

*Reading Mastery Signature Edition*  
correlation to  
**Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 5**

**1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read**

|  |
|--|
| <p><b>2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p>   |
| <p><b>(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar words or multiple meaning words.</b></p>   |
| <p><b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.7, 2.5, 3.5, 4.5, 5.5, 6.4, 7.4, 8.4, 9.3, 10.4, 11.4, 12.3, 13.4, 14.4, 15.4, 16.4, 17.3, 19.3, 22.3, 23.3, 24.3, 25.4, 26.4, 27.4, 28.4, 29.4, 30.3, 31.4, 32.4, 33.4, 34.3, 35.3, 36.4, 37.3, 38.3, 39.3, 40.3, 41.2, 42.3, 43.4, 44.3, 45.3, 46.3, 47.3, 48.3, 49.2, 50.3, 51.3, 52.3, 53.4, 54.3, 55.4, 56.4, 57.4, 58.3, 59.3, 60.3</p> <p><b>Reading Presentation Book B:</b> (Lesson.Exercise) 61.4, 62.3, 63.3, 64.3, 65.3, 66.4, 66.1, 67.1, 68.1, 69.1, 70.1, 71.1, 72.1, 73.1, 74.3, 75.3, 76.3, 77.3, 81.4, 8.3, 83.3, 84.4, 86.3, 87.4, 88.3, 89.3, 90.3, 91.4, 92.4, 93.4, 94.4, 95.4, 96.3, 97.4, 98.3, 99.4, 101.1, 102.3, 103.3, 104.4, 105.3, 106.4, 107.3, 108.3, 109.4, 110.3, 111.4, 112.3, 113.4, 114.3, 115.4, 116.4, 117.3, 118.3</p> <p><b>Reading Textbook A:</b> (Lesson.Exercise) 1.B, 2.B, 3.B, 4.B, 5.B, 6.B, 7.B, 8.B, 9.B, 10.B, 11.B, 12.B., 13.B, 14.B, 15.B, 16.B, 17.B, 18.B, 19.B, 22.B, 23.B, 24.B, 25.B, 26.B, 27.B, 28.B, 29.B, 30.B, 31.B, 32.B, 33.B, 34.B, 35.B, 36.B, 37.B, 38.B, 39.B, 40.B, 41.B, 42.B, 43.B, 44.B, 45.B, 46.B, 47.B, 48.B, 49.B, 50.B, 51.B, 52.B, 53.B, 54.B, 55.B, 56.B, 57.B, 58.B, 59.B, 60.B</p> <p><b>Reading Textbook B:</b> (Lesson.Exercise) 61.B, 62.B, 63.B, 64.B, 65.B, 66.Q, 67.A, 68.A, 69.A, 70.A, 7.A, 72.A, 73.A, 74.B, 75.B, 76.B, 77.B, 81.B, 82.B, 83.B, 84.B, 86.B, 87.B, 88.B, 89.B, 90.B, 91.B, 92.B, 93.B, 94.B, 95.B, 96.B, 97.B, 98.B, 99.B, 101.B, 102.B, 103.B, 104.B, 105.B, 106.B, 107.B, 108.B, 109.B, 110.B, 111.B, 112.B, 113.B, 114.B, 115.B, 116.B, 117.B, 118.B</p> <p><b>Language Presentation Book:</b> (Lesson.Exercise) 68.2, 69.2, 73.1, 83.3, 99.3, 101.4, 101.5, 102.3, 102.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 68.C, 69.B, 73.A, 83.C, 94.C, 101.E, 101.F, 102.D, 102.E</p> <p><b>Lesson Connections:</b> (Lesson.Part.Activity) 3.A.1, 4.A.2, 16.A.2, 17.A.3, 18.A.1, 19.A.3, 225.A.2, 26.A.4, 28.A.1, 29.A.3, 57.A.1, 57.A.3, 63.A.1, 64.A.3, 71.A.2, 72.A.3, 82.A.1, 83.A.3, 93.A.1, 94.A.3, 103.A.1, 104.A.3</p> <p><b>Literature Anthology/Literature Guide:</b> Lessons 1-12</p> |

|  |
|--|
| <p><b>2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p> |
| <p><b>(C) produce analogies with known antonyms and synonyms.</b></p>  |
| <p>This concept is not covered at this level.</p>  |

|  |
|--|
| <p><b>2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b></p>   |
| <p><b>(D) identify and explain the meaning of common idioms, adages, and other sayings.</b></p>  |
| <p><b>Language Presentation Book:</b> (Lesson.Exercise) 27.4, 28.4</p> <p><b>Language Textbook:</b> (Lesson.Exercise) 27.E, 28.F</p> <p><b>Lesson Connections:</b> (Lesson.Part.Activity) 43.A.2, 44.A.3, 52.A.2, 53.A.3, 67.A.2, 68.A.3, 78.A.2, 79.A.3, 87.A.2, 88.A.3, 91.A.2, 92.A.3, 107.A.2, 108.A.3</p> |







