

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

<p>1. Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.</p> <p>Reading Presentation Book A: (Lesson.Exercise) 1.8-10, 2.6, 2.7, 3.6, 3.7, 4.6, 4.7, 5.6, 5.7, 6.5, 6.6, 7.5, 7.6, 8.5, 8.6, 9.4, 9.5, 10.5, 10.6, 11.5, 11.6, 12.4, 12.5, 13.5, 13.6, 14.5, 14.6, 15.6, 15.7, 16.6, 16.7, 17.5, 17.6, 18.3, 18.4, 19.6, 19.7, 20.2, 20.3, 21.6, 21.7, 22.4, 22.5, 23.5, 23.6, 24.4, 24.5, 25.6-8, 26.5, 26.7, 26.8, 27.7, 27.8, 28.6, 28.7, 29.5, 29.7, 29.8, 30.6, 30.7, 31.5, 31.7, 31.8, 32.7, 32.8, 33.7, 33.8, 34.6, 34.7, 35.5, 35.7, 35.8, 36.7, 36.8, 37.5-8, 38.6, 38.7, 39.6, 39.7, 40.6, 40.7, 41.4, 41.5, 42.5, 42.6, 43.7, 43.8, 44.5, 44.6, 45.5, 45.6, 46.6, 46.7, 47.6, 47.7, 48.6, 48.7, 49.5, 49.6, 50.6-8, 51.5, 51.6, 52.6, 52.8, 52.9, 53.6, 53.7, 54.6, 54.7, 55.7, 55.8, 56.8, 56.9, 57.7, 57.8, 58.6, 58.7, 59.6-8, 60.5, 60.6</p> <p>Reading Presentation Book B: (Lesson.Exercise) 61.7, 61.8, 62.5, 62.6, 63.5, 63.6, 64.5, 64.7, 64.8, 65.6, 65.7, 66.5, 66.6, 67.4, 67.5, 68.4, 68.5, 69.5, 69.6, 70.5, 70.6, 71.5, 71.6, 72.5, 72.6, 73.4, 73.5, 74.5, 74.6, 75.6, 75.7, 76.6-9, 77.6, 77.7, 78.1, 78.2, 79.3, 79.4, 80.3, 80.4, 81.7, 81.8, 82.6, 82.7, 83.5, 83.6, 84.5, 84.6, 85.4, 85.5, 86.6, 87.7, 87.8, 88.7, 88.8, 89.6, 89.7, 90.7, 90.8, 91.6, 91.8, 91.9, 92.7, 92.9, 92.10, 93.7, 93.8, 94.7, 94.8, 95.7, 95.8, 96.5, 96.6, 97.6, 97.8, 97.9, 98.7, 98.8, 99.8, 99.9, 100.5-7, 101.8, 101.9, 102.7, 102.8, 103.6, 103.7, 104.6, 104.7, 105.6, 105.7, 106.6, 106.8, 106.9, 107.6, 107.7, 108.7, 108.8, 109.7, 109.8, 110.6, 110.7, 111.7, 111.8, 112.7, 112.8, 113.8, 113.9, 114.6, 114.7, 115.7, 115.8, 116.8, 116.9, 117.6, 117.7, 118.5, 118.6, 119.5, 119.6, 120.4-6</p> <p>Reading Textbook A: (Lesson.Exercise) 1.C, 1.D, 2.C, 3.C, 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.D, 18.C, 19.D, 20.A, 21.C, 22.C, 23.C, 24.C, 25.C, 26.C, 27.C, 28.C, 29.C, 29.D, 30.C, 31.C, 32.C, 33.C, 34.C, 35.C, 36.C, 37.C, 37.D, 38.C, 39.C, 40.C, 41.C, 42.C, 43.C, 44.C, 45.C, 46.C, 47.C, 48.C, 49.C, 50.C, 51.C, 52.C, 52.D, 53.C, 54.C, 55.C, 56.C, 57.C, 58.C, 59.C, 60.C</p> <p>Reading Textbook B: (Lesson.Exercise) 61.C, 62.C, 63.C, 64.C, 64.D, 65.C, 66.C, 67.C, 68.C, 69.C, 70.C, 71.C, 72.C, 73.C, 74.C, 74.D, 75.D, 76.C, 76.D, 77.D, 78.A, 79.A, 80.A, 81.C, 82.C, 83.C, 84.C, 85.C, 86.D, 87.D, 88.D, 89.D, 90.D, 91.C, 91.D, 92.D, 92.E, 93.C, 94.C, 95.C, 96.C, 97.D, 97.E, 98.D, 99.D, 100.C, 101.D, 102.D, 103.D, 104.C, 105.C, 106.D, 106.E, 107.D, 108.D, 109.C, 110.C, 111.C, 112.D, 113.D, 114.D, 115.D, 116.D, 117.C, 118.C, 119.C, 120.C</p> <p>Literature Anthology/Literature Guide: Lessons 1-12</p>

