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correlated to

Michigan English Language Arts Grade Level Content Expectations Grades 2-5



YOUR MICHIGAN GREAT SOURCE REPRESENTATIVES

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correlated to
Michigan English Language Arts
Grade Level Content Expectations
Second Grade

READING

Word Recognition, Word Study, Fluency

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>Phonetic Awareness</p> <p><i>Students will...</i></p> <p>R.WS.02.01 Demonstrate phonemic awareness by the wide range of sound manipulation competencies including sound blending and deletion.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 371-374</p> <p>Teacher's Edition: 371-374</p>
<p>R.WS.02.02 Recognize that words are composed of sounds blended together and carry meaning.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 371-374</p> <p>Teacher's Edition: 371-374</p>
<p>Phonics</p> <p><i>Students will...</i></p> <p>R.WS.02.04 Use structural cues to recognize and decode words with long and short vowels, consonant digraphs, and irregular vowels in isolation and in context including; letter-sound, onset and rimes, whole word chunks, word families, long and short vowels, digraphs <i>wh, ph</i>, irregular vowels <i>ei, ie, ea, ue</i>.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 368-374</p> <p>Teacher's Edition: 368-374</p>

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>Word Recognition</p> <p><i>Students will...</i></p> <p>R.WS.02.05 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with number of words that can be read fluently increasing steadily across the school year.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 410, 412, 414, 416 Teacher's Edition: 410, 412, 414, 416</p>
<p>R.WS.02.08 Use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.</p>	<p>Student Handbook: 368-374 Teacher's Edition: 84, 119, 255, 368-374</p>
<p>R.WS.02.09 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Handbook: 368-374 Teacher's Edition: 368-374</p>
<p>R.WS.02.10 Use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.</p>	<p>Student Handbook: 370-374 Teacher's Edition: 370-374</p>
<p>Vocabulary</p> <p><i>Students will...</i></p> <p>R.WS.02.11 In context, determine the meaning of words and phrases including, objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.</p>	<p>Student Handbook: 311 Teacher's Edition: 311</p>
<p>Fluency</p> <p><i>Students will...</i></p> <p>R.FL.02.01 Automatically recognize and fluently read identified grade-level high frequency words encountered in or out of context.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 410, 412, 414, 416 Teacher's Edition: 410, 412, 414, 416</p>

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>R.FL.02.02 Use punctuation cues (periods and question marks) when reading aloud with intonation, pauses, and emphasis.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 382, 384 Teacher's Edition: 382, 384</p>

Narrative Text

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>R.NT.02.01 Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 192-197, 209-211, 360 Teacher's Edition: 192-197, 209-211, 360</p>
<p>R.NT.02.02 Identify and describe the basic elements and purpose of a variety of narrative genre including, poetry, fantasy, legends, and drama.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 64-65, 70-73, 209, 218-227, 228-241 Teacher's Edition: 64-65, 70-73, 174, 209, 218-227, 228-241</p>
<p>R.NT.02.03 Identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 209-211, 359, 363 Teacher's Edition: 174, 209-211, 359, 363</p>
<p>R.NT.02.04 Identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thought and actions.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 170-179, 192-197 Teacher's Edition: 170-179, 192-197</p>
<p>R.NT.02.05 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>Student Handbook: 170-179 Teacher's Edition: 170-179</p>

I n f o r m a t i o n a l T e x t

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>R.IT.02.01 Identify and describe the basic form, features, and purpose of a variety of informational genre including simple “how-to” books, personal correspondence, science, and social studies magazines.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 98-101, 104-109, 182-191 Teacher’s Edition: 98-101, 104-109, 182-191</p>
<p>R.IT.02.02 Discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 98-101, 104-109, 182-191 Teacher’s Edition: 98-101, 104-109, 182-191</p>
<p>R.IT.02.03 Explain how authors use text features including boldface text, graphs, maps, diagrams, and charts to enhance the understanding of key and supporting ideas.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 182-191, 377-379 Teacher’s Edition: 182-191, 377-379</p>
<p>R.IT.02.04 Respond to individual and multiple texts by finding evidence, discussing, illustrating and/or writing to reflect, make connections, take a position, and/or show understanding.</p>	<p>Student Handbook: 164-169, 182-191 Teacher’s Edition: 164-169, 182-191</p>

C o m p r e h e n s i o n

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>R.CM.02.01 Make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.</p>	<p>Student Handbook: 164-169, 170-181, 182-191, 294 Teacher’s Edition: 164-169, 170-181, 182-191, 294, 538, 548, 550</p>
<p>R.CM.02.02 Retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text.</p>	<p>Student Handbook: 166, 173, 185, 359, 363 Teacher’s Edition: 166, 173, 174, 185, 359, 363</p>

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>R.CM.02.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.</p>	<p>Student Handbook: 192-197, 360 Teacher’s Edition: 192-197, 360</p>
<p>R.CM.02.04 Apply significant knowledge from grade level science, social studies, and mathematics texts.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 58-59, 90-91, 124-125, 156-157, 158-159 Teacher’s Edition: 58-59, 90-91, 124-125, 156-157, 158-159</p>

Metacognition

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>R.MT.02.01 Self-monitor comprehension by recognizing when meaning is breaking down and use strategies including making credible predictions to increase comprehension when reading or listening to text.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 166, 172-173, 185, 201, 294, 355, 362-365 Teacher’s Edition: 166, 172-173, 185, 201, 294, 355, 362-365</p>
<p>R.MT.02.02 Self-monitor comprehension by using strategies including constructing mental images, visually representing ideas in text, and asking questions before, during, and after reading.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 166, 172-173, 185, 201, 294, 355, 362-365 Teacher’s Edition: 166, 172-173, 185, 201, 294, 355, 362-365</p>
<p>R.MT.02.03 Self-monitor comprehension by re-reading or listening again if uncertain about meaning, making inferences, and summarizing the most important ideas and themes in a text.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 166, 172-173, 185, 201, 294, 355, 362-365 Teacher’s Edition: 166, 172-173, 185, 201, 294, 355, 362-365</p>
<p>R.MT.02.04 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 166, 172-173, 185, 201, 294, 355, 362-365, 370 Teacher’s Edition: 166, 172-173, 185, 201, 294, 355, 362-365, 370</p>