**11. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding, Students are expected to:**

**(A) summarize the main idea and supporting details in text in ways that maintain meaning and logical order.**

**Reading Presentation Book A:** (Lesson.Exercise) 3.7, 4.6, 4.7, 8.6, 9.4, 10.5, 15.6, 17.6, 18.4, 19.5, 19.7, 20.1, 20.3, 21.6, 22.5, 24.5, 28.7, 30.7, 33.8, 35.8, 37.8, 38.7, 40.7, 42.6, 48.7, 50.7, 50.8, 51.6, 53.7, 59.7, 60.6

**Reading Presentation Book B:** (Lesson.Exercise) 64.8, 69.6, 71.6, 72.6, 75.7, 77.7, 79.4, 80.1, 81.8, 82.7, 86.6, 89.7, 95.8, 96.6, 97.9, 103.7, 114.7, 120.5

**Reading Textbook A:** (Lesson.Exercise) 3.C, 4.C, 8.C, 9.C, 10.C, 15.C, 17.D, 18.C, 19.D, 19.E, 20.A, 20.B, 21.C, 22.C, 24.C, 28.C, 30.C, 33.C, 35.D, 37.D, 38.C, 40.C, 42.C, 48.C, 50.C, 51.C, 53.C, 59.C, 60.C

**Reading Textbook B:** (Lesson.Exercise) 64.D, 69.C, 71.C, 72.C, 75.D, 77.D, 79.A, 80.B, 81.C, 82.C, 86.D, 89.D, 95.C, 96.C, 97.C, 103.D, 114.D, 120.C

**Language Presentation Book:** (Lesson.Exercise) 5.1, 6.2, 7.1, 8.2, 9.5, 10.5, 21.1, 22.4, 26.1, 29.1, 30.1, 31.1, 32.1, 33.1, 34.2, 35.1, 37.2, 39.2, 68.3, 89.1

**Language Textbook:** (Lesson.Exercise) 29.A, 31.A, 33.A, 35.A, 37.B, 39.A, 68.D

**Lesson Connections:** (Lesson.Part.Activity) 2.B.2, 3.B.1, 4.B.1, 6.B.2, 7.B.1, 8.B.1, 9.B.1, 11.B.1, 12.B.1, 13.B.1, 14.B.1, 16.B.1, 17.B.1, 18.B.1, 19.B.1, 21.B.1, 22.B.1, 23.B.1, 24.B.1, 26.B.1, 27.B.1, 27.B.2, 28.B.1, 29.B.1, 91.B.1, 92.B.1, 93.B.1, 94.B.1, 96.B.1, 97.B.1, 98.B.1, 99.B.1, 101.B.1, 102.B.1, 103.B.1, 104.B.1, 106.B.1, 107.B.1, 108.B.1, 109.B.1, 111.B.1, 112.B.1, 113.B.1, 114.B.1, 116.B.1, 117.B.1, 118.B.1, 119.B.1

**Activities Across the Curriculum:** Activities 10, 17, 18, 19, 20, 32, 34, 37

**Research Projects**

**11. Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding, Students are expected to:**

**(D) use multiple text features and graphics to gain an overview of the contents of text and to locate information.**

**Reading Presentation Book A:** (Lesson.Exercise) 4.6, 5.6, 6.5, 7.5, 8.5, 17.4, 18.2, 21.4, 26.5, 29.5

**Reading Presentation Book B:** (Lesson.Exercise) 61.7, 64.5, 76.6, 87.6, 87.7, 91.5, 92.6, 93.3, 100.3, 101.6

**Reading Textbook A:** (Lesson.Exercise) 4.C, 5.C, 6.C, 7.C, 8.C, 17.C, 18.B, 21.B, 26.C, 29.C

**Reading Textbook B:** (Lesson.Exercise) 61.C, 64.C, 76.C, 87.D

|  |
|--|
| <b>13. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>   |
| <b>(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures.</b>  |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 20.2, 20.3, 54.7<br><b>Reading Textbook A:</b> (Lesson.Exercise) 20.A, 54.C<br><b>Language Presentation Book:</b> (Lesson.Exercise) 50.2, 51.2, 53.3, 54.2, 58.2, 65.2, 67.2, 70.2, 72.3, 75.1, 76.1, 77.2, 79.3, 84.3<br><b>Language Textbook:</b> (Lesson.Exercise) 50.B, 51.A, 53.C, 54.A, 58.B, 65.A, 67.B, 70.C, 72.C, 75.A, 76.A, 77.B, 79.C, 79.D, 84.C<br><b>Research Projects</b> |