<p>2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes.</p> <p>Language Presentation Book: (Lesson.Exercise) 1.5, 2.5, 2.6, 3.5, 3.6, 4.4, 4.5, 5.4, 6.4, 6.5, 7.4, 7.5, 8.4, 9.3, 9.4, 10.3, 10.4, 11.4, 12.3, 12.4, 13.4, 13.5, 14.3, 15.4, 16.3, 17.4</p> <p>Language Textbook: (Lesson.Exercise) 1.D, 2.C, 2.D, 3.D, 3.E, 4.D, 4.E, 5.G, 6.D, 6.E, 7.C, 7.D, 8.C, 9.C, 9.D, 10.B, 10.C, 11.D, 12.D, 12.E, 13.D, 13.E, 14.C, 15.C, 16.C, 17.D</p> <p>Lesson Connections: (Lesson.Part.Activity) 24.A.1, 24.A.2, 25.A.3, 39.A.1, 39.A.2, 41.A.4, 45.A.2, 45.A.3, 46.A.4, 55.A.2, 55.A.3, 56.A.4, 65.A.1, 65.A.3, 66.A.4, 75.A.2, 75.A.3, 76.A.4, 85.A.2, 85.A.3, 86.A.4, 95.A.2, 95.A.3, 96.A.4, 105.A.2, 1005.A.3, 106.A.4, 115.A.2, 115.A.3, 116.A.4, 119.A.1, 119.A.2</p> <p>Spelling Teacher Presentation Book: (Lesson.Exercise) 2.1, 3.1, 4.1, 5.1, 6.1, 8.1, 9.2, 12.3, 13.1, 14.1, 15.1, 16.2, 21.1, 22.1, 23.1, 23.2, 24.1, 24.2, 25.1, 25.2, 26.1, 26.2, 28.1, 28.2, 29.1, 31.1, 32.1, 33.1, 35.1, 41.1, 42.1, 46.1, 5.1, 55.1, 58.1, 72.1, 75.1, 77.1, 81.1, 83.1, 84.1, 85.1, 86.1, 86.1, 92.1, 95.1, 96.1, 98.1, 101.2, 105.1, 107.3, 108.2, 109.2</p>
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2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
(B) use context (e.g., in-sentence restatement) to determine or clarify the meaning of unfamiliar words or multiple meaning words.
Reading Presentation Book A: (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
Reading Presentation Book 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
Reading Textbook A: (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
Reading Textbook 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
Language Presentation Book: (Lesson.Exercise) 68.2, 69.2, 73.1, 83.3, 99.3, 101.4, 101.5, 102.3, 102.4
Language Textbook: (Lesson.Exercise) 68.C, 69.B, 73.A, 83.C, 94.C, 101.E, 101.F, 102.D, 102.E
Lesson Connections: (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
Literature Anthology/Literature Guide: Lessons 1-12

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

2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
(D) identify and explain the meaning of common idioms, adages, and other sayings.
Language Presentation Book: (Lesson.Exercise) 27.4, 28.4
Language Textbook: (Lesson.Exercise) 27.E, 28.F
Lesson Connections: (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

2. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciation, alternate word choices, and parts of speech of words.
Language Presentation Book: (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
Language Textbook: (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
Lesson Connections: (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

3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures.

Literature Anthology/Literature Guide: Lessons 1, 5, 6, 8, 9, 10, 11, 12

3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(B) describe the phenomena explained in origin myths from various cultures.

Reading Textbook 1: (Lesson.Exercise) 36.G

Research Projects

3. Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:

(C) explain the effect of a historical event or movement on the theme of a work of literature.

Reading Presentation Book A: (Lesson.Exercise) 4.6, 4.7, 5.6, 5.7, 6.5, 6.6, 7.5, 7.6, 8.5, 8.6, 9.4, 9.5, 10.5, 10.6, 11.5, 11.6, 12.4, 12.5, 13.5, 13.6, 14.5, 14.6, 15.6, 15.7, 16.6, 16.7, 17.5, 17.6, 18.3, 18.4, 19.6, 19.7, 20.2, 20.3, 22.4, 22.5, 23.5, 23.6, 24.4, 24.5, 25.6-8, 26.7, 26.8, 27.7, 27.8, 28.6, 28.7, 29.7, 29.8, 30.6, 30.7, 31.5, 31.7, 31.8, 32.7, 32.8, 33.7, 33.8, 34.6, 34.7, 35.7, 35.8, 36.7, 36.8

Reading Presentation Book B: (Lesson.Exercise) 87.7, 87.8, 88.7, 88.8, 89.6, 89.7, 90.7, 90.8

Reading Textbook A: (Lesson.Exercise) 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.D, 18.C, 19.D, 20.A, 22.C, 23.C, 24.C, 25.C, 26.D, 27.C, 28.C, 29.D, 30.C, 31.C, 31.D, 32.C, 33.C, 34.C, 35.D, 36.C

Reading Textbook B: (Lesson.Exercise) 87.E, 88.D, 89.D, 90.D

Activities Across the Curriculum: Activities 12, 22, 23, 24, 25, 26, 35

Literature Anthology/Literature Guide: Lessons 1, 2, 5, 6, 9, 10, 12

4. Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze how poets use sound effects (e.g., alliteration, internal rhyme, onomatopoeia, rhyme scheme) to reinforce meaning in poems.

Reading Presentation Book A: (Lesson.Exercise) 51.5, 51.6, 51.7, 52.5, 60.5, 60.6

Reading Presentation Book B: (Lesson.Exercise) 74.6, 74.7, 75.6, 75.7, 75.8, 76.5, 86.6

Reading Textbook A: (Lesson.Exercise) 51.C, 60.C

Reading Textbook B: (Lesson.Exercise) 74.D, 75.D, 86.D

Activities Across the Curriculum: Activities 11, 21

5. Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the similarities and differences between an original text and its dramatic adaptation.