WRITING

Writing Genre

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.GN.02.01 Write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.</p>	<p>Student Handbook: 62-95, 208-217, 359, 363, 365</p> <p>Teacher's Edition: 62-95, 208-217, 359, 363, 365</p>
<p>W.GN.02.02 Approximate poetry based on reading a wide variety of grade-appropriate poetry.</p>	<p>Student Handbook: 228-241, 362</p> <p>Teacher's Edition: 198, 228-241, 362</p>
<p>W.GN.02.03 Write an informational piece including a magazine feature article using an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.</p>	<p>Student Handbook: 96-129, 359-362, 364-365, 377-379</p> <p>Teacher's Edition: 96-129, 291, 359-362, 364-365, 377-379</p>
<p>W.GN.02.04 Use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.</p>	<p>Student Handbook: 242-279, 280-283, 359-362, 364-365, 377-379</p> <p>Teacher's Edition: 242-279, 280-283, 289, 359-362, 364-365, 377-379</p>

Writing Process

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.PR.02.01 Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors' craft when writing a narrative or informational piece.</p>	<p>Student Handbook: 6, 9, 26-27, 66-67, 74-75, 100-101, 108-109, 262-267, 281, 288-289, 358-365, 366-367</p> <p>Teacher's Edition: 6, 9, 26-27, 66-67, 74-75, 100-101, 108-109, 262-267, 281, 288-289, 358-365, 366-367, 521</p>

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>W.PR.02.02 Develop a plan using a narrowed broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).</p>	<p>Student Handbook: 6, 9, 26-27, 66-67, 74-75, 100-101, 108-109, 262-267, 281, 288-289, 358-365</p> <p>Teacher’s Edition: 6, 9, 26-27, 66-67, 74-75, 100-101, 108-109, 262-267, 281, 288-289, 358-365, 504-514, 533, 544</p>
<p>W.PR.02.03 Draft focused ideas in written compositions using paragraph clusters, each containing a main idea and some supporting details.</p>	<p>Student Handbook: 76-81, 110-115, 174-177, 186-187, 196, 202, 268-273</p> <p>Teacher’s Edition: 76-81, 110-115, 174-177, 186-187, 196, 202, 268-273</p>
<p>W.PR.02.04 Write in first and third person based on genre type and purpose.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 50-61, 62-95, 95-129, 130-161, 162-205, 206-241, 242-283</p> <p>Teacher’s Edition: 50-61, 62-95, 95-129, 130-161, 162-205, 206-241, 242-283</p>
<p>W.PR.02.05 Draft a coherent piece with appropriate grammar, usage, mechanics, and temporary spellings.</p>	<p>Student Handbook: 7, 12, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 276, 283, 380-458</p> <p>Teacher’s Edition: 7, 12, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 276, 283, 380-458, 524-525, 529-530</p>
<p>W.PR.02.06 Revise drafts based on constructive and specific oral and written responses to writing, identify sections of the piece that need to be revised using reorganization, additions, deletions, and appropriate use of transitions, make stylistic changes in content and form to suit intended purpose and audience.</p>	<p>Student Handbook: 6, 11, 29, 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 188, 196, 202, 216, 226, 234, 274-275, 283</p> <p>Teacher’s Edition: 6, 11, 29, 57, 69, 82-83, 103, 116-117, 137, 146-147, 168, 178, 188, 196, 202, 213, 216, 226, 234, 274-275, 283, 474, 501-502, 522-523, 526</p>
<p>W.PR.02.07 Attempt to proofread and edit writing using appropriate resources including dictionaries and a class-developed checklist both individually and in groups.</p>	<p>Student Handbook: 7, 12, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 276, 283, 380-458</p> <p>Teacher’s Edition: 7, 12, 30-31, 57, 69, 84-85, 103, 118-119, 137, 148-149, 169, 179, 189, 196, 202, 216, 226, 234, 276, 283, 380-458, 471-472, 503, 516, 522-523, 527</p>

Personal Style

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.PS.02.01 Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., fact, effective conclusions).</p>	<p>Student Handbook: 8-13, 18-23, 24-31, 62-95, 69-129, 258-279, 280-283, 286-291, 366-367</p> <p>Teacher's Edition: 8-13, 18-23, 24-31, 38, 62-95, 69-129, 198, 213, 258-279, 280-283, 286-291, 366-367</p>

Grammar and Usage

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.GR.02.01 In the context of writing, correctly use more complex complete sentences, nouns and verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.</p>	<p>Student Handbook: 313-319, 325, 326-331, 339-349, 386-389, 390-391, 398-399, 429-436, 438, 444-449</p> <p>Teacher's Edition: 313-319, 325, 326-331, 339-349, 386-389, 390-391, 398-399, 429-436, 438, 444-449</p>

Spelling

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.SP.02.01 In the context of writing correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes). For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).</p>	<p>Student Handbook: 372-374, 409-418</p> <p>Teacher's Edition: 372-374, 409-418</p>

Handwriting

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.HW.02.01 Fluently and legibly write upper and lower case manuscript letters and begin to write the cursive alphabet.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

Writing Attitude

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>W.AT.02.01 Be enthusiastic about writing and learning to write.</p>	<p>The opportunity to address this objective is available throughout the text.</p>