|  |
|--|
| <b>13. Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b>   |
| <b>(B) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</b>  |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 4.6, 5.6, 6.5, 7.5, 8.5, 17.4, 18.2, 21.4, 26.5, 29.5<br><b>Reading Presentation Book B:</b> (Lesson.Exercise) 61.7, 64.5, 76.6, 87.6, 87.7, 91.5, 92.6, 93.3, 100.3, 101.6<br><b>Reading Textbook A:</b> (Lesson.Exercise) 4.C, 5.C, 6.C, 7.C, 8.C, 17.C, 18.B, 21.B, 26.C, 29.C<br><b>Reading Textbook B:</b> (Lesson.Exercise) 61.C, 64.C, 76.C, 87.D, 87.E, 91.E, 92.F, 93.D, 100.D, 101.E<br><b>Language Presentation Book:</b> (Lesson.Exercise) 3.4, 4.2, 5.3, 7.2, 9.2, 9.5, 17.3, 18.2, 19.3, 21.4, 28.2, 52.3, 55.1, 55.2, 56.1, 61.1, 63.1, 64.1, 94.2<br><b>Language Textbook:</b> (Lesson.Exercise) 3.C, 4.A, 5.B, 7.A, 9.B, 9.E, 17.C, 18.B, 19.E, 21.C, 28.B, 52.D, 52.E, 55.A, 55.B, 56.A, 61.A, 63.A, 64.A, 94.A<br><b>Activities Across the Curriculum:</b> Lessons 2, 7, 12, 13, 15, 16, 18, 19, 20, 22, 23, 28, 32, 33, 34, 37, 38<br><b>Research Projects</b><br><b>Literature Anthology/Literature Guide:</b> Lessons 1-12 |

|  |
|--|
| <b>14. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b>  |
| <b>(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).</b>  |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.8-10, 2.6, 2.7, 3.6, 3.7, 4.6, 4.7, 29.5, 29.7, 29.8, 30.6, 30.7, 57.7, 57.8, 58.6, 58.7, 59.6, 59.7<br><b>Reading Presentation Book B:</b> (Lesson.Exercise) 61.7, 61.8, 74.5, 75.6, 75.7, 76.6, 76.8, 76.9, 77.6, 77.7, 78.1, 78.2, 79.3, 79.4, 80.3, 80.4, 81.7, 81.8, 82.7, 82.8, 87.7, 87.8, 88.7, 88.8, 89.6, 89.7, 90.7, 90.8, 97.6, 106.6<br><b>Reading Textbook A:</b> (Lesson.Exercise) 1.C, 1.D, 2.C, 3.C, 4.C, 29.C, 29.D, 30.C, 57.C, 58.C, 59.C<br><b>Reading Textbook B:</b> (Lesson.Exercise) 61.C, 74.C, 75.D, 76.C, 76.D, 77.D, 78.A, 79.A, 80.A, 81.C, 82.C, 87.E, 88.D, 89.D, 90.D, 97.D, 106.D<br><b>Activities Across the Curriculum:</b> Activities 17, 25, 31<br><b>Literature Anthology/Literature Guide:</b> Lessons -12 |

|   |
|---|
| <b>14. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b> |
| <b>(B) consider the difference in techniques used in media (e.g., commercials, documentaries, news).</b>  |
| <b>Language Presentation Book:</b> Project 9, Project 10<br><b>Activities Across the Curriculum:</b> Activities 25, 30, 31  |

|   |
|---|
| <b>14. Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</b> |
| <b>(C) identify the point of view of media presentations.</b>   |
| This concept is not covered at this level.  |