Activities Across the Curriculum: Activity 13

6. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.
Reading Presentation Book A: (Lesson.Exercise) 1.9, 2.6, 3.6, 5.6, 5.7, 6.5, 7.5, 8.6, 10.5, 10.6, 11.5, 12.4, 15.6, 17.6, 18.4, 19.5, 20.2, 22.5, 23.6, 29.5, 29.7, 30.7, 31.5, 32.8, 37.6, 46.7, 51.5, 55.8, 60.5 Reading Presentation Book B: (Lesson.Exercise) 61.7, 67.5, 68.5, 70.6, 71.6, 74.6, 75.7, 77.7, 86.6, 97.6, 101.9, 108.8 Reading Textbook A: (Lesson.Exercise) 1.D, 2.C, 3.C, 5.C, 6.C, 7.C, 8.C, 10.C, 11.C, 12.C, 16.C, 17.D, 18.C, 19.D, 20.A, 22.C, 23.C, 29.C, 29.D, 30.C, 31.C, 32.C, 37.D, 46.C, 51.C, 55.C, 60.C Reading Textbook B: (Lesson.Exercise) 61.C, 67.C, 70.C, 71.C, 74.D, 75.D, 77.D, 86.D, 97.D, 101.D, 108.D Language Presentation Book: (Lesson.Exercise) 109.3, 110.3, 112.2, 112.3, 113.2, 118.1, Project 5, Project 8 Language Textbook: (Lesson.Exercise) 109.D, 110.E, 112.B, 112.C, 113.B, 118.A Literature Anthology/Literature Guide: Lessons 1-12

6. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
(B) explain the roles and functions of characters in various plots, including their relationships and conflicts.
Reading Presentation Book A: (Lesson.Exercise) 3.7, 5.7, 6.5, 6.6, 7.5, 7.6, 8.6, 9.5, 10.5, 11.5, 12.4, 12.5, 13.5, 13.6, 14.5, 14.6, 15.7, 16.6, 16.7, 17.5, 18.3, 18.4, 19.6, 19.7, 20.3, 22.5, 23.6, 24.5, 26.8, 27.8, 28.7, 29.7, 30.7, 32.8, 34.7, 35.8, 37.8, 39.7, 40.7, 41.5, 42.6, 43.8, 44.6, 46.7, 47.7, 49.6, 50.7, 50.8, 52.9, 53.7, 54.7, 55.8, 56.9, 57.8, 58.7, 59.7 Reading Presentation Book B: (Lesson.Exercise) 61.8, 62.6, 63.6, 65.7, 66.6, 67.5, 68.5, 69.6, 70.6, 71.6, 73.5, 74.6, 75.7, 76.9, 78.2, 79.4, 80.4, 81.8, 82.7, 83.6, 84.6, 85.5, 91.9, 92.10, 93.8, 94.8, 95.8, 97.9, 98.8, 99.9, 100.6, 100.7, 101.9, 102.8, 104.7, 105.7, 106.9, 107.7, 108.8, 109.8, 110.7, 111.8, 112.8, 113.9, 114.7, 116.9, 117.7, 118.6, 119.7, 120.5, 120.6 Reading Textbook A: (Lesson.Exercise) 3.C, 5.C, 6.C, 7.C, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.D, 18.C, 19.D, 20.Q, 22.C, 23.C, 24.C, 26.D, 27.C, 28.C, 29.D, 30.C, 32.C, 34.C, 35.D, 37.D, 38.C, 39.C, 40.C, 41.C, 42.C, 43.C, 44.C, 46.C, 47.C, 49.C, 50.C, 52.D, 53.C, 54.C, 55.C, 56.C, 57.C, 58.C, 59.C Reading Textbook B: (Lesson.Exercise) 61.C, 62.C, 63.C, 65.C, 66.C, 67.C, 68.C, 69.C, 70.C, 721.C, 73.C, 74.D, 75.D, 76.D, 78.A, 79.A, 80.A, 81.C, 82.C, 83.C, 84.C, 85.C, 91.D, 92.D, 93.C, 94.C, 95.C, 97.E, 98.D, 99.D, 100.C, 101.D, 102.D, 104.C, 105.C, 106.E, 107.D, 108.D, 109.C, 110.C, 111.C, 112.D, 113.D, 114.D, 116.D, 117.C, 118.C, 119.C, 1120.C Activities Across the Curriculum: Activities 4, 10, 13, 35, 38 Literature Anthology/Literature Guide: Lessons 1-12

6. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
(C) explain different forms of third-person points of view in stories.
Reading Presentation Book A: (Lesson.Exercise) 3.7 Reading Textbook A: (Lesson.Exercise) 3.C Activities Across the Curriculum: Activity 24 Literature Anthology/Literature Guide: Lesson 9

7. Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in biographies and autobiographies, including how authors present major events in a person's life.
Reading Presentation Book B: (Lesson.Exercise) 76.8, 76.9, 77.6, 77.7, 78.1, 78.2, 79.3, 79.4, 80.3, 80.4, 91.7, 81.8, 82.6, 82.7 Reading Textbook B: (Lesson.Exercise) 76.D, 77.D, 78.A, 79.A, 80.A, 81.C, 82.C

8. Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to evaluate the impact of sensory language, imagery, and figurative language in literary text.

Reading Presentation Book A: (Lesson.Exercise) 39.4, 40.4, 43.5, 45.4, 46.4, 47.4, 48.4, 49.3, 50.4, 51.4, 52.4, 59.4, 60.4

Reading Presentation Book B: (Lesson.Exercise) 88.5, 89.5, 90.5

Reading Textbook A: (Lesson.Exercise) 39.D, 40.D, 43.D, 45.D, 46.D, 47.D, 48.D, 49.D, 50.D, 51.D, 52.D, 59.D, 60.D

Reading Textbook B: (Lesson.Exercise) 88.E, 89.C, 90.E

Language Presentation Book: (Lesson.Exercise) 21.3, 22.3, 23.4, 24.4, 24.5, 25.4, 26.4, 26.5, 27.4, 28.4, 28.5

Language Textbook: (Lesson.Exercise) 2.B, 22.C, 23.C, 24.D, 24.E, 25.C, 26.D, 26.E, 27.E, 28.F, 28.G

Lesson Connections: (Lesson.Part.Activity) 42.A.1, 43.Q.1, 43.A.2, 44.A.3, 52.A.1, 52.A.2, 53.A.3, 67.A.1, 67.A.2, 68.A.3, 78.A.1, 78.A.2, 79.A.3, 87.A.1, 87.A.2, 88.A.3, 91.A.2, 92.A.3, 107.A.1, 107.A.2, 108.A.3

Activities Across the Curriculum: Activities 6, 8, 21

Literature Anthology/Literature Guide: Lessons 1-12

9. Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and summarize or paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).