SPEAKING

Conventions

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>S.CN.02.01 Use common grammatical structures correctly when speaking including subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions (e.g., although, instead of, so that).</p>	<p>Student Handbook: 280-283, 286-291, 320-323, 330-331, 344, 456</p> <p>Teacher's Edition: 280-283, 286-291, 320-323, 330-331, 344, 456</p>
<p>S.CN.02.02 Explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.</p>	<p>Student Handbook: 14-17, 280-283, 286-291</p> <p>Teacher's Edition: 14-17, 280-283, 286-291</p>
<p>S.CN.02.03 Speak effectively adopting appropriate tone of voice and intonation patterns in narrative and informational presentations.</p>	<p>Student Handbook: 280-283, 286-291</p> <p>Teacher's Edition: 78, 280-283, 286-291</p>
<p>S.CN.02.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Handbook: 280-283, 286-291</p> <p>Teacher's Edition: 280-283, 286-291</p>

D i s c o u r s e

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>S.DS.02.01 Engage in substantive conversation, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interaction.</p>	<p>Student Handbook: 14-17</p> <p>Teacher's Edition: 14-17</p>
<p>S.DS.02.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 164-169, 198-203</p> <p>Teacher's Edition: 164-169, 198-203</p>
<p>S.DS.02.04 Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing supportive facts and details to make their point, reflecting the source of information, while maintaining appropriate intonation and tone of voice using a prop.</p>	<p>Student Handbook: 48, 280-283, 286-291</p> <p>Teacher's Edition: 48, 280-283, 286-291</p>

L I S T E N I N G & V I E W I N G

C o n v e n t i o n s

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>L.CN.02.01 Understand, restate and follow three- and four-step directions.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 302-303</p> <p>Teacher's Edition: 302-303</p>
<p>L.CN.02.02 Ask appropriate questions for clarification and understanding during a presentation or report.</p>	<p>Student Handbook: 302-303</p> <p>Teacher's Edition: 302-303</p>
<p>L.CN.02.03 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., contact, attentive, supportive) in large and small group settings; listen to the comments of peers and respond on topic adding a connected idea.</p>	<p>Student Handbook: 14-17, 302-303</p> <p>Teacher's Edition: 14-17, 302-303</p>

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p>L.CN.02.05 Begin to evaluate the messages they experience in broadcast and print media distinguishing between factual information and opinion, advertising hype, or propaganda.</p>	<p>Student Handbook: 297-300 Teacher's Edition: 297-300</p>

Response

Grade Level Content Expectations, Second Grade	Write Source, Grade 2
<p><i>Students will...</i></p> <p>L.RP.02.01 Listen to or view knowledgeably and discuss a variety of genres.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 14-17, 164-169, 198-203, 302-303 Teacher's Edition: 14-17, 164-169, 198-203, 302-303</p>
<p>L.RP.02.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and merit.</p>	<p>Student Handbook: 14-17, 164-169, 198-203, 302-303 Teacher's Edition: 14-17, 164-169, 198-203, 302-303</p>
<p>L.RP.02.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position and/or show understanding.</p>	<p>Student Handbook: 14-17, 164-169, 198-203, 302-303 Teacher's Edition: 14-17, 164-169, 198-203, 302-303</p>



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correlated to
Michigan English Language Arts
Grade Level Content Expectations
Third Grade

READING

Word Recognition, Word Study, Fluency

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>Word Recognition</p> <p><i>Students will...</i></p> <p>R.WS.03.01 Automatically recognize frequently encountered words in print whether encountered in connected text or in isolation with number of words that can be read fluently increasing steadily across the school year.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 434, 487-488, 490</p> <p>Teacher’s Edition: 434, 487-488, 490</p>
<p>R.WS.03.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, and affixes to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p>Student Handbook: 433-441</p> <p>Teacher’s Edition: 433-441</p>
<p>R.WS.03.03 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 433-441</p> <p>Teacher’s Edition: 433-441</p>
<p>R.WS.03.06 Acquire and apply strategies to identify unknown words or word parts. Self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 437-441</p> <p>Teacher’s Edition: 437-441</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>Fluency</p> <p><i>Students will...</i></p> <p>R.FL.03.07 Apply the following aspects of fluency: pauses and emphasis, punctuation cues, intonation, and automatic recognition of identified grade-level specific words and sight words while reading aloud familiar grade-level text.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 24, 120, 166, 410-411</p> <p>Teacher’s Edition: 24, 120, 166, 410-411</p>
<p>Vocabulary</p> <p><i>Students will...</i></p> <p>R.WS.03.08 In context, determine the meaning of words and phrases including, synonyms, homonyms, multiple meaning words, content vocabulary and literary terms, using strategies and resources including context clues, concept mapping and the dictionary.</p>	<p>Student Handbook: 433-441, 494</p> <p>Teacher’s Edition: 65, 300, 433-441, 494</p>

Narrative Text

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>R.NT.03.01 Explain how characters express attitudes about one another in familiar class, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 232-242, 268-271</p> <p>Teacher’s Edition: 232-242, 268-271</p>
<p>R.NT.03.02 Identify and describe the basic elements and purpose of a variety of narrative genre including, folktales, fables, and realistic fiction.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 232-242, 268-271, 276-277, 278-279</p> <p>Teacher’s Edition: 232-242, 268-271, 276-277, 278-279</p>
<p>R.NT.03.03 Identify and describe characters’ thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 232-242, 268-271, 278-279</p> <p>Teacher’s Edition: 232-242, 268-271, 278-279</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>R.NT.03.04 Explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thought and actions convey important character traits.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 232-242, 268-271, 278-279 Teacher's Edition: 232-242, 268-271, 278-279</p>

I n f o r m a t i o n a l T e x t

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>R.IT.03.01 Identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 136-137, 142-145, 171, 174, 299, 303-304, 306-308 Teacher's Edition: 11, 136-137, 142-145, 171, 174, 299, 303-304, 306-308</p>
<p>R.IT.03.02 Identify informational text patterns including descriptive sequential, enumerative, compare/contrast, and problem/solution.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 50-51, 136-137, 142-145, 171, 174, 306-308 Teacher's Edition: 50-51, 136-137, 142-145, 171, 174, 306-308</p>
<p>R.IT.03.03 Explain how authors use text features including titles, headings and subheading, timelines, prefaces, indices, and table of contents to enhance the understanding of key and supporting ideas.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 299, 303-304 Teacher's Edition: 299, 303-304</p>

