected in the author's style (MLO.R.2.4.1)	<i>Making a Difference</i> , p. T134, T135; <i>Voyagers</i> , p. T648, T649; <i>Cityscapes</i> , p. T612, T648, T649
2. distinguish relevant from irrelevant information contained within text and identify possible points of confusion (MLO.R.2.3.4, MLO. R. 3.4.1.)	<i>Making a Difference</i> , p. T76, T118; <i>It's a Mystery</i> , p. T362, T364, T365, T394, T395, T396, T415; <i>Voyagers</i> , p. T522; <i>America's Journal</i> , p. T296
3. distinguish among facts, supported inferences, and opinions in text (MLO.R.2.2.3)	<i>Making a Difference</i> , p. T144, <i>It's a Mystery</i> , p. T372, T401, T408, T424-42; <i>Voyagers</i> , p. T534, T544, T614; <i>In the Spotlight</i> , p. T190; <i>America's Journal</i> , p. T394, T395, T396; <i>Cityscapes</i> , p. T536, T537

1.5.7 Reading Fluency

LITERACY PLACE™ • GRADE FIVE	
1. read prose and poetry - silently and aloud with fluency, rhythm, and pace - aloud with appropriate intonation and vocal patterns to emphasize key ideas and areas of importance expressed by the author	<i>It's a Mystery</i> , p. T246-257, T258-261, T290-311, T348-361, T362-365, T392-417; <i>Making a Difference</i> , p. T116-131, T214, T132-135, T164-185, T186-187, T24-41, T42-45, T72-79; <i>Voyagers</i> , p. T478-501, T502-505, T532-551, T552-553, T577, T602-605, T586-600, T625-655, T634-653; <i>In the Spotlight</i> , p. T24-31, T32-35, T62-69, T70-71, T106-131, T132-137, T164-175, T176-181; <i>America's Journal</i> , p. T240-257, T258-263, T292-311, T312-313, T314-315, T348-355, T356-361, T388-399, T400-403; <i>Cityscapes</i> , p. T464-483, T484-489, T518-543, T544-545, T546-549, T584-613, T614-615, T642-653, T654-657, T658-661

1.5.8 Independent Reading

LITERACY PLACE™ • GRADE FIVE	
1. self-select and read at least 25 grade-level appropriate books annually for independent reading for a variety of purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment)	Teachers develop and maintain classroom libraries providing easy access to titles selected to meet the reading level needs of the class. These titles are selected to enhance and expand upon the unit themes and topics. A bibliography of titles for independent reading accompanies every unit: <i>Making a Difference</i> , p. T216; <i>It's a Mystery</i> , p. T448; <i>Voyagers</i> , p. T684; <i>In the Spotlight</i> , p. T210; <i>America's Journal</i> , p. T434; <i>Cityscapes</i> , p. T688 Teachers include multiple resources in the classroom workplace model: <i>Making a Difference</i> , p. T12; <i>It's a Mystery</i> , p. T234; <i>America's Journal</i> , p. T228; <i>In the Spotlight</i> , p. T12; <i>Voyagers</i> , p. T466; <i>Cityscapes</i> , T452 See the trade book library: <i>Making a Difference</i> , p. T214-215; <i>It's a Mystery</i> , p. T446-447; <i>Voyagers</i> , p. T682-683; <i>In the Spotlight</i> , p. T208-209; <i>America's Journal</i> , p. T432-433; <i>Cityscapes</i> , p. T686-687 Using the Library/Media Center, <i>Making a Difference</i> , p. T94-95, R87, R91; <i>It's a Mystery</i> , p. T376-377, T381, R98, R10 Students select texts to read for information: <i>Making a Difference</i> , p. T45, T48, T76, T78, T135, T136, T137, T148, T182, T209; <i>It's a Mystery</i> , p. T292, T296, T302, T312, T321, T360, T362, T364, T366, T396, T398, T418, T442-445; <i>Voyagers</i> , T488, T494, T504, T538, T540, T592, T594, T598, T604, T632, T636, T638, T644, T654, T678-681; <i>In the Spotlight</i> , p. T34, T90, T118, T119, T140, T121, T154, T178, T204-207; <i>America's Journal</i> , p. T242, T260, T262, T296, T314, T350, T360, T377, T390, T436-441; <i>Cityscapes</i> , p. T522, T534, T536, T567, T590, T592, T614, T631, T632, T682-685

2.0 Literature - Students interpret and analyze the meaning of literary works from diverse cultures and authors by applying different critical lenses and analytic techniques.

By the end of grade 5, students know and are able to read for literary experience, including the ability to do everything required at earlier grades and:

2.5.1 Characteristics of Literary Genres

LITERACY PLACE™ • GRADE FIVE	
1. identify the characteristics of various imaginative forms of literature (e.g., fantasies, fables, myths, fairy tales, folk tales)	Students examine the characteristics of a variety of imaginative genres: Folk Tale/Tall Tale, <i>Making a Difference</i> , p. T208; <i>Voyagers</i> , p. T479, T480, T484, T492; <i>In the Spotlight</i> , p. T66 Fantasy, <i>In the Spotlight</i> , p. T165, T166; <i>Cityscapes</i> , p. T585 Mystery, <i>It's a Mystery</i> , p. T291 Play, <i>It's a Mystery</i> , p. T247 Realistic Fiction, <i>Making a Difference</i> , p. T33; <i>In the Spotlight</i> , p. T107; <i>America's Journal</i> , p. T349; <i>Cityscapes</i> , p. T465 Poetic Fiction, <i>Making a Difference</i> , p. T132, T133
2. distinguish the characteristics of fiction and non-fiction	Characteristics of fiction and nonfiction genres: Autobiography/Biography, <i>It's a Mystery</i> , p. T393; <i>Voyagers</i> , p. T635 Historical Nonfiction, <i>America's Journal</i> , p. T389 Informational Article, <i>Making a Difference</i> , p. T187; <i>Voyagers</i> , p. T654, T655 Journal, <i>Voyagers</i> , p. T533; <i>America's Journal</i> , p. T293 Magazine Article, <i>It's a Mystery</i> , p. T363; <i>In the Spotlight</i> , p. T133 Personal Anecdote, Memoir <i>Making a Difference</i> , p. T117; <i>Voyagers</i> , p. T587 Profile, <i>Making a Difference</i> , p. T43 Charts <i>In the Spotlight</i> , p. T70-71; <i>Cityscapes</i> , p. T654-657 Science, <i>It's a Mystery</i> , p. T349 Travel Guide, <i>Cityscapes</i> , p. T643 Realistic Fiction, <i>Making a Difference</i> , p. T33; <i>In the Spotlight</i> , p. T107; <i>America's Journal</i> , p. T349; <i>Cityscapes</i> , p. T465 Fine Art, <i>America's Journal</i> , p. T357 Magazine Article, <i>It's a Mystery</i> , p. T363; <i>In the Spotlight</i> , p. T133 Travel Guide, <i>Cityscapes</i> , p. T643 Interview, <i>It's a Mystery</i> , p. T313; <i>Voyagers</i> , p. T603; <i>In the Spotlight</i> , p. T33; <i>America's Journal</i> , p. T334, T337; <i>Cityscapes</i> , p. T547

2.5.2 Comprehension, Interpretation and Analysis of Text

LITERACY PLACE™ • GRADE FIVE	
1. determine the theme whether it is implied or stated directly (MLO.R.1.1.3)	<i>Making a Difference</i> , p. T44, T166, T167, T172, T184, T190-191, T194, T215; <i>Voyagers</i> , p. T595, T683, R105, R109; <i>In the Spotlight</i> , p. T128, T129, T209; <i>America's Journal</i> , p. T432; <i>Cityscapes</i> , p. T478, T479, T488, T494-495, T608, T609, T687, R114, R121
2. identify the main incidents of a plot, their causes, how they influence future action, and how they are resolved (MLO.R.1.2.1)	<i>It's a Mystery</i> , p. T253, T266-267, T280, T300, T301, T446, R96, R100; <i>In the Spotlight</i> , p. T62, T63, T66, T74-75, T78, T167, T174, R92, R96; <i>America's Journal</i> , p. T256; <i>Cityscapes</i> , p. T592, T593
3. analyze the influence of setting on the mood and meaning of the text (MLO.R.1.2.2)	<i>Voyagers</i> , p. T494, T495, T498, T536, T588, T589, T590, T594, T598, T608-609, T612; <i>In the Spotlight</i> , p. T64, T65, T79, T110, R88, R94; <i>America's Journal</i> , p. T242, T243, T252, T262, T266-267, T270, T352, T353, T367, T433, R101, R105; <i>Cityscapes</i> , p. T604, T605, T687

LITERACY PLACE™ • GRADE FIVE	
4. summarize the text (MLO.R. 1.1.1) and identify the main story elements (MLO.R.1.1.2)	<i>Making a Difference</i> , p. T30, T82, T86–87, T88, T143, T174, T175, T195, T215, R89, R92; <i>It's a Mystery</i> , p. T252, T269, T296; <i>Voyagers</i> , p. T490, T511, T559, T613, T654, T663; <i>In the Spotlight</i> , p. T30, T41, T110, T120, T143; <i>America's Journal</i> , p. T250, T271, T304, T308, T321, T402, T408–409, T412, T413, T433; <i>Cityscapes</i> , p. T474, T497, T531, T557, T596, T621, T648, R110, R119
5. evaluate text for elements of realism or fantasy (MLO.R.1.4.4)	<i>It's a Mystery</i> , p. T260, T261; <i>In the Spotlight</i> , p. T172, T173
6. respond to and analyze the effects of sound in poetry (e.g., alliteration, assonance, consonance, rhythm, onomatopoeia, and rhyme scheme)	<i>Making a Difference</i> , p. T132-135; <i>Voyagers</i> , p. T552-553; <i>America's Journal</i> , p. T260, T404-405; <i>Cityscapes</i> , p. T484-489
7. evaluate the author's choice of title (MLO. R. 1.4.2.)	<i>Making a Difference</i> , p. T78; <i>It's a Mystery</i> , p. T260, T261, T392

2.5.3 Comparison of Literary Text From Diverse Cultures

LITERACY PLACE™ • GRADE FIVE	
1. identify how culture, ethnicity, and historical eras are represented in literary texts	<i>Making a Difference</i> , p. T25-41, T116-131, T132-135, T164-185, 214-215; <i>It's a Mystery</i> , p. T348-361, T362-365; <i>In the Spotlight</i> , p. T24-31, T62-69, T106-131; <i>America's Journal</i> , p. T240-252, T292-311, T388-399, T432
2. compare and contrast tales from diverse cultures by tracing the exploits of one character type and connect	Compare Folk Tales, <i>In the Spotlight</i> , p. T89 Research Folk Tales, <i>In the Spotlight</i> , p. T90 Folk Tale Themes, <i>In the Spotlight</i> , p. R13 Extended Study: Traditional Tales, <i>Making a Difference</i> , p. T208-209 Tall Tale Cartoons, <i>Voyagers</i> , p. R63 In addition, teachers can expand in the context of using the traditional tales in the anthology: Chinese folktale, <i>In the Spotlight</i> , p. T62-69 Legend / Tall Tale, <i>Voyagers</i> , p. T478-501 Traditional Tale, <i>Making a Difference</i> , p. T210–213