**15. Writing/Writing Process.** Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed.

**Reading Presentation Book A:** (Lesson.Exercise) 1.12, 2.9, 3.9, 4.9, 5.9, 6.8, 7.8, 8.8, 9.7, 10.8

**Reading Textbook A:** (Lesson.Exercise) 1.F, 2.E, 3.F, 4.F, 5.G, 6.F, 7.F, 8.F, 9.F, 10.F, 11.F, 12.F, 13.F, 14.F, 15.G, 16.F, 17.H, 18.F, 19.G, 20.D, 21.G, 22.F, 23.G, 24.F, 25.G, 26.G, 27.G, 28.G, 29.F, 30.G, 31.H, 32.F, 33.G, 34.H, 35.I, 36.G, 37.H, 38.H, 39.G, 40.G, 41.G, 42.G, 43.F, 44.G, 45.G, 46.H, 47.H, 48.G

|   |
|---|
| <b>15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b>   |
| <b>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</b>  |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.12, 2.9, 3.9, 4.9, 5.9, 6.8, 7.8, 8.8, 9.7, 10.8<br><b>Reading Textbook A:</b> (Lesson.Exercise) 1.F, 2.E, 3.F, 4.F, 5.G, 6.F, 7.F, 8.F, 9.F, 10.F, 11.F, 12.F, 13.F, 14.F, 15.G, 16.F, 17.H, 18.F, 19.G, 20.D, 21.G, 22.F, 23.G, 24.F, 25.G, 26.G, 27.G, 28.G, 29.F, 30.G, 31.H, 32.F, 33.G, 34.H, 35.I, 36.G, 37.H, 38.H, 39.G, 40.G, 41.G, 42.G, 43.F, 44.G, 45.G, 46.H, 47.H, 48.G, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H<br><b>Reading Textbook B:</b> (Lesson.Exercise) 61.F, 62.H, 63.F, 64.I, 65.G, 66.H, 67.H, 68.G, 69.F, 70.G, 71.G, 72.G, 73.F, 74.G, 75.G, 76.I, 77.F, 78.D, 79.E, 81.F, 82.G, 83.H, 84.G, 85.F, 86.G, 87.G, 88.G, 89.H, 90.H, 91.H, 92.H, 93.G, 94.H, 95.H, 96.H, 97.H, 98.G, 99.G, 100.F, 101.G, 102.H, 103.G, 104.G, 105.G, 106.H, 107.G, 108.G, 109.G, 110.G, 111.G, 112.H, 113.H, 114.H, 115.G, 116.H, 117.G, 118.G, 119.F, 120.G<br><b>Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1<br><b>Activities Across the Curriculum:</b> Lessons 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38<br><b>Research Projects</b><br><b>Literature Anthology/Literature Guide:</b> Lessons 1-12 |

|  |
|--|
| <b>16. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>   |
| <b>(A) write imaginative stories that include:</b>   |
| <b>(i) a clearly defined focus, plot, and point of view.</b>   |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 6.8, 8.8<br><b>Reading Textbook A:</b> (Lesson.Exercise) 6.F, 8.F, 17.H, 24.F, 25.G, 27.F, 28.G, 30.G, 35.I, 36.G, 38.H, 48.G, 49.G, 53.H, 60.H<br><b>Reading Textbook B:</b> (Lesson.Exercise) 61.F, 62.H, 67.H, 68.G, 69.F, 70.G, 73.F, 74.G, 76.I, 78.D, 83.H, 84.G, 91.H, 92.H, 98.G, 99.G, 103.G, 104.G, 106.H, 107.G, 110.G, 112.H, 117.G, 118.G, 119.F, 120.G<br><b>Activities Across the Curriculum:</b> Activity 26<br><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 |

|  |
|--|
| <b>16. Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</b>   |
| <b>(A) write imaginative stories that include:</b>   |
| <b>(ii) a specific, believable setting created through the use of sensory details.</b>   |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 6.8, 8.8<br><b>Reading Textbook A:</b> (Lesson.Exercise) 6.F, 8.F, 17.H, 24.F, 25.G, 27.F, 28.G, 30.G, 35.I, 36.G, 38.H, 48.G, 49.G, 53.H, 60.H<br><b>Reading Textbook B:</b> (Lesson.Exercise) 61.F, 62.H, 67.H, 68.G, 69.F, 70.G, 73.F, 74.G, 76.I, 78.D, 83.H, 84.G, 91.H, 92.H, 98.G, 99.G, 103.G, 104.G, 106.H, 107.G, 110.G, 112.H, 117.G, 118.G, 119.F, 120.G<br><b>Activities Across the Curriculum:</b> Activity 26<br><b>Literature Anthology/Literature Guide:</b> Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 |