C o m p r e h e n s i o n

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>R.CM.03.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 226-231, 256-261, 350 Teacher's Edition: 226-231, 256-261, 350</p>
<p>R.CM.03.02 Retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.</p>	<p>Student Handbook: 235, 423, 424 Teacher's Edition: 235, 423, 424</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>R.CM.03.03 Compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding including a narrative to informational text, a literature selection to a subject area text, and an historical event to a current event</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 232-243, 250-255, 424 Teacher’s Edition: 232-243, 250-255, 424</p>
<p>R.CM.03.04 Apply significant knowledge from grade level science, social studies, and mathematics texts.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 124-127, 170-173, 214-217 Teacher’s Edition: 124-127, 170-173, 214-217</p>

M e t a c o g n i t i o n

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>R.MT.03.01 Self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning inferring, and summarizing.</p>	<p>Student Handbook: 228, 235, 247, 259, 350-351, 426-428 Teacher’s Edition: 227, 228, 235, 247, 259, 350-351, 426-428</p>
<p>R.MT.03.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen understanding of problem/solution and organizational patterns.</p>	<p>Student Handbook: 228, 235, 247, 259, 350-351, 422-428, 434-441 Teacher’s Edition: 228, 235, 247, 259, 350-351, 422-428, 434-441</p>

W R I T I N G

W r i t i n g G e n r e

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.GN.03.01 Write cohesive narrative piece such as a fable, folktale, or realistic fiction using personification, setting, and actions and thought that reveal important character traits.</p>	<p>Student Handbook: 88-133, 268-279 Teacher’s Edition: 88-133, 268-279</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>W.GN.03.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p>	<p>Student Handbook: 280-291, 427 Teacher's Edition: 280-291, 427</p>
<p>W.GN.03.03 Write an informational piece including a report that demonstrates the understanding of central ideas and supporting details using an effective organizational pattern (e.g., compare/contrast, cause/effect, problem/solution) with a title, heading, subheading, and a table of contents.</p>	<p>Student Handbook: 50-51, 134-179, 306-309, 310-335, 336-339, 422-428 Teacher's Edition: 50-51, 134-179, 306-309, 310-335, 336-339, 422-428</p>
<p>W.GN.03.04 Use the writing process to produce and present a research project; initiate research questions from content area text from a teacher-selected topic; and use a variety of resources to gather and organize information.</p>	<p>Student Handbook: 294-305, 310-335, 426-428 Teacher's Edition: 294-305, 310-335, 426-428</p>

Writing Process

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.PR.03.01 Set a purpose, consider audience, and replicate authors' styles and patterns when writing a narrative or informational piece.</p>	<p>Student Handbook: 6, 11, 21, 52, 92, 97-101, 124-126, 128-129, 138, 142-147, 170-172, 174-175, 308, 314-315, 323-325, 337, 416-420 Teacher's Edition: 6, 11, 21, 52, 92, 97-101, 124-126, 128-129, 138, 142-147, 170-172, 174-175, 308, 314-315, 323-325, 337, 416-420</p>
<p>W.PR.03.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., sequence for beginning, middle, and end, problem/solution, or compare/contrast).</p>	<p>Student Handbook: 6, 11, 21, 22, 50-51, 52, 92, 97-101, 124-126, 128-129, 138, 142-147, 170-172, 174-175, 308, 314-317, 337, 422-428 Teacher's Edition: 6, 11, 21, 22, 50-51, 52, 92, 97-101, 124-126, 128-129, 138, 142-147, 170-172, 174-175, 308, 314-317, 337, 422-428, 587-592</p>
<p>W.PR.03.03 Draft focused ideas in written compositions using multiple sentences and paragraphs to slow down or speed up reading; including varying patterns and/or organizational text structures (e.g., compare/contrast, cause/effect, or problem solution).</p>	<p>Student Handbook: 6, 12, 44-57, 63, 72-77, 93, 102-107, 127, 139, 148-153, 173, 185, 194-195, 217, 229, 236-239, 248, 254, 260, 274, 286, 309, 322-327, 338 Teacher's Edition: 6, 12, 44-57, 63, 72-77, 93, 102-107, 127, 139, 148-153, 173, 185, 194-195, 217, 229, 236-239, 248, 254, 260, 274, 286, 309, 322-327, 338</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>W.PR.03.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p>	<p>Student Handbook: 6, 13, 16-19, 20-24, 64, 78-79, 94, 108-109, 115-120, 127, 140, 154-155, 161-166, 173, 186, 196-197, 205-210, 217, 230, 340, 248, 254, 260, 275, 287, 309, 328-331, 339, 370-413, 414-445</p> <p>Teacher’s Edition: 6, 13, 16-19, 20-24, 47, 64, 78-79, 94, 108-109, 115-120, 127, 140, 154-155, 161-166, 173, 186, 193, 196-197, 205-210, 217, 230, 340, 248, 254, 259, 260, 275, 287, 309, 328-331, 339, 370-413, 414-445, 558, 584-585</p>
<p>W.PR.03.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, writing references) and grade-level checklists, both individually and in groups.</p>	<p>Student Handbook: 7, 14, 25, 65, 80-81, 95, 110-111, 121, 127, 141, 156-157, 167, 173, 187, 198-199, 211, 217, 231, 241, 248, 254, 260, 275, 287, 309, 332-333, 339, 446-542</p> <p>Teacher’s Edition: 7, 14, 25, 65, 80-81, 95, 110-111, 121, 127, 141, 156-157, 167, 173, 187, 198-199, 211, 217, 231, 241, 248, 254, 260, 275, 287, 309, 332-333, 339, 446-542, 555-556, 586</p>