2.5.4 Evaluation of Literary Works

LITERACY PLACE™ • GRADE FIVE	
1. explain how the author's life and time are reflected in his or her work (MLO.R.1.4.3)	<i>It's a Mystery</i> , p. T406; <i>Voyagers</i> , p. T676-677; <i>America's Journal</i> , p. T426-427; <i>Cityscapes</i> , p. T663
2. analyze the text for literary elements (MLO.R.1.2.3), including the effect of sensory imagery and extended metaphors on the emotional reaction of the reader	Descriptive Language, <i>Making a Difference</i> , p. T134, T135; <i>Voyagers</i> , p. T648, T649; <i>Cityscapes</i> , p. T612 Exaggeration/Hyperbole, <i>Voyagers</i> , p. T479, T484, T492 Figurative Language <i>In the Spotlight</i> , p. T170, T171, T172, T186–187, T188; <i>Cityscapes</i> , p. T466, T468, T590 Flashback, <i>Making a Difference</i> , p. T25, T26, T34; <i>It's a Mystery</i> , p. T248; <i>In the Spotlight</i> , p. T112, T113 Humor, <i>It's a Mystery</i> , p. T298, T299; <i>Voyagers</i> , p. T484; <i>Cityscapes</i> , p. T596, T597, T615 Idioms, <i>It's a Mystery</i> , p. T254, T309, T320, T321 Imagery, <i>Voyagers</i> , p. T593, T598; <i>America's Journal</i> , p. T405 Irony, <i>In the Spotlight</i> , p. T174 Metaphor, <i>Making a Difference</i> , p. T37; <i>In the Spotlight</i> , p. T186, T187, T188; <i>Cityscapes</i> , p. T466 Onomatopoeia, <i>Cityscapes</i> , p. T591 Personification, <i>Making a Difference</i> , p. T176; <i>In the Spotlight</i> , p. T172 Sensory Words, <i>Cityscapes</i> , p. T648, T649 Similes, <i>Voyagers</i> , p. T483, T648; <i>In the Spotlight</i> , p. T186, T187, T188; <i>Cityscapes</i> , p. T470, T471 Suspense, <i>Making a Difference</i> , p. T178, T179, T180; <i>America's Journal</i> , p. T250, T251; <i>Cityscapes</i> , p. T606, T607 Rhythm and drama in poetry, <i>America's Journal</i> , p. T260
3. evaluate the various techniques used by the author to influence the reader's feelings and attitudes (MLO.R. 1.4.1)	<i>Making a Difference</i> , p. T176, T178, T179, T180; <i>Voyagers</i> , p. T593, T598; <i>In the Spotlight</i> , p. T172; <i>America's Journal</i> , p. T405; <i>Cityscapes</i> , p. T648, T649

3.0 Writing - Students produce informational, practical, persuasive, and narrative writing that demonstrates an awareness of audience, purpose, and form using stages of the writing process as needed (i.e., pre-writing, drafting, revising, editing, and publishing).

By the end of grade 5, students know and are able to do everything required at earlier grades and:

3.5.1 Organization and Focus

LITERACY PLACE™ • GRADE FIVE	
<p>1. create a paragraph that guides and informs the reader’s understanding of key ideas and evidence and that presents effective introductory and concluding sentences, logical sequencing of ideas and transitional words (MLO.W.1.1, MLO.W.2.1, MLO.W.3.1)</p>	<p>Focused instruction on writing a paragraph, <i>Making a Difference</i>, p. T144, T145 Focused instruction on topic sentences, <i>Making a Difference</i>, p. T196, T197 Focused instruction on transitions, <i>In the Spotlight</i>, p. T42, T43 Focused instruction on unity and coherence, <i>In the Spotlight</i>, p. T205; <i>Cityscapes</i>, p. T683 Focused instruction on using details, <i>Making a Difference</i>, p. T52; <i>It’s a Mystery</i>, p. T270, T271; <i>In the Spotlight</i>, p. T190, T191; <i>America’s Journal</i>, p. T414, T415 See also using closing paragraphs, <i>Voyagers</i>, p. T679</p>
<p>2. create a clear organizing structure that includes descriptions placed in a logical, chronological, or narrative sequence in ways that help the reader follow the line of thought (MLO.W.1.2, MLO.W.2.2, MLO.W.3.2)</p>	<p>Focused instruction on using flashback, <i>Making a Difference</i>, p. T52, T53 Organizing information, <i>It’s a Mystery</i>, p. T270, T271; <i>America’s Journal</i>, p. T429 Organizing events, <i>Voyagers</i>, p. T664, T665 Students write and revise for clear order, <i>Making a Difference</i>, p. T52; <i>It’s a Mystery</i>, p. T270; <i>Voyagers</i>, p. T664; <i>In the Spotlight</i>, p. T42, T80; <i>America’s Journal</i>, p. T272, T430; <i>Cityscapes</i>, p. T498, T668, T686</p>
<p>3. connect relevant descriptions, including sensory details, personal experiences, observations, and/or research-based information, linking paragraphs and ideas in ways that make a topic or message clear to the reader (MLO.W. 1.3, MLO.W.2.3, MLO.W.3.3)</p>	<p><i>Making a Difference</i>, p. T52, T90, T144, T196; <i>It’s a Mystery</i>, p. T270, T322, T372., T428; <i>Voyagers</i>, p. T512, T560, T614, T664; <i>In the Spotlight</i>, p. T42, T80, T144, T190; <i>America’s Journal</i>, p. T322, T414, T429; <i>Cityscapes</i>, p. T498, T558, T622, T668</p>