Literature Anthology/Literature Guide: Lessons 1-2; Bibliography of Correlated Trade Literature

10. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to draw conclusions from the information presented by an author and evaluate how well the author’s purpose was achieved.

Reading Presentation Book A: (Lesson.Exercise) 4.6, 4.7, 5.6, 5.7, 6.5, 6.6, 7.5, 7.6, 8.5, 8.6, 9.4, 9.5, 10.5, 10.6, 11.5, 11.6, 12.4, 12.5, 13.5, 13.6, 14.5, 14.6, 15.6, 15.7, 16.6, 16.7, 17.5, 17.6, 18.3, 18.4, 19.6, 19.7, 20.2, 20.3, 22.4, 22.5, 23.5, 23.6, 24.4, 24.5, 25.6-8, 26.7, 26.8, 27.7, 27.8, 28.6, 28.7, 29.7, 29.8, 30.6, 30.7, 31.5, 31.7, 31.8, 32.7, 32.8, 33.7, 33.8, 34.6, 34.7, 35.7, 35.8, 36.7, 36.8

Reading Presentation Book B: (Lesson.Exercise) 87.7, 87.8, 88.7, 88.8, 89.6, 89.7, 90.7, 90.8

Reading Textbook A: (Lesson.Exercise) 4.C, 5.C, 6.C, 7.C, 8.C, 9.C, 10.C, 11.C, 12.C, 13.C, 14.C, 15.C, 16.C, 17.D, 18.C, 19.D, 20.A, 22.C, 23.C, 24.C, 25.C, 26.D, 27.C, 28.C, 29.D, 30.C, 31.C, 31.D, 32.C, 33.C, 34.C, 35.D, 36.C

Reading Textbook B: (Lesson.Exercise) 87.E, 88.D, 89.D, 90.D

Activities Across the Curriculum: Activities 12, 22, 23, 24, 25, 26, 35

Literature Anthology/Literature Guide: Lessons 1, 2, 5, 6, 9, 10, 12

<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:</p>
<p>(A) summarize the main idea and supporting details in text in ways that maintain meaning and logical order.</p>
<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Language Textbook: (Lesson.Exercise) 29.A, 31.A, 33.A, 35.A, 37.B, 39.A, 68.D</p> <p>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</p> <p>Activities Across the Curriculum: Activities 10, 17, 18, 19, 20, 32, 34, 37</p> <p>Research Projects</p> <p>Literature Anthology/Literature Guide: Lessons 1-12</p>

<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:</p>
<p>(B) determine facts in texts and verify them through established methods.</p>
<p>Language Presentation Book: (Lesson.Exercise) 18.4, 19.4</p> <p>Language Textbook: (Lesson.Exercise) 18.D, 19.F</p>

<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:</p>
<p>(C) analyze how the organizational pattern of a text (e.g., cause-and-effect, compare-and-contrast, sequential order, logical order, classification scheme) influences the relationships among the ideas.</p>
<p>Reading Presentation Book A: (Lesson.Exercise) 21.6, 21.7, 26.5, 37.5</p> <p>Reading Presentation Book B: (Lesson.Exercise) 74.5, 76.8, 77.7, 87.7, 87.8, 88.8, 89.7, 94.5, 95.5, 106.6</p> <p>Reading Textbook A: (Lesson.Exercise) 21.C, 26.C, 37.C</p> <p>Reading Textbook B: (Lesson.Exercise) 74.C, 76.B, 77.D, 87.D, 88.D, 89.D, 94.D, 95.D, 106.D</p> <p>Language Presentation Book: (Lesson.Exercise) 90.1, 91.1, 93.1</p> <p>Language Textbook: (Lesson.Exercise) 90.A, 90.B, 91.A, 93.A31.B.1, 32.B.1, 33.B.1, 34.B.1</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:
(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, 87.E, 91.E, 92.F, 93.D, 100.D, 101.E Language Presentation Book: (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 Language Textbook: (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 Activities Across the Curriculum: Lessons 2, 7, 12, 13, 15, 16, 18, 19, 20, 22, 23, 28, 32, 33, 34, 37, 38 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

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:
(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar of different genres.
Reading Presentation Book B: (Lesson.Exercise) 76.6, 87.8 Reading Textbook B: (Lesson.Exercise) 76.C, 87.D Lesson Connections: (Lesson.Part.Activity) 41.B.1, 42.B.1, 43.B.1, 44.B.1, 51.B.1, 52.B.1, 76.B.1, 77.B.1, 78.B.1, 79.B.1, 81.B.2, 82.B.1, 83.B.1, 84.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 Literature Anthology/Literature Guide: Lessons 1-12

12. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
(A) identify the author’s viewpoint or position and explain the basic relationships among ideas (e.g., parallelism, comparison, causality) in the argument.
Reading Presentation Book A: (Lesson.Exercise) 1.8, 29.5, 52.6 Reading Presentation Book B: (Lesson.Exercise) 61.7, 61.8 Reading Textbook A: (Lesson.Exercise) 1.C, 29.C, 52.C Reading Textbook B: (Lesson.Exercise) 61.C Activities Across the Curriculum: Activity 17 Literature Anthology/Literature Guide: Lessons 7, 8, 9, 10, 1, 12

12. Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
(B) recognize exaggerated, contradictory, or misleading statements in text.
Language Presentation Book: (Lesson.Exercise) 43.1, 45.1, 46.1, 47.2, 99.1, 101.2, 104.3, 105.3 Language Textbook: (Lesson.Exercise) 43.A, 45.A, 47.C, 99.A, 101.C, 104.C, 105.D