P e r s o n a l S t y l e

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.PS.03.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., varied word choice and sentence structure, character description) and informational writing (e.g., examples, transitions, grammar usage).</p>	<p>Student Handbook: 10-15, 20-25, 44-57, 88-133, 134-179, 268-279, 306-309, 310-335, 336-339, 370-413</p> <p>Teacher’s Edition: 10-15, 20-25, 44-57, 88-133, 134-179, 268-279, 306-309, 310-335, 336-339, 370-413</p>

G r a m m a r a n d U s a g e

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.GR.03.01 In the context of writing, correctly use subjects and verbs that are in agreement; verb tenses; nouns and possessives; commas in a series; and begin use of quotation marks and capitalization in dialogue.</p>	<p>Student Handbook: 167, 373-376, 384-386, 404, 450, 454, 458, 460, 516-519, 524, 542</p> <p>Teacher’s Edition: 29, 167, 238, 373-376, 384-386, 404, 450, 454, 458, 460, 516-519, 524, 542</p>

Spelling

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.SP.03.01 In the context of writing, correctly spell frequently encountered words (e.g., multi-syllabic, r-controlled, most consonant blends, contractions, compound, common homophones). For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, spell checkers).</p>	<p>Student Handbook: 300, 434, 435, 476, 486-491, 494-509</p> <p>Teacher's Edition: 157, 300, 434, 435, 476, 486-491, 494-509</p>

Handwriting

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.HW.03.01 Fluently and legibly write the cursive alphabet.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

Writing Attitude

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>W.AT.03.01 Be enthusiastic about writing and learning to write.</p>	<p>The opportunity to address this objective is available throughout the text.</p>

SPEAKING

Conventions

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>S.CN.03.01 Use common grammatical structures correctly when speaking including time relationships, verb tenses, and causal and temporal relationships.</p>	<p>Student Handbook: 50, 342-347, 384-385, 524</p> <p>Teacher's Edition: 50, 342-347, 384-385, 524</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>S.CN.03.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, and presenting in classroom and playground interactions.</p>	<p>Student Handbook: 16-19, 318-319, 336-339 Teacher's Edition: 16-19, 277, 318-319, 336-339</p>
<p>S.CN.03.03 Speak effectively emphasizing key words and varied pace for effect in narrative and informational presentations.</p>	<p>Student Handbook: 336-339, 342-347 Teacher's Edition: 336-339, 342-347</p>
<p>S.CN.03.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English).</p>	<p>Student Handbook: 336-339, 342-347 Teacher's Edition: 336-339, 342-347</p>

D i s c o u r s e

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>S.DS.03.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Handbook: 16-19 Teacher's Edition: 16-19, 193, 259, 275, 295</p>
<p>S.DS.03.02 Discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 16-19, 115 Teacher's Edition: 16-19, 115</p>
<p>S.DS.03.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 226-231, 256-261 Teacher's Edition: 226-231, 256-261</p>
<p>S.DS.03.04 Plan and deliver presentations using an effective informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting a variety of resources; and varying the pace for effect.</p>	<p>Student Handbook: 50-51, 336-339, 342-347 Teacher's Edition: 50-51, 336-339, 342-347</p>

LISTENING & VIEWING

C o n v e n t i o n s

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>L.CN.03.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p>	<p>Student Handbook: 360-361</p> <p>Teacher's Edition: 360-361</p>
<p>L.CN.03.02 Listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>	<p>Student Handbook: 360-361</p> <p>Teacher's Edition: 47, 330, 360-361</p>
<p>L.CN.03.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 361</p> <p>Teacher's Edition: 361</p>
<p>L.CN.03.04 Be aware that the media has a role in focusing attention on events and in shaping opinions; recognize the variables (e.g., mistakes, misspeaks) in the media.</p>	<p>Student Handbook: 355-357</p> <p>Teacher's Edition: 355-357</p>

R e s p o n s e

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p><i>Students will...</i></p> <p>L.RP.03.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 16-19, 226-231, 256-261, 360-361</p> <p>Teacher's Edition: 16-19, 226-231, 256-261, 360-361</p>
<p>L.RP.03.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and merit.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 16-19, 226-231, 256-261, 360-361</p> <p>Teacher's Edition: 16-19, 226-231, 256-261, 360-361</p>

Grade Level Content Expectations, Third Grade	Write Source, Grade 3
<p>L.RP.03.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position and/or show understanding.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 16-19, 226-231, 256-261, 360-361 Teacher’s Edition: 16-19, 226-231, 256-261, 360-361</p>
<p>L.RP.03.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).</p>	<p>Student Handbook: 16-19, 360-361 Teacher’s Edition: 16-19, 360-361</p>
<p>L.RP.03.05 Respond to and retell what a speaker said, paraphrasing and explaining the main idea, and then extend their response by connecting and relating it to personal experience.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 360-361 Teacher’s Edition: 360-361</p>



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correlated to
Michigan English Language Arts
Grade Level Content Expectations
Fourth Grade

READING

Word Recognition, Word Study, Fluency

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>Word Recognition</p> <p><i>Students will...</i></p> <p>R.WS.04.01 Explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.04.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.04.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 532-535 Teacher’s Edition: 532-535</p>
<p>R.WS.04.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.04.05 Acquire and apply strategies to identify unknown words or word parts, self-monitor, and construct meaning by engaging actively in reading a variety of genre, self-monitoring and correcting, and using a thesaurus.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 118, 322, 466-469</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>Fluency</p> <p><i>Students will...</i></p> <p>R.WS.04.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 22, 29, 112-113, 144, 168-169 Teacher’s Edition: 22, 29, 112-113, 144, 168-169</p>
<p>Vocabulary</p> <p><i>Students will...</i></p> <p>R.WS.04.07 In context, determine the meaning of words and phrases including similes, metaphors, content vocabulary and literary terms, using strategies and resources including context clues, semantic feature analysis, and a thesaurus.</p>	<p>Student Handbook: 318, 411, 464, 466-469 Teacher’s Edition: 66, 118, 318, 411, 464, 466-469</p>