3.5.2 Research

LITERACY PLACE™ • GRADE FIVE	
<p>1. understand and use the organizational features of printed texts such as the preface, afterword, table of contents, chapter headings, subtitles, index, glossary, and end notes to locate relevant information to accomplish writing tasks</p>	<p><i>Making a Difference</i>, p. T186, T187; <i>It’s a Mystery</i>, p. T349, T358, T363, T416, T417; <i>America’s Journal</i>, p. T358; <i>In the Spotlight</i>, p. T194–195, R93, R97; <i>Voyagers</i>, p. T698–708; <i>Cityscapes</i>, p. T520, T526, T535, T643, T702-712 Students use a variety of information sources and their features to research: <i>Making a Difference</i>, p. T45, T48, T76, T78, T135, T136, T137, T148, T182, T209 ; <i>It’s a Mystery</i>, p. T292, T296, T302, T312, T321, T360, T362, T364, T366, T396, T398, T418, T442–445; <i>Voyagers</i>, T488, T494, T504, T538, T540, T592, T594, T598, T604, T632, T636, T638, T644, T654, T678–681; <i>In the Spotlight</i>, p. T34, T90, T118, T119, T140, T121, T154, T178, T204–207; <i>America’s Journal</i>, p. T242, T260, T262, T296, T314, T350, T360, T377, T390, T436-441; <i>Cityscapes</i>, p. T522, T534, T536, T567, T590, T592, T614, T631, T632, T682–685</p>

3.5.3 Revision and Evaluation of Writing

LITERACY PLACE™ • GRADE FIVE	
<p>1. improve the organization and consistency in ideas among paragraphs by revising writing based on given or self-generated criteria and on others’ responses (MLO.W.1.4, MLO.W.2.4, MLO.W.3.5)</p>	<p>Students use the writing process which includes revising: <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>

LITERACY PLACE™ • GRADE FIVE	
2. self-edit writing using knowledge of standard English conventions of language (e.g., punctuation, sentence structure, usage, spelling) and appropriate print and non-print resources (e.g., dictionary, thesaurus, spell-check software)	<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
3. provide an oral or written explanation of decisions about topic, form, word choice, and detail	<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
4. prepare writing for publication by purposefully using electronic resources and graphics (e.g., drawings, charts, illustrations) to enhance the final product	<i>Making a Difference</i> , p. T212; <i>It's a Mystery</i> , p. T444; <i>Voyagers</i> , p. T680; <i>In the Spotlight</i> , p. T206; <i>America's Journal</i> , p. T430; <i>Cityscapes</i> , p. T684 Teachers encourage students to carry all writing lessons through to the publishing step: <i>Making a Difference</i> , p. T52, T90, T144, T196; <i>It's a Mystery</i> , p. T270, T322, T372, T428; <i>Voyagers</i> , p. T512, T560, T614, T664; <i>In the Spotlight</i> , p. T42, T80, T144, T190; <i>America's Journal</i> , p. T272, T322, T368, T41; <i>Cityscapes</i> , p. T498, T558, T622, T668

3.5.4 Personal Narrative Writing

LITERACY PLACE™ • GRADE FIVE	
1. write to express personal ideas in stories, poems, plays, and other writings that <ul style="list-style-type: none"> · relate ideas, observations or memories using narrative strategies such as dialogue and description · provide a context to enable the reader to imagine the world of the event or experience (MLO.W.3.4) 	<i>Making a Difference</i> , p. T21, T41, T47, T52, T100, T153, T161, T185, T196, T210–213; <i>It's a Mystery</i> , p. T17, T56, T279, T287, T311, T317, T322; <i>Voyagers</i> , p. T475, T501, T512, T529, T551, T560, T624; <i>In the Spotlight</i> , p. T59, T71, T80, T103, T131, T144; <i>America's Journal</i> , p. T237, T257, T272, T377, T428–431; <i>Cityscapes</i> , p. T461, T483, T498, T632

3.5.5 Practical Writing

LITERACY PLACE™ • GRADE FIVE	
1. write letters (friendly and formal) that <ul style="list-style-type: none"> · address the knowledge and interests of the audience, · state the purpose and the context (MLO.W. 1.6, MLO.W.2.5), and · include the date, proper salutation, body, closing, and signature 	<i>It's a Mystery</i> , p. T237; <i>Voyagers</i> , p. T554, T606; <i>In the Spotlight</i> , p. T89; <i>America's Journal</i> , p. T255, T331, T377, T404, T424; <i>Cityscapes</i> , p. T567, T568, T570, T663 <i>See the Scholastic Guide, Putting It In Writing, providing students different ways to organize their ideas, samples of text as models for content, and instruction on conventions of writing. See conventions of business letters, friendly letters, invitations, thank-you notes and announcements, pages 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69.</i>