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:
(A) interpret details from procedural text to complete a task, solve a problem, or perform procedures.
Reading Presentation Book A: (Lesson.Exercise) 20.2, 20.3, 54.7 Reading Textbook A: (Lesson.Exercise) 20.A, 54.C Language Presentation Book: (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 Language Textbook: (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 Research Projects

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) interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
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, 87.E, 91.E, 92.F, 93.D, 100.D, 101.E Language Presentation Book: (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 Language Textbook: (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 Activities Across the Curriculum: Lessons 2, 7, 12, 13, 15, 16, 18, 19, 20, 22, 23, 28, 32, 33, 34, 37, 38 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

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:
(A) explain how messages conveyed in various forms of media are presented differently (e.g., documentaries, online information, televised news).
Reading Presentation Book A: (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 Reading Presentation Book 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 Reading Textbook A: (Lesson.Exercise) 1.C, 1.D, 2.C, 3.C, 4.C, 29.C, 29.D, 30.C, 57.C, 58.C, 59.C Reading Textbook 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 Activities Across the Curriculum: Activities 17, 25, 31 Literature Anthology/Literature Guide: Lessons -12

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) consider the difference in techniques used in media (e.g., commercials, documentaries, news).
Language Presentation Book: Project 9, Project 10 Activities Across the Curriculum: Activities 25, 30, 31

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:
(C) identify the point of view of media presentations.
This concept is not covered at this level.

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:

(D) analyze various digital media venues for levels of formality and informality.

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:

(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis of controlling idea.

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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H

Reading Textbook 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

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

Activities Across the Curriculum: Lessons 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38

Research Projects

Literature Anthology/Literature Guide: Lessons 1-12

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) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H

Reading Textbook 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

Language Presentation Book: (Lesson.Exercise) 21.1, 22.4, 26.1, 30.1, 32.1, 34.2, 37.2, 39.2, 68.3, 89.1

Language Textbook: (Lesson.Exercise) 22.D, 26.A, 30.A, 32.A, 34.B, 37.B, 39.A, 68.D

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

Activities Across the Curriculum: Lessons 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38

Research Projects

Literature Anthology/Literature Guide: Lessons 1-12

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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H

Reading Textbook 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

Language Presentation Book: (Lesson.Exercise) 4.3, 5.2, 13.2, 14.2, 15.3, 16.2, 17.2, 18.3, 23.2, 36.3, 37.1, 42.2, 43.3, 44.2, 46.6, 48.1, 48.3, 50.2, 51.2, 53.2, 53.3, 58.3, 63.2, 73.2, 74.3, 77.3, 81.3, 87.1, 88.2, 88.3, 89.2, 95.2, 96.2, 102.2, 103.3, 116.3, 117.4, 118.3, 119.3, 120.2, 121.3; Project 3, Project 6

Language Textbook: (Lesson.Exercise) 4.B, 5.A, 13.B, 14.B, 15.B, 16.B, 17.B, 18.C, 23.A, 36.B, 37.A, 42.B, 43.B, 44.B, 46.D, 48.A, 48.D, 50.B, 50.C, 51.A, 53.B, 53.C, 58.D, 63.A, 73.B, 74.C, 77.C, 81.D, 87.A, 88.B-D, 89.B, 95.C, 95.F, 96.B, 96.C, 102.C, 103.B, 116.C, 117.D, 118.C, 119.E, 120.B, 121.C

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

Activities Across the Curriculum: Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38

Research Projects

Literature Anthology/Literature Guide: Lessons 1-12

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

(D) edit drafts for grammar, mechanics, and spelling.

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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H

Reading Textbook 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

Language Presentation Book: (Lesson.Exercise) 2.3, 3.1, 4.1, 7.3, 11.1, 11.3, 12.1, 16.2, 17.2, 18.3, 19.1, 19.2, 21.2, 25.1-3, 26.3, 27.3, 28.3, 29.3, 31.3, 32.3, 35.3, 36.3, 37.1, 38.2, 38.3, 39.3, 41.1, 42.2, 42.3, 45.3, 47.1, 48.1, 48.2, 49.3, 51.3, 54.5, 54.6, 55.3, 55.4, 56.2-4, 57.4, 58.1, 61.2, 62.2, 64.2, 65.5, 66.3-5, 67.3, 67.4, 68.4, 69.4, 70.3, 70.4, 71.4, 72.2, 72.4, 73.4, 74.1, 74.3, 75.2, 75.3, 76.2, 76.3, 77.3, 77.4, 78.2, 78.4, 78.5, 79.4, 79.5, 81.1.4, 82.1, 82.2, 83.2, 83.4, 83.5, 84.2, 84.4, 84.5, 85.2, 85.4, 86.1, 87.1, 87.3, 88.3, 88.4, 89.4, 90.4, 91.4, 92.3, 93.3, 94.3, 95.1, 95.2, 99.2, 103.3, 105.2, 108.1, 109.1, 110.1, 111.2, 112.1, 113.1, 116.1, 117.1, 118.2, 121.1, 122.1, 122.3, 123.2

Language Textbook: (Lesson.Exercise) 2.A, 7.B, 11.A, 11.C, 12.AA, 12.B, 16.B, 17.B, 18.C, 19.A-D, 21.A, 25.A, 25.B, 27.D, 28.C-E, 29.C, 31.C, 32.C, 35.C, 36.B, 37.A, 38.A-C, 39.B, 41.A, 42.B, 42.C, 45.E, 47.A, 48.A-C, 49.A, 51.B, 54.D, 54.E, 55.C-E, 56.B-D, 57.C, 58.A, 61.B, 62.B, 64.B, 64.C, 65.F, 66.C-E, 67.D, 67.E, 68.E, 69.D, 70.D, 70.E, 71.D, 72.B, 72.D, 73.E, 74.A, 74.C, 75.B, 75.C, 76.B-D, 77.C, 77.D, 78.B, 78.D, 78.E, 79.E, 79.F, 81.F, 82.A, 82.B, 83.A, 83.D, 83.E, 84.A, 84.B, 84.D, 84.E, 85.B, 85.D, 86.A, 87.A, 87.D, 88.C-F, 89.D, 90.E, 91.E, 92.C, 93.C, 94.B, 95.A-D, 99.B, 103.B, 105.C, 108.A, 108.B, 109.A, 110.A, 111.B, 111.C, 112.A, 113.A, 116.A, 117.A, 118.B, 121.A, 122.A, 122.D, 123.D