Narrative Text

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>R.NT.04.01 Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 257-272, 273-297 Teacher’s Edition: 253-256, 257-272, 273-297</p>
<p>R.NT.04.02 Identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 302-303, 306, 308-309, 310, 318-319 Teacher’s Edition: 302-303, 306, 308-309, 310, 318-319</p>
<p>R.NT.04.03 Analyze characters’ thoughts and motivation through dialogue, various character roles and functions including hero, anti-hero, or narrator; know first person point of view and identify conflict and resolution.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 257-272, 302, 308-309, 310 Teacher’s Edition: 257-272, 302, 308-309, 310</p>
<p>R.NT.04.04 Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts, and resolutions to enhance the plot and create suspense.</p>	<p>Student Handbook: 257-272, 302, 308-309, 310 Teacher’s Edition: 257-272, 302, 308-309, 310</p>

I n f o r m a t i o n a l T e x t

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>R.IT.04.01 Identify and describe the structure, elements, features, and purpose of a variety of informational genre including autobiography/biography, personal essay, almanac, and newspaper.</p>	<p>Student Handbook: 87-119, 139-193, 461</p> <p>Teacher’s Edition: 87-119, 139-193, 461</p>
<p>R.IT.04.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p>	<p>Student Handbook: 25-26, 56-57, 152, 162-163, 456-457, 458-459</p> <p>Teacher’s Edition : 25-26, 56-57, 152, 162-163, 357, 456-457, 458-459</p>
<p>R.IT.04.03 Explain how authors use text features including headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.</p>	<p>Student Handbook: 328, 474-475</p> <p>Teacher’s Edition: 328, 474-475</p>

C o m p r e h e n s i o n

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>R.CM.04.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Handbook: 253-256, 273-297, 382, 390-392</p> <p>Teacher’s Edition: 253-256, 273-297, 382, 390-392</p>
<p>R.CM.04.02 Retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Handbook: 60-61, 286-291, 333-336</p> <p>Teacher’s Edition: 60-61, 286-291, 333-336</p>
<p>R.CM.04.03 Explain relationships among themes, ideas, and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 257-272</p> <p>Teacher’s Edition: 257-272</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>R.CM.04.04 Apply significant knowledge from grade level science, social studies, and mathematics texts.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 76-77, 78-79, 126-127, 182-185, 186-187, 238-241, 242-243 Teacher's Edition: 76-77, 78-79, 126-127, 182-185, 186-187, 238-241, 242-243</p>

M e t a c o g n i t i o n

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>R.MT.04.01 Self-monitor comprehension when reading or listening to texts by automatically using and discussing strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Handbook: 255, 260, 266, 271, 281, 293, 382, 390-392 Teacher's Edition: 255, 260, 266, 271, 281, 293, 382, 390-392, 649</p>
<p>R.MT.04.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unknown words), and use graphic organizers to deepen their understanding of compare/contrast, and sequential organizational patterns.</p>	<p>Student Handbook: 255, 260, 266, 271, 281, 293, 382, 390-392, 456-457, 466-469 Teacher's Edition: 149, 255, 260, 266, 271, 281, 293, 382, 390-392, 456-457, 466-469, 649, 651</p>

W R I T I N G

W r i t i n g G e n r e

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.GN.04.01 Write a cohesive narrative piece such as a myth, legend, fantasy, or adventure creating relationships among setting, characters, theme, and plot.</p>	<p>Student Handbook: 82-137, 299-310 Teacher's Edition: 82-137, 299-310</p>
<p>W.GN.04.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p>	<p>Student Handbook: 311-319 Teacher's Edition: 311-319</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>W.GN.04.03 Write an informational comparative piece that demonstrates understanding of central and supporting ideas using an effective organizational pattern (e.g., compare/contrast) and informational text features.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 138-193, 457 Teacher’s Edition: 138-193, 457</p>
<p>W.GN.04.04 Use the writing process to produce and present a research project using a teacher approved topic; find and narrow research questions; use a variety of resources; take notes; and organize relevant information to draw conclusions.</p>	<p>Student Handbook: 321-332, 337-362, 390-392, 456-459 Teacher’s Edition: 321-332, 337-362, 390-392, 456-459</p>

Writing Process

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.PR.04.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece.</p>	<p>Student Handbook: 6, 11, 58, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348 Teacher’s Edition: 6, 11, 58, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 611</p>
<p>W.PR.04.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot-connecting time, setting, conflicts/resolutions, definition/description, or chronological sequence).</p>	<p>Student Handbook: 6, 11, 58, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348 Teacher’s Edition: 6, 11, 58, 65, 70-71, 85, 91-96, 127, 141, 147-152, 183-184, 197, 203-208, 239-240, 255, 260-262, 275, 281, 287, 293, 302-303, 306, 313-314, 335, 341-348, 611, 645-651</p>
<p>W.PR.04.03 Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions.</p>	<p>Student Handbook: 6, 12-13, 59, 66, 72-74, 86, 97-102, 128, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354 Teacher’s Edition: 6, 12-13, 59, 66, 72-74, 86, 97-102, 128, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 314, 336, 349-354, 608-609, 611</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>W.PR.04.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g., arranging paragraphs, connecting main and supporting ideas, transitions).</p>	<p>Student Handbook: 7, 14-15, 21-30, 39-42, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 406-451, 462-464, 470-475</p> <p>Teacher's Edition: 7, 14-15, 19, 21-30, 39-42, 59, 64, 66, 74, 86, 103-114, 129, 142, 155, 159-170, 184, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 315, 336, 355-358, 406-451, 462-464, 470-475, 608-609, 611, 620</p>
<p>W.PR.04.05 Proofread and edit writing using appropriate resources (e.g., dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups.</p>	<p>Student Handbook: 7, 16, 56-57, 59, 66, 74, 86, 115-118, 129, 142, 171-174, 185, 198, 227-230, 241, 256, 268, 278, 283, 289, 295, 305, 215, 336, 359-360, 478-606</p> <p>Teacher's Edition: 7, 16, 56-57, 59, 66, 74, 86, 115-118, 129, 142, 171-174, 185, 198, 227-230, 241, 256, 268, 278, 283, 289, 295, 305, 215, 336, 359-360, 478-606, 611, 617-618</p>