3.5.4 Informational Writing

LITERACY PLACE™ • GRADE FIVE	
1. write essays of description and problem/solution for an intended audience and purpose that <ul style="list-style-type: none"> · use concrete sensory details to support impressions of people, places, and things (MLO.W. 1.5) · follow an organizational pattern particular to its type (e.g., if description, is spatial; if problem/solution, is paired) 	Compare/Contrast Essay, <i>America's Journal</i> , p. T428–431 Explanatory Essay, <i>America's Journal</i> , p. T368 Comparison Report, <i>Cityscapes</i> , p. T668 Persuasive Essay, <i>America's Journal</i> , p. T322; <i>Voyagers</i> , p. T521 Personal Essay, <i>Making a Difference</i> , p. T196 Description, <i>Making a Difference</i> , p. T100; <i>In the Spotlight</i> , p. T103, T131, T144 <i>See the Scholastic Guide, Putting It In Writing, providing students different ways to organize their ideas, samples of text as models for content, and instruction on conventions of writing. See writing essays, pages 116, 117, 118, 119.</i>

LITERACY PLACE™ • GRADE FIVE	
<p>2. write information reports for an intended audience and purpose that</p> <ul style="list-style-type: none"> · frame a key question · present a literal understanding of the topic · include facts and details that illuminate the main idea (MLO.W.1.7) 	<p><i>Making a Difference</i>, p. T69, T83, T90, T218-223; <i>It's a Mystery</i>, p. T243, T257, T263, T270, T344, T345, T361, T372, T442-445, T450-455; <i>Voyagers</i>, p. T631, T653, T664, T678-681, T686-691; <i>In the Spotlight</i>, p. T21, T35, T42, T139, T204-206; <i>America's Journal</i>, p. T332, T345, T361, T368, T385, T399, T414, T436-441; <i>Cityscapes</i>, p. T507, T515, T551, T558, T639, T657, T668, T682-685</p>

3.5.7 Persuasive Writing

LITERACY PLACE™ • GRADE FIVE	
<p>1. write to persuade an intended audience by selecting an appropriate form that</p> <ul style="list-style-type: none"> · establishes a clear position in support of a proposition or proposal · supports the position with organized and relevant evidence (MLO.W.2.6) 	<p><i>Making a Difference</i>, p. T113, T131, T144; <i>It's a Mystery</i>, p. T389, T417, T428; <i>Voyagers</i>, p. T239, T248, T521, T583, T601, T614; <i>In the Spotlight</i>, p. T52, T89, T161, T181, T190; <i>America's Journal</i>, p. T289, T311, T322, T424; <i>Cityscapes</i>, p. T567, T581, T613, T622</p>

3.5.8 Independent Writing

LITERACY PLACE™ • GRADE FIVE	
<p>1. write independently for an extended period of time to produce at least five final products in different writing contexts (e.g., exposition, narration, description) annually</p>	<p>See especially the Writing Process Workshops, <i>Making a Difference</i>, p. T210-213; <i>It's a Mystery</i>, p. T442-445; <i>Voyagers</i>, p. T678-681; <i>In the Spotlight</i>, p. T204-207; <i>America's Journal</i>, p. T428-431; <i>Cityscapes</i>, p. T682-685</p> <p>Teachers encourage students to carry all writing lessons through to the publishing step: <i>Making a Difference</i>, p. T52, T90, T144, T196; <i>It's a Mystery</i>, p. T270, T322, T372, T428; <i>Voyagers</i>, p. T512, T560, T614, T664; <i>In the Spotlight</i>, p. T42, T80, T144, T190; <i>America's Journal</i>, p. T272, T322, T368, T41; <i>Cityscapes</i>, p. T498, T558, T622, T668</p> <p>See the Integrated Language Arts Writing activities. Teachers can encourage taking the project through to a publishing step: <i>Making a Difference</i>, p. T61, T99, T100, T153, T154, T205, T206, <i>It's a Mystery</i>, p. T279, T280, T331, T332, T382, T437, T438, <i>Voyagers</i>, p. T521, T522, T569, T570, T623, T624, T673, T674, <i>In the Spotlight</i>, p. T51, T52, T89, T153, T154, T199, T200, <i>America's Journal</i>, p. T281, T282, T331, T332, T377, T378, T423, T424, <i>Cityscapes</i>, p. T507, T508, T567, T568, T631, T632, T677, T678</p>

4.0 Language -- Students understand and use the structures and conventions of the English language (i.e., vocabulary, spelling, grammar, mechanics, and usage) in their oral and written communications.

By the end of grade 5, students know and are able to do everything required at earlier grades and:

4.5.1 Acquisition and Application of New Vocabulary

LITERACY PLACE™ • GRADE FIVE	
<p>1. use knowledge of word parts such as prefixes (e.g., un-, pre-, dis-), suffixes (e.g., -ful, -less)</p>	<p><i>Making a Difference</i>, p. T115, T130, T177, T194, T195; <i>It's a Mystery</i>, p. T259, T268, T269, T289, T391, T398, R42-R43, R48-R49, R54-R55; <i>Voyagers</i>, p. T616, R58-R59, R64-R65, R70-R71, R76-R77, R82-R83; <i>In the Spotlight</i>, p. T178, R8-R9, R14-R15; <i>America's Journal</i>, p. T416; <i>Cityscapes</i>, p. T472, T560, T641, T643, T641, T650</p>
<p>2. use knowledge of Greek and Latin derived roots to determine the meaning of complex words</p>	<p><i>Making a Difference</i>, p. T45, T169, T177; <i>It's a Mystery</i>, p. T251, T313, T315, T403, T426, T427; <i>Voyagers</i>, p. T501, T537; <i>In the Spotlight</i>, p. T29, T40, T41; <i>Cityscapes</i>, p. T539, T556, T643, T661</p>
<p>3. use knowledge of word relationships, including antonyms, synonyms, homographs, homophones, and idioms to determine the meaning of words and phrases</p>	<p>Word relationships, <i>Making a Difference</i>, p. T31, T34, T168, T199, R8, R20; <i>It's a Mystery</i>, p. T245, T254, T272, T324, T326; <i>Voyagers</i>, p. T477, T494, T514, T535, T538, T539, T540, T558, T559, T633, T652, R20, R70; <i>In the Spotlight</i>, p. T22, T78, T79, T143, T146, T192, T469, T500, T528, T532; <i>America's Journal</i>, p. T252, T274-275, T324</p> <p>See also word study: <i>Making a Difference</i>, p. T54, T77, T88, T89, T92, T115, T121, T123, T127, T146, T179, T198; <i>It's a Mystery</i>, p. T249, T251, T272, T303, T307, T315, T324, T351, T374, T395, T411, T419, T430; <i>Voyagers</i>, p. T485, T489, T490, T491, T501, T514, T535, T553, T562, T589, T597, T616, T637, T666; <i>In the Spotlight</i>, p. T29, T44, T65, T82, T111, T115, T127, T135, T146, T163, T171, T181, T192; <i>America's Journal</i>, p. T261, T274, T297, T301, T324, T355, T370, T405, T416; <i>Cityscapes</i>, p. T473, T475, T481, T500, T527, T533, T560, T591, T595, T609, T624, T657, T670</p>
<p>4. apply such context clues as definition, example, comparison and contrast, cause and effect to discern word meanings</p>	<p><i>Making a Difference</i>, p. T23, T71, T115, T163; <i>It's a Mystery</i>, p. T245, T254, T289, T347, T391; <i>Voyagers</i>, p. T477, T531, T540, T585, T633, T652; <i>In the Spotlight</i>, p. T23, T61, T105, T163; <i>America's Journal</i>, p. T239, T274, T291, T347, T387; <i>Cityscapes</i>, p. T463, T517, T528, T532, T583, T641</p>

4.5.2 Comprehension and Application of Standard English Language Conventions

LITERACY PLACE™ • GRADE FIVE	
<p>1. identify and use standard English language conventions correctly to communicate clearly, including</p> <ul style="list-style-type: none"> · sentence structure (e.g., fragments, run-ons) · punctuation (e.g., quotation marks, apostrophes) · grammar (e.g., parts of speech) · usage (e.g., pronoun referents, properly used modifiers, irregular verbs) (MLO.L.1.1) 	<p>Focused instruction on sentences, <i>Making a Difference</i>, p. R4–R5, R28–R29, R93, R94; <i>Voyagers</i>, p. R60–R61, R111; <i>America’s Journal</i>, p. R32–R33; <i>Cityscapes</i>, p. R66–R67, R72–73, R84–85, R123, R124</p> <p>Punctuation: <i>Making a Difference</i>, p. R4–R5, R11; <i>It’s a Mystery</i>, p. R50–R51, R56–R57, R103; <i>In the Spotlight</i>, p. R28–R29, R98; <i>Cityscapes</i>, p. R60–R61, R78–R79, R123, R124</p> <p>Capitalization: <i>It’s a Mystery</i>, p. R56–R57, R103; <i>Making a Difference</i>, p. R4–R5; <i>America’s Journal</i>, p. R32–R33; <i>It’s a Mystery</i>, p. R32–R33, R102</p> <p>Usage, including subject/verb agreement, using pronouns and fragments, <i>America’s Journal</i>, p. R72–R73, R123; <i>In the Spotlight</i>, p. R4–R5, R10–R11, R22–R23, R97, R98</p> <p>Grammar, <i>Making a Difference</i>, p. R10–R11, R16–R17, R22–R23, R28–R29; <i>It’s a Mystery</i>, p. R32–R33, R38–R39, R44–R45, R50–R51, R102, R103; <i>Voyagers</i>, p. R60–R61, R66–R67, R72–R73, R78–R79, R84–R85, R111, R112; <i>In the Spotlight</i>, p. R2, R4–R5, R10–R11, R16–R17, R23, R97, R98; <i>America’s Journal</i>, p. T358, T359, T366, T367, R32–R33, R38–R39, R44–R45, R50–51, R56–57, R106, R107; <i>Cityscapes</i>, p. R56–R57, R60–R61, R66–R67, R72–R73, R84–R85</p>
<p>2. select the structures and features of language appropriate to the specific audience, purpose, and context (MLO.L.1.2)</p>	<p>Focused instruction on writing for the audience, <i>It’s a Mystery</i>, p. T372, T373; T368, T369</p> <p>Students consider their audience in every composition, <i>Making a Difference</i>, p. T52, T53, T90, T91, T144, T145, T196, T197, T211; <i>It’s a Mystery</i>, p. T270, T271, T322, T323, T372, T373, T368, T369, T428, T429, T443; <i>Voyagers</i>, p. T512, T513, T560, T561, T614, T615, T664, T665, T679; <i>In the Spotlight</i>, p. T42, T43, T80, T81, T144, T145, T190, T191, T205; <i>America’s Journal</i>, p. T272, T273, T322, T323, T414, T415, T429; <i>Cityscapes</i>, p. T498, T499, T558, T559, T622, T623, T668, T669, T683</p>
<p>3. spell correctly: assigned high-frequency, content area, and complex pattern words in their own writing (MLO.L.1.3)</p>	<p>Spelling instruction, <i>Making a Difference</i>, p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <i>It’s a Mystery</i>, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; <i>Voyagers</i>, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83; <i>In the Spotlight</i>, p. R2–R3, R8–R9, R14–R15, R20–R21, R26–R27; <i>America’s Journal</i>, p. R30–R31, R36–R37, R42–R43, R48–R49, R54–R55; <i>Cityscapes</i>, p. R58–R59, R64–R65, R70–R71, R76–R77, R82–R83</p> <p>Students proofread their compositions for correct spelling, <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>