|  |
|--|
| <b>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>   |
| <b>(A) create multi-paragraph essays to convey information about the topic that:</b>   |
| <b>(i) present effective introductions and concluding paragraphs.</b>  |
| Reading Presentation Book A: (Lesson.Exercise) 1.12<br>Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G<br>Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H<br>Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36<br>Research Projects |

|  |
|--|
| <b>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>   |
| <b>(A) create multi-paragraph essays to convey information about the topic that:</b>   |
| <b>(ii) guide and inform the reader’s understanding of key ideas and evidence.</b>   |
| Reading Presentation Book A: (Lesson.Exercise) 1.12<br>Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G<br>Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H<br>Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36<br>Research Projects |

|  |
|--|
| <b>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>   |
| <b>(A) create multi-paragraph essays to convey information about the topic that:</b>   |
| <b>(iii) include specific facts, details, and examples in an appropriately organized structure.</b>  |
| Reading Presentation Book A: (Lesson.Exercise) 1.12<br>Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G<br>Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H<br>Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36<br>Research Projects |

|  |
|--|
| <b>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b>   |
| <b>(A) create multi-paragraph essays to convey information about the topic that:</b>   |
| <b>(iv) use a variety of sentence structures and transitions to link paragraphs.</b>   |
| Reading Presentation Book A: (Lesson.Exercise) 1.12<br>Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G<br>Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H<br>Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36<br>Research Projects |

|  |
|--|
| <b>18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> |
| <b>(B) write formal and informal letters that convey ideas, including important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).</b>                            |
| Reading Textbook 1: (Lesson.Exercise) 46.H, 47.H<br>Reading Textbook 2: (Lesson.Exercise) 64.I, 81.F, 93.G<br>Activities Across the Curriculum: Activity 24<br>Literature Anthology/Literature Guide: Lesson 2                 |

**18. Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to**







**21. Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in the compositions. Students are expected to:**

|  |
|--|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>  |
| <b>(A) spell words with more advanced orthographic patterns and rules:</b>   |
| <b>(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal).</b>  |
| <b>Reading Presentation Book A:</b> (Lesson.Exercise) 1.12, 2.9, 3.9, 4.9, 5.9, 6.8, 7.8, 8.8, 9.7, 10.8   |
| <b>Reading Textbook A:</b> (Lesson.Exercise) 1.F, 2.E, 3.F, 4.F, 5.G, 6.F, 7.F, 8.F, 9.F, 10.F, 11.F, 12.F, 13.F, 14.F, 15.G, 16.F, 17.H, 18.F, 19.G, 20.D, 21.G, 22.F, 23.G, 24.F, 25.G, 26.G, 27.G, 28.G, 29.F, 30.G, 31.H, 32.F, 33.G, 34.H, 35.I, 36.G, 37.H, 38.H, 39.G, 40.G, 41.G, 42.G, 43.F, 44.G, 45.G, 46.H, 47.H, 48.G, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H                         |
| <b>Reading Textbook B:</b> (Lesson.Exercise) 61.F, 62.H, 63.F, 64.I, 65.G, 66.H, 67.H, 68.G, 69.F, 70.G, 71.G, 72.G, 73.F, 74.G, 75.G, 76.I, 77.F, 78.D, 79.E, 81.F, 82.G, 83.H, 84.G, 85.F, 86.G, 87.G, 88.G, 89.H, 90.H, 91.H, 92.H, 93.G, 94.H, 95.H, 96.H, 97.H, 98.G, 99.G, 100.F, 101.G, 102.H, 103.G, 104.G, 105.G, 106.H, 107.G, 108.G, 109.G, 110.G, 111.G, 112.H, 113.H, 114.H, 115.G, 116.H, 117.G, 118.G, 119.F, 120.G |
| <b>Spelling Teacher Presentation Book:</b> (Lesson.Exercise) 1-120   |
| <b>Activities Across the Curriculum:</b> Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38   |
| <b>Research Projects</b>   |
| <b>Literature Anthology/Literature Guide:</b> Lessons 1-12   |