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

15. Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H Reading Textbook 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 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 Activities Across the Curriculum: Lessons 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

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:
(A) write imaginative stories that include:
(i) a clearly defined focus, plot, and point of view.
Reading Presentation Book A: (Lesson.Exercise) 6.8, 8.8 Reading Textbook A: (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 Reading Textbook 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 Activities Across the Curriculum: Activity 26 Literature Anthology/Literature Guide: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

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:
(A) write imaginative stories that include:
(ii) a specific, believable setting created through the use of sensory details.
Reading Presentation Book A: (Lesson.Exercise) 6.8, 8.8 Reading Textbook A: (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 Reading Textbook 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 Activities Across the Curriculum: Activity 26 Literature Anthology/Literature Guide: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

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:
(A) write imaginative stories that include:
(iii) dialogue that develops the story.
Reading Presentation Book A: (Lesson.Exercise) 6.8, 8.8 Reading Textbook A: (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 Reading Textbook 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 Activities Across the Curriculum: Activity 26 Literature Anthology/Literature Guide: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

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) write poems using:
(i) poetic techniques (e.g., alliteration, onomatopoeia).
Reading Textbook A: (Lesson.Exercise) 51.F, 60.H Reading Textbook B: (Lesson.Exercise) 79.E, 86.G, 111.G Activities Across the Curriculum: Activities 11, 21

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) write poems using:
(ii) figurative language (e.g., similes, metaphors).
Reading Textbook A: (Lesson.Exercise) 51.F, 60.H Reading Textbook B: (Lesson.Exercise) 79.E, 86.G, 111.G Activities Across the Curriculum: Activities 11, 21

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) write poems using:
(iii) graphic elements (e.g., capital letters, line length).
Reading Textbook A: (Lesson.Exercise) 51.F, 60.H Reading Textbook B: (Lesson.Exercise) 79.E, 86.G, 111.G Activities Across the Curriculum: Activities 11, 21

17. Writing. Students write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.
Reading Textbook 1: (Lesson.Exercise) 14.F, 22.G, 39.G, 54.H Reading Textbook 2: (Lesson.Exercise) 107.G, 109.G, 115.G, 116.H Activities Across the Curriculum: Activity 13 Literature Anthology/Literature Guide: Lessons 3, 4, 7 Research Projects

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:
(A) create multi-paragraph essays to convey information about the topic that:
(i) present effective introductions and concluding paragraphs.
Reading Presentation Book A: (Lesson.Exercise) 1.12 Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36 Research Projects

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:
(A) create multi-paragraph essays to convey information about the topic that:
(ii) guide and inform the reader’s understanding of key ideas and evidence.
Reading Presentation Book A: (Lesson.Exercise) 1.12 Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36 Research Projects

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:
(A) create multi-paragraph essays to convey information about the topic that:
(iii) include specific facts, details, and examples in an appropriately organized structure.
Reading Presentation Book A: (Lesson.Exercise) 1.12 Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36 Research Projects

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:
(A) create multi-paragraph essays to convey information about the topic that:
(iv) use a variety of sentence structures and transitions to link paragraphs.
Reading Presentation Book A: (Lesson.Exercise) 1.12 Reading Textbook A: (Lesson.Exercise) 1.F, 20.D, 26.G Reading Textbook B: (Lesson.Exercise) 71.F, 101.G, 114.H Activities Across the Curriculum: Lessons 5, 12, 13, 14, 17, 20, 23, 31, 36 Research Projects

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) 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).
Reading Textbook 1: (Lesson.Exercise) 46.H, 47.H Reading Textbook 2: (Lesson.Exercise) 64.I, 81.F, 93.G Activities Across the Curriculum: Activity 24 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 specific audiences for specific purposes. Students are expected to:
(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding.
Reading Textbook A: (Lesson.Exercise) 18.F, 19.G, 27.F, 28.G, 35.I, 38.H, 44.G
Reading Textbook B: (Lesson.Exercise) 66.H, 73.F, 97.H, 1004.G, 105.G, 106.H, 112.H, 118.G, 119.F, 120.G
Language Presentation Book: (Lesson.Exercise) 110.3, 112.2, 113.2, 118.1
Language Textbook: (Lesson.Exercise) 110.E, 110.F, 112.E, 113.B, 118.A
Literature Anthology/Literature Guide: Lessons 1-12

19. Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.
Language Presentation Book: Project 9, Project 10
Activities Across the Curriculum: Activities 14, 25, 30

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(i) verbs (irregular verbs and active voice).
Language Presentation Book: (Lesson.Exercise) 12.1, 25.3, 75.2, 75.3, 76.3, 78.4, 79.4, 79.5, 81.4, 82.2
Language Textbook: (Lesson.Exercise) 12.A, 25.B, 75.B, 75.C, 76.D, 78.D, 79.E, 79.F, 81.F, 82.B

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(ii) collective nouns (e.g., class, public).
This concept is not covered at this level.