5.0 Listening – Students demonstrate effective listening to learn, process, and analyze the meaning of information.**By the end of grade 5, students know and are able to do everything required at earlier grades and:****5.5.1 Active Listening Strategies**

LITERACY PLACE™ • GRADE FIVE	
1. demonstrate active listening behaviors (e.g., body language) and listening strategies (e.g., responding to cues) in such situations as large, small, and cooperative groups, and one-to-one discussions	<p>Active listening, <i>Making a Difference</i>, p. T13; <i>It's a Mystery</i>, p. T235; <i>Voyagers</i>, p. T467; <i>In the Spotlight</i>, p. T13, T206, T219; <i>America's Journal</i>, p. T229, T430, T441; <i>Cityscapes</i>, p. T453, T508, T567, T631</p> <p>Students listen in discussion, <i>Making a Difference</i>, p. T13, T21, T47, T69, T85, T113, T137, T161, T189; <i>It's a Mystery</i>, p. T235, T243, T263, T287, T317, T345, T367, T389, T421; <i>Voyagers</i>, p. T475, T507, T529, T555, T583, T607, T631, T657; <i>In the Spotlight</i>, p. T21, T37, T59, T73, T103, T139, T161, T183; <i>America's Journal</i>, p. T237, T265, T289, T317, T345, T363, T385, T407; <i>Cityscapes</i>, p. T461, T483, T491, T515, T551, T581, T617, T639, T663</p> <p>Students listen to literature read aloud daily: <i>Making a Difference</i>, p. T29, T41, T51, T57, T62, T79, T83, T89, T95, T100, T125, T131, T143, T149, T154, T173, T185, T195, T201, T206; <i>It's a Mystery</i>, p. T251, T257, T269, T275, T280, T297, T311, T321, T327, T332, T353, T361, T371, T377, T382, T399, T417, T427, T433, T438; <i>Voyagers</i>, p. T489, T501, T511, T517, T522, T541, T551, T559, T565, T570, T591, T601, T613, T619, T624, T643, T653, T663, T669, T674; <i>In the Spotlight</i>, p. T31, T35, T41, T47, T52, T69, T71, T79, T85, T90, T119, T131, T143, T149, T154, T175, T181, T189, T195; <i>America's Journal</i>, p. T249, T257, T271, T277, T282, T303, T311, T321, T327, T332, T355, T351, T367, T373, T378, T393, T399, T413, T419, T424; <i>Cityscapes</i>, p. T473, T483, T497, T503, T508, T529, T543, T557, T563, T568, T595, T613, T621, T627, T632, T647, T657, T667, T673, T678</p>

5.5.2 Comprehension and Analysis

LITERACY PLACE™ • GRADE FIVE	
1. determine a speaker's attitude toward subject and audience through verbal (e.g., tone of voice, vocal inflections) and non-verbal (e.g., body position, facial expressions) cues	<p>Students determine in a variety of experiences:</p> <p>Speak to Inform, <i>America's Journal</i>, p. T442–443</p> <p>Speak to Persuade, <i>It's a Mystery</i>, p. T456–457</p> <p>Describe Your Favorite Dish, <i>Cityscapes</i>, p. T508</p> <p>Dramatize the Kiowa Chief's Speech, <i>America's Journal</i>, p. T332</p> <p>Give an Informative Talk, <i>Cityscapes</i>, p. T631</p> <p>Give a Persuasive Speech, <i>Cityscapes</i>, p. T632</p> <p>Present a Travelogue, <i>Voyagers</i>, p. T570</p> <p>Demonstrate Your Favorite Sport, <i>Making a Difference</i>, p. T99</p> <p>Portray a Bunyan Character, <i>Voyagers</i>, p. T521</p> <p>Persuasive Speech, <i>It's a Mystery</i>, p. T437</p> <p>Write a Sports Broadcast, <i>Making a Difference</i>, p. T100</p> <p>Give a Dramatic Reading, <i>It's a Mystery</i>, p. T274–275</p> <p>Students use gestures speaking, <i>In the Spotlight</i>, p. T51, T154, T217; <i>America's Journal</i>, p. T378; <i>Cityscapes</i>, p. T508</p>
2. identify language sounds and patterns (e.g., alliteration, rhyme, onomatopoeia) and how they affect the listener	<p>Focus on alliteration, <i>In the Spotlight</i>, p. T186, T187, T188</p> <p>Focus on onomatopoeia, <i>In the Spotlight</i>, p. T186, T187, T188; <i>Cityscapes</i>, p. T591</p> <p>Focus on rhyme and rhythm, <i>America's Journal</i>, p. T272, T273</p>
3. gather and convey information from listening (e.g., listing key ideas, paraphrasing)	<p><i>Making a Difference</i>, p. T13; <i>It's a Mystery</i>, p. T235; <i>Voyagers</i>, p. T467; <i>In the Spotlight</i>, p. T13; <i>America's Journal</i>, p. T229; <i>Cityscapes</i>, p. T453</p>
4. use memory techniques (e.g., creating associations, numbering, categorizing)	<p><i>Voyagers</i>, p. T623</p> <p>Teachers include as they determine appropriate.</p>