22. Oral and Written Conventions/.0009 TwFJTT6 1 Tf1t1t1t1t5ons/.00i-015646 Tw[20)0.3(e)2(sso426(and nts sf1t.6(.Fcorr0 Te2.8(t

|   |
|---|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> |
| <b>(B) spell words with:</b>  |
| <b>(iii) Greek suffixes (e.g., -ology, -phobia, -ism, -ist).</b>                                      |
| <b>Student Practice CD</b>  |

|   |
|---|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> |
| <b>(B) spell words with:</b>  |
| <b>(iv) Latin derived suffixes (e.g., -able, -ible, -ance, -ence).</b>                                |
| <b>Language Presentation Book:</b> (Lesson.Exercise) 12.3, 16.3                                       |
| <b>Language Textbook:</b> (Lesson.Exercise) 12.D, 16.C  |
| <b>Student Practice CD</b>  |

|   |
|---|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> |
| <b>(C) differentiate between commonly confused terms (e.g., its, it's; affect, effect).</b>           |
| This concept is not covered at this level.  |

|   |
|---|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>   |
| <b>(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.</b>   |
| <b>Language Presentation Book:</b> (Lesson.Exercise) 5.4, 6.5, 7.4, 9.4, 10.4, 11.5, 12.3, 13.5, 14.3, 15.4, 16.3, 17.4, 29.4, 30.4, 31.4, 32.4, 33.3, 34.4, 35.4, 36.4, 37.3, 69.4, 99.3, Project3, Project 6  |
| <b>Language Textbook:</b> (Lesson.Exercise) 5.C, 6.E, 7.C, 9.D, 10.C, 11.E, 12.D, 13.E, 14.C, 15.C, 16.C, 17.D, 29.D, 30.D, 31.D, 32.D, 33.C, 34.D, 35.D, 36.C, 37.C, 69.D, 99.C  |
| <b>Lesson Connections:</b> (Lesson.Part.Activity) 11.A.3, 12.A.2, 13.A.2, 14.A.2, 15.A.3, 16.A.2, 17.A.2, 18.A.1, 19.A.2, 21.A.3, 22.A.2, 23.A.2, 24.A.2, 26.A.3, 27.A.2, 28.A.1, 29.A.2, 31.A.2, 31.A.3, 32.A.2, 33.A.2, 34.A.2, 35.A.3, 36.A.3, 37.A.2, 38.A.2, 41.A.3, 42.A.3, 44.A.2, 46.A.3, 37.A.2, 48.A.2, 49.A.2, 51.A.3, 52.A.2, 53.A.2, 54.A.2, 56.A.3, 58.A.2, 59.A.2, 61.A.3, 62.A.2, 63.A.1, 64.A.2, 66.A.3, 68.A.2, 69.A.2, 71.A.3, 72.A.2, 73.A.2, 74.A.2, 76.A.3, 77.A.2, 79.A.2, 81.A.3, 83.A.2, 84.A.2, 86.A.3, 88.A.2, 89.A.2, 92.A.2, 94.A.2, 96.A.3, 97.A.2, 98.A.2, 99.A.2, 101.A.3, 102.A.2, 103.A.1, 104.A.2, 106.A.3, 108.A.2, 109.A.2, 111.A.3, 112.A.2, 113.A.2, 114.A.2, 116.A.3, 117.A.2, 118.A.2, 119.A.2 |

|   |
|---|
| <b>22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b>       |
| <b>(E) know how to use the spell-check function in word processing while understanding its limitations.</b> |
| <b>Student Practice CD</b>  |
| <b>Research Projects</b>  |

|  |
|--|
| <b>23. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b> |
| <b>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.</b>       |
| <b>Reading Textbook B:</b> (Lesson.Exercise) 82.G  |
| <b>Lesson Connections:</b> (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1,               |

**24. Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts.

**Reading Textbook B:** (Lesson.Exercise) 82.G

**Language Presentation Book:** (Lesson.Exercise) 68.3, 89.1

**Language Textbook:** (Lesson.Exercise) 68.D, 89.A

**Lesson Connections:** (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1

**Research Projects**

**24. Research/Gathering Sources.** Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:

(B) differentiate between primary and secondary sources.

**25. Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:**

**(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions.**

**26. Research/Organizing and Presenting Ideas.** Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or oral presentation that:

**(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).**

**Reading Textbook B:** (Lesson.Exercise) 82.G

**Lesson Connections:** (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1

**Research Projects**

**27. Listening and Speaking/Listening.** Students use comprehension skills to listen attentively to others in formal and informal settings, Students continue to apply earlier standards with greater complexity. Students are expected to:

**(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose or perspective.**

**29. Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.**

**Lesson Connections:** (Lesson.Part.Activity) 5.B.1, 10.B.1, 15.B.1, 20.B.1, 25.B.1, 30.B.1, 35.B.1, 40.B.1, 45.B.1, 50.B.1, 55.B.1, 60.B.1, 65.B.1, 70.B.1, 75.B.1, 80.B.1, 85.B.1, 90.B.1, 95.B.1, 100.B.1, 105.B.1, 110.B.1, 115.B.1, 120.B.1

**Research Projects**