Personal Style

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.PS.04.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., strong verbs, figurative language, sensory images) and informational writing (e.g., precision, established importance, transitions).</p>	<p>Student Handbook: 9-20, 21-30, 51-57, 83-137, 138-193, 299-310, 311-319, 333-336, 337-362, 406-451</p> <p>Teacher's Edition: 9-20, 21-30, 51-57, 83-137, 138-193, 222, 299-310, 311-319, 333-336, 337-362, 406-451</p>

Grammar and Usage

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.GR.04.01 In the context of writing, correctly use simple and compound sentences; direct and indirect objects; prepositional phrases; adjectives; common and proper nouns as subjects and objects; pronouns as antecedents; regular and irregular verbs, hyphens between syllables; apostrophes in contractions; and commas in salutations to set off words; phrases and dialogue; quotations marks or italics to identify titles or names.</p>	<p>Student Handbook: 168, 408, 412-416, 423-425, 428, 430, 432-435, 442-443, 448, 488, 494, 496-497, 502, 508, 566, 570, 574, 576, 578, 582-589, 590-593, 598</p> <p>Teacher's Edition: 116, 168, 172, 173, 228, 408, 412-416, 423-425, 428, 430, 432-435, 442-443, 448, 488, 494, 496-497, 502, 508, 566, 570, 574, 576, 578, 582-589, 590-593, 598</p>

Spelling

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.SP.04.01 In the context of writing correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). For less frequently encountered words, students will use structural cues (e.g., letter/sound, rimes, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>Student Handbook: 466-469, 528-535</p> <p>Teacher's Edition: 118, 466-469, 528-535</p>

Handwriting

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.HW.04.01 Write neat and legible compositions.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

Writing Attitude

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>W.AT.04.01 Be enthusiastic about writing and learning to write.</p>	<p>The opportunity to address this objective is available throughout the text.</p>

SPEAKING

Conventions

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>S.CN.04.01 Use common grammatical structures correctly when speaking including appositives, participial phrases, adjectives, adverbs, and prepositional phrases to express ideas in more complex sentences.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 371-372, 373-378, 420, 423-430, 448, 566, 574, 588, 590-595, 598 Teacher's Edition: 371-372, 373-378, 420, 423-430, 448, 566, 574, 588, 590-595, 598</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>S.CN.04.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.</p>	<p>Student Handbook: 39-42, 363-367, 371-372, 373-378 Teacher’s Edition: 39-42, 363-367, 371-372, 373-378</p>
<p>S.CN.04.03 Speak effectively using facial expressions, hand gestures, and body language in narrative and informational presentations.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 39-42, 363-367, 371-372, 373-378 Teacher’s Edition: 27, 39-42, 363-367, 371-372, 373-378</p>
<p>S.CN.04.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Handbook: 363-367, 373-378 Teacher’s Edition: 363-367, 373-378</p>

D i s c o u r s e

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>S.DS.04.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Handbook: 39-42, 371-372 Teacher’s Edition: 19, 39-42, 94, 155, 205, 267, 371-372</p>
<p>S.DS.04.02 Discuss narratives (e.g., fantasy, myths and legends, adventures, poetry), conveying the story grammar (e.g., various character roles, plot, story level theme) and emphasizing facial expressions, hand gestures, and body language.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 39-42, 371-372 Teacher’s Edition: 39-42, 371-372</p>
<p>S.DS.04.03 Respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 271-272, 273-295 Teacher’s Edition: 253-256, 271-272, 273-295</p>
<p>S.DS.04.04 Plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.</p>	<p>Student Handbook: 363-367, 373-378 Teacher’s Edition: 363-367, 373-378</p>

LISTENING & VIEWING

C o n v e n t i o n s

Grade Level Content Expectations, Third Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>L.CN.04.01 Ask substantive questions of the speaker that will provide additional elaboration and details.</p>	<p>Student Handbook: 39-42, 370-371</p> <p>Teacher's Edition: 39-42, 155, 205, 267, 370-371</p>
<p>L.CN.04.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>	<p>Student Handbook: 39-42, 370-371</p> <p>Teacher's Edition: 39-42, 155, 370-371</p>
<p>L.CN.04.03 Distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 370</p> <p>Teacher's Edition: 370</p>
<p>L.CN.04.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 194-231, 393-397</p> <p>Teacher's Edition: 197-231, 393-397</p>

R e s p o n s e

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p><i>Students will...</i></p> <p>L.RP.04.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 257-272, 273-297, 371</p> <p>Teacher's Edition: 253-256, 257-272, 273-297, 371</p>
<p>L.RP.04.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and merit.</p>	<p>Student Handbook: 39-42, 253-256, 273-297, 370-371</p> <p>Teacher's Edition: 39-42, 253-256, 273-297, 370-371</p>

Grade Level Content Expectations, Fourth Grade	Write Source, Grade 4
<p>L.RP.04.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order clarify meaning, make connections, take a position, and/or show deep understanding.</p>	<p>Student Handbook: 253-256, 257-272, 273-297, 371, 382, 390-392</p> <p>Teacher's Edition: 253-256, 257-272, 273-297, 371, 382, 390-392</p>
<p>L.RP.04.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then giving an opinion orally).</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 257-272, 273-291, 371-372, 382, 390-392</p> <p>Teacher's Edition: 253-256, 257-272, 273-291, 371-372, 382, 390-392</p>
<p>L.RP.04.05 Respond to and summarize the major ideas and evidence presented in spoken messages and formal presentations.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 370-371, 383-386, 388-389</p> <p>Teacher's Edition: 370-371, 383-386, 388-389</p>