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(iii) adjectives (e.g., descriptive, including origins: French windows, American cars and their comparative and superlative forms (e.g., good, better, best)).
Language Presentation Book: (Lesson.Exercise) 19.2, 21.2, 54.5, 84.4, 84.5, 85.4, 111.2, 113.1, 117.1, 121.1, 122.1
Language Textbook: (Lesson.Exercise) 19.C, 21.A, 54.D, 84.D, 84.E, 85.D, 111.B, 113.A, 117.A, 1121.A, 122.A
Activities Across the Curriculum: Activities 6, 20, 28
Research Projects

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(iv) adverbs (e.g., frequency: usually, sometimes: intensity: almost, a lot).
Language Presentation Book: (Lesson.Exercise) 86.1, 87.3, 112.4, 112.5, 113.4, 113.5
Language Textbook: (Lesson.Exercise) 86.A, 87.D, 112.D, 112.E, 113.D, 113.E

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details.
Language Presentation Book: (Lesson.Exercise) 88.4, 89.4
Language Textbook: (Lesson.Exercise) 88.F, 89.D

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(vi) indefinite pronouns (e.g., all, both, nothing, anything).
Language Presentation Book: (Lesson.Exercise) 106.2
Language Textbook: (Lesson.Exercise) 106.D

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(vii) subordinating conjunctions (e.g., while, because, although, if).
Language Presentation Book: (Lesson.Exercise) 102.1, 103.2, 105.1, 109.3, 114.3, 114.4, 115.3
Language Textbook: (Lesson.Exercise) 102.A, 103.A, 105.A, 105.B, 109.D, 114.E, 114.F, 115.C

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
(viii) transitional words (e.g., also, therefore).
Language Presentation Book: (Lesson.Exercise) 112.4, 112.5, 113.4, 113.5, 114.3, 114.4, 115.3
Language Textbook: (Lesson.Exercise) 112.D, 112.E, 113.D, 113.E, 114.E, 114.F, 115.C
Activities Across the Curriculum: Lesson 5

20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:
(B) use the complete subject and the complete predicate in a sentence.
Language Presentation Book: (Lesson.Exercise) 1.1, 1.3, 2.1, 2.2, 3.3, 8.1, 11.1, 56.4, 57.4, 94.3
Language Textbook: (Lesson.Exercise) 1.A, 11.A, 56.D, 57.C, 94.B

<p>20. Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standard with greater complexity. Students are expected to:</p>
<p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>
<p>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</p> <p>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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H</p> <p>Reading Textbook 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</p> <p>Language Presentation Book: (Lesson.Exercise) 1.4, 2.4, 3.2, 3.4, 4.2, 5.1, 5.3, 6.1, 6.3, 7.1, 7.2, 8.3, 9.2, 9.5, 10.5, 11.3, 13.1, 16.1, 17.1, 18.1, 19.1, 21.4, 24.3, 26.2, 27.1-3, 28.1, 29.2, 30.2, 30.3, 31.2, 32.2, 33.2, 34.3, 35.2, 36.1, 39.3, 42.3, 44.3, 54.2, 58.3, 59.3, 61.4, 67.2, 70.2, 72.3, 90.1, 91.1, 92.1, 93.1-3, 94.4, 95.1, 96.3, 97.2, 101.1, 104.1, 107.1, 116.3, 121.4, 122.3, 123.2, 123.3, 124.3, 124.4</p> <p>Language Textbook: (Lesson.Exercise) 1.B, 2.B, 3.A, 3.C, 4.A, 5.B, 6.A, 6.C, 7.A, 9.B, 9.E, 10.D, 11.C, 13.A, 16.A, 17.A, 18.A, 19.A, 21.C, 24.C, 26.B, 27.A-D, 28.A, 29.B, 30.B, 30.C, 31.B, 32.B, 33.B, 34.C, 35.B, 36.A, 39.B, 42.C, 44.C, 54.A, 58.D, 59.C, 61.E, 67.B, 70.C, 72.C, 90.A, 90.B, 91.A, 92.A, 93.A-C, 94.C, 95.A, 95.B, 96.D, 97.A, 101.A, 101.B, 104.A, 107.A, 116.C, 121.D, 122.D, 123.D-F, 124.B, 124.C</p> <p>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</p> <p>Activities Across the Curriculum: Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38</p> <p>Research Projects</p> <p>Literature Anthology/Literature Guide: Lessons 1-12</p>

<p>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:</p>
<p>(A) use capitalization for:</p>
<p>(i) abbreviations.</p>
<p>This concept is not covered at this level.</p>

<p>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:</p>
<p>(A) use capitalization for:</p>
<p>(ii) initials and acronyms.</p>
<p>This concept is not covered at this level.</p>

<p>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:</p>
<p>(A) use capitalization for:</p>
<p>(iii) organizations.</p>
<p>Language Presentation Book: (Lesson.Exercise) 62.4, 64.4</p> <p>Language Textbook: (Lesson.Exercise) 62.D, 64.E</p>

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) recognize and use punctuation marks including:
(i) commas in compound sentences.
Language Presentation Book: (Lesson.Exercise) 90.4, 95.1, 95.3, 96.3, 97.2, 122.3, 123.2, 123.3, 124.3, 124.4
Language Textbook: (Lesson.Exercise) 90.E, 95.A, 95.E, 96.D, 97.A, 122.D, 123.D, 123.E, 123.F, 124.B, 124.C

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) recognize and use punctuation marks including:
(ii) proper punctuation and spacing for quotations.
Language Presentation Book: (Lesson.Exercise) 107.4, 108.4, 109.4
Language Textbook: (Lesson.Exercise) 107.E, 108.G, 109.E
Activities Across the Curriculum: Lesson 26
Literature Anthology/Literature Guide: Lessons 3, 4