6.0 Speaking – Students communicate effectively in a variety of situations, with different audiences, purposes, and formats.**By the end of grade 5, students know and are able to do everything required at earlier grades and:****6.5.1 Organization and Delivery Strategies**

LITERACY PLACE™ • GRADE FIVE	
1. speak clearly and with volume appropriate to the setting (e.g., partner, small group, large group discussions)	Students listen to their own rate, volume, tone, pitch, <i>In the Spotlight</i> , p. T154; <i>Cityscapes</i> , p. T556 Students speak clearly with appropriate volume and expression, <i>It's a Mystery</i> , p. T456–457; <i>Voyagers</i> , p. T564–565, T692–693; <i>In the Spotlight</i> , p. T94, T95, T154, T199, T212–217; <i>America's Journal</i> , p. T282, T332, T378, T442–443, T436–441; <i>Cityscapes</i> , p. T508, T556, T696–697 Students participate in discussions, <i>Making a Difference</i> , p. T13, T21, T47, T69, T85, T113, T137, T161, T189; <i>It's a Mystery</i> , p. T235, T243, T263, T287, T317, T345, T367, T389, T421; <i>Voyagers</i> , p. T475, T507, T529, T555, T583, T607, T631, T657; <i>In the Spotlight</i> , p. T21, T37, T59, T73, T103, T139, T161, T183; <i>America's Journal</i> , p. T237, T265, T289, T317, T345, T363, T385, T407; <i>Cityscapes</i> , p. T461, T483, T491, T515, T551, T581, T617, T639, T663
2. use verbal (e.g., pacing, timing, emphasis, volume) and non-verbal techniques (e.g., posture, eye contact, facial expressions, gesture) to enhance communication	Students listen to their own rate, volume, tone, pitch, <i>In the Spotlight</i> , p. T154; <i>Cityscapes</i> , p. T556 Use gestures, <i>In the Spotlight</i> , p. T51, T154, T217; <i>America's Journal</i> , p. T378; <i>Cityscapes</i> , p. T508 Presentation skills, <i>It's a Mystery</i> , p. T456–457; <i>America's Journal</i> , p. T442–443; <i>Voyagers</i> , p. T692–693; <i>Cityscapes</i> , p. T696–697
3. select audio or visual aids and technology (e.g., props, computer graphics, lighting) to support presentations	<i>America's Journal</i> , p. T442; <i>Cityscapes</i> , p. T668, T669, T696

6.5.2 Oral Presentations

LITERACY PLACE™ • GRADE FIVE	
1. support a position with organized and appropriate details	<i>It's a Mystery</i> , p. T437, T456–457; <i>Cityscapes</i> , p. T567, T632, T696, T697
2. participate in a dramatic presentation to express ideas	Acting out, <i>Making a Difference</i> , p. T74, T76, T166, T172, T174, T184; <i>It's a Mystery</i> , p. T302, T314, T346, T390; <i>Voyagers</i> , p. T490, T498, T652 ; <i>In the Spotlight</i> , p. T38, T68, T114; <i>America's Journal</i> , p. T250, T282, T332, T402; <i>Cityscapes</i> , p. T588, T598, T644, T678 Dramatic reading, <i>Making a Difference</i> , p. T29, T135, T177; <i>It's a Mystery</i> , p. T274, T275, T305, T320, T415; <i>Voyagers</i> , p. T612, T643; <i>America's Journal</i> , p. T253, T263; <i>Cityscapes</i> , p. T471 Reader's Theater, <i>Making a Difference</i> , p. T166; <i>It's a Mystery</i> , p. T268, T320; <i>Cityscapes</i> , p. T496, T597, T620 Dramatize the Kiowa Chief's Speech, <i>America's Journal</i> , p. T332
3. speak in a variety of situations using an appropriate organizational pattern (e.g., chronological, spatial, topical) to inform and/or to relate experiences	<i>It's a Mystery</i> , p. T456–457; <i>Voyagers</i> , p. T564–565, T692–693; <i>In the Spotlight</i> , p. T94, T95, T154, T199, T212–217; <i>America's Journal</i> , p. T282, T332, T378, T442–443, T436–441; <i>Cityscapes</i> , p. T508, T556, T696–697 See also the Integrated Language Arts Speaking Activities, <i>Making a Difference</i> , p. T99, T100, T205; <i>It's a Mystery</i> , p. T280, T382, T437, T438; <i>Voyagers</i> , p. T521, T570, T623; <i>In the Spotlight</i> , p. T90; <i>America's Journal</i> , p. T332, T378; <i>Cityscapes</i> , p. T508, T567, T631, T632

6.5.3 Evaluation of Oral Presentations

LITERACY PLACE™ • GRADE FIVE	
1. use student and teacher-generated criteria to evaluate oral presentations and discussions	<i>Making a Difference</i> , p. T212, T218-223; <i>It's a Mystery</i> , p. T444; <i>Voyagers</i> , p. T680, T686-691; <i>In the Spotlight</i> , p. T206, T212-217; <i>America's Journal</i> , p. T430, T436-441; <i>Cityscapes</i> , p. T684