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:
(C) use proper mechanics including italics and underlining for titles and emphasis.
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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H
Reading Textbook 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
Language Presentation Book: (Lesson.Exercise) 8.3, 9.1, 10.2, 12.2, 13.3, 14.1, 15.2, 16.2, 22.2, 38.5, 38.6, 70.3, 70.4, 71.4, 94.2, 95.3, 96.4, 97.3, 98.3, 103.4, 104.4, 105.4, 106.4, 107.4, 108.4, 109.4, 110.4, 111.4, 123.3, 124.3, 124.4
Language Textbook: (Lesson.Exercise) 8.A, 9.A, 10.A, 12.C, 13.C, 14.A, 15.A, 22.B, 38.D, 38.E, 70.D, 70.E, 71.D, 94.A, 95.E, 96.E, 97.B, 98.D, 103.C, 104.D, 105.E, 106.F, 107.E, 108.G, 109.E, 110.G, 111.F, 123.F, 124.B, 124.C
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

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell words with more advanced orthographic patterns and rules:
(i) consonant changes (e.g., /t/ to /sh/ in select, selection; /k/ to /sh/ in music, musician).
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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H
Reading Textbook 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
Spelling Teacher Presentation Book: (Lesson.Exercise) 1-120
Activities Across the Curriculum: Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38
Research Projects
Literature Anthology/Literature Guide: Lessons 1-12

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell words with more advanced orthographic patterns and rules:
(ii) vowel changes (e.g., long to short in crime, criminal; long to schwa in define, definition; short to schwa in legality, legal).
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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H Reading Textbook 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 Spelling Teacher Presentation Book: (Lesson.Exercise) 1-120 Activities Across the Curriculum: Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(A) spell words with more advanced orthographic patterns and rules:
(iii) silent and sounded consonants (e.g., haste, hasten; sign, signal; condemn, condemnation).
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, 49.G, 50.F, 51.F, 52.H, 53.H, 54.H, 55.H, 56.H, 57.H, 58.I, 59.G, 60.H Reading Textbook 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 Spelling Teacher Presentation Book: (Lesson.Exercise) 1-120 Activities Across the Curriculum: Activities 3, 5, 6, 7, 11, 12, 13, 14, 17, 20, 21, 23, 24, 25, 26, 28, 30, 31, 36, 38 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(B) spell words with:
(i) Greek roots (e.g., tele, photo, graph, meter).
Language Presentation Book: (Lesson.Exercise) 16.3, 17.4 Language Textbook: (Lesson.Exercise) 16.C, 17.D Lesson Connections: (Lesson.Part.Activity) 24.A.1, 25.A.3, 39.A.1, 39.A.2, 41.A.4, 45.A.2, 46.A.4, 55.A.22, 55.A.3, 56.A.4, 65.A.2, 65.A.3, 66.A.4, 75.A.2, 75.A.3, 85.A.2, 95.A.2, 105.A.2, 105.A.3, 106.A.4, 115.A.2, 119.A.1, 119.A.2 Student Practice CD

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(B) spell words with:
(ii) Latin roots (e.g., spec, scrib, rupt, port, ject, dict).
Language Presentation Book: (Lesson.Exercise) 16.3, 17.4 Language Textbook: (Lesson.Exercise) 16.C, 17.D Lesson Connections: (Lesson.Part.Activity) 76.A.4, 85.A.2, 85.A.3, 86.A.4, 95.A.2, 95.A.3, 96.A.4, 105.A.2, 115.A.2, 115.A.3, 116.A.4, 119.A.1, 119.A.2 Student Practice CD

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

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

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

22. Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
(D) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.
Language Presentation Book: (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
Language Textbook: (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
Lesson Connections: (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

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

23. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic.
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

23. Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
(B) generate a research plan for gathering relevant information about the major research question.
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

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.
Reading Textbook B: (Lesson.Exercise) 82.G Language Presentation Book: (Lesson.Exercise) 29.4, 30.4, 31.4, 32.4, 33.2, 34.4, 335.4, 36.4, 37.3, 48.4, 49.4, 50.3, 51.4, 52.4, 53.4 Language Textbook: (Lesson.Exercise) 29.D, 30.D, 31.D, 32.D, 33.C, 34.C, 35.D, 36.C, 37.C, 48.E, 49.C, 50.D, 51.D, 52.F, 53.D 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:
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes.
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:
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format.
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

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:
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
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

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.
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

25. Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:
(B) evaluate the relevance, validity, and reliability of sources for the research.
Reading Textbook B: (Lesson.Exercise) 82.G Language Presentation Book: (Lesson.Exercise) 29.4, 30.4, 31.4, 32.4, 33.2, 34.4, 335.4, 36.4, 37.3, 48.4, 49.4, 50.3, 51.4, 52.4, 53.4 Language Textbook: (Lesson.Exercise) 29.D, 30.D, 31.D, 32.D, 33.C, 34.C, 35.D, 36.C, 37.C, 48.E, 49.C, 50.D, 51.D, 52.F, 53.D 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

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:
(i) compiles important information from multiple sources.
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

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:
(ii) develops a topic sentence, summarizes findings, and uses evidence to support conclusions.
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

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:
(C) presents the findings in a consistent format.
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

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.
Reading Presentation Book A: (Lesson.Exercise) 85.6 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 Activities Across the Curriculum: Activities 1-38 Literature Anthology/Literature Guide: Lessons 1-12 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:
(B) follow, restate, and give oral instructions that include multiple action steps.
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 Activities Across the Curriculum: Activities 1-38 Literature Anthology/Literature Guide: Lessons 1-12

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:
(C) determine both main and supporting ideas in the speaker’s message.
Reading Presentation Book A: (Lesson.Exercise) 85.6 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 Activities Across the Curriculum: Activities 4, 10, 17, 27, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

28. Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to give organized presentations employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
Reading Presentation Book A: (Lesson.Exercise) 85.6 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 Activities Across the Curriculum: Activities 4, 10, 17, 27, 35 Research Projects Literature Anthology/Literature Guide: Lessons 1-12

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

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