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correlated to
Michigan English Language Arts
Grade Level Content Expectations
Fifth Grade

READING

Word Recognition, Word Study, Fluency

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>Word Recognition</p> <p><i>Students will...</i></p> <p>R.WS.05.01 Explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.05.02 Use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.05.03 Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 532-535 Teacher’s Edition: 532-535</p>
<p>R.WS.05.04 Know the meanings of words encountered frequently in grade-level reading and oral language contexts.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>
<p>R.WS.05.05 Acquire and apply strategies to identify unknown words or word parts, self-monitor, and construct meaning by analyzing derivatives, defining meanings of affixes, and knowledge of word origins.</p>	<p>Student Handbook: 466-469</p> <p>Teacher’s Edition: 466-469</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>Fluency</p> <p><i>Students will...</i></p> <p>R.WS.05.06 Fluently read beginning grade-level text and increasingly demanding text as the year proceeds.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 22, 29, 112-113, 144, 168-169 Teacher’s Edition: 22, 29, 112-113, 144, 168-169</p>
<p>Vocabulary</p> <p><i>Students will...</i></p> <p>R.WS.0507 In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.</p>	<p>Student Handbook: 464, 466-469 Teacher’s Edition: 464, 466-469</p>

Narrative Text

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>R.NT.05.01 Analyze how characters and communities reflect life (in positive and negative ways) in classic, multicultural, and contemporary literature recognized for quality and literary merit.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 257-272, 273-297 Teacher’s Edition: 253-256, 257-272, 273-297</p>
<p>R.NT.05.02 Analyze the structure, elements, style and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 302-303, 306-307, 308-310, 461 Teacher’s Edition: 94, 109, 126, 302-303, 306-307, 308-310, 461</p>
<p>R.NT.05.03 Analyze how characters’ traits and setting define plot, climax, the role of dialogue, and how problems are resolved.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 257-272, 302-303, 308-310 Teacher’s Edition: 109, 257-272, 302-303, 308-310</p>
<p>R.NT.05.04 Explain how authors use literary devices including exaggeration and metaphors to develop characters, themes, plot, and functions of heroes, anti-heroes, and narrators.</p>	<p>Student Handbook: 257-272, 302-303, 308-310, 318, 464 Teacher’s Edition: 257-272, 302-303, 308-310, 318, 464</p>

I n f o r m a t i o n a l T e x t

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>R.IT.05.01 Analyze the structure, elements, features, style and purpose of informational genre including advertising, experiments, editorials, and atlases.</p>	<p>Student Handbook: 78-79, 138-193, 238-241, 397</p> <p>Teacher's Edition: 78-79, 138-193, 238-241, 397</p>
<p>R.IT.05.02 Identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.</p>	<p>Student Handbook: 25-26, 56-57, 152, 162-163, 182-183, 456-457, 458-459</p> <p>Teacher's Edition: 25-26, 56-57, 152, 162-163, 182-183, 456-457, 458-459, 651</p>
<p>R.IT.05.03 Explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.</p>	<p>Student Handbook: 328, 457, 474-475</p> <p>Teacher's Edition: 328, 457, 474-475</p>

C o m p r e h e n s i o n

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>R.CM.05.01 Connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>Student Handbook: 253-256, 273-297, 382, 390-392</p> <p>Teacher's Edition: 253-256, 273-297, 382, 390-392, 649</p>
<p>R.CM.05.02 Retell through concise summarization grade-level narrative and informational text.</p>	<p>Student Handbook: 60-61, 255, 333-336</p> <p>Teacher's Edition: 60-61, 255, 264, 275, 333-336</p>
<p>R.CM.05.03 Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 257-272</p> <p>Teacher's Edition: 257-272</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>R.CM.05.04 Apply significant knowledge from grade level science, social studies, and mathematics texts.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 76-77, 78-79, 126-129, 130-131, 182-185, 186-187, 238-241, 242-243 Teacher’s Edition: 76-77, 78-79, 126-129, 130-131, 182-185, 186-187, 238-241, 242-243</p>

Metacognition

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>R.MT.05.01 Self-monitor comprehension when reading or listening to texts by automatically using and discussing strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning inferring, summarizing, and engaging in interpretive discussions.</p>	<p>Student Handbook: 255, 271, 275, 281, 287, 293, 382, 390-392 Teacher’s Edition: 255, 271, 275, 281, 287, 293, 382, 390-392</p>
<p>R.MT.05.02 Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from know genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.</p>	<p>Student Handbook: 255, 271, 275, 281, 287, 293, 382, 390-392, 466-469 Teacher’s Edition: 255, 271, 275, 281, 287, 293, 382, 390-392, 466-469</p>

WRITING

Writing Genre

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.GN.05.01 Write a cohesive narrative piece such as a mystery, tall tale, or historical fiction using time period and setting to enhance the plot; demonstrating roles and functions of heroes, anti-heroes, and narrator; and depicting conflicts and resolutions.</p>	<p>Student Handbook: 82-137, 299-310, 461 Teacher’s Edition: 82-137, 299-310, 461</p>
<p>W.GN.05.02 Write poetry based on reading a wide variety of grade-appropriate poetry.</p>	<p>Student Handbook: 311-319 Teacher’s Edition: 311-319</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>W.GN.05.03 Write a position piece that demonstrates understanding of central ideas and supporting details (e.g., position/evidence organization pattern) using multiple headings and subheadings.</p>	<p>Student Handbook: 195-198, 199-236 Teacher’s Edition: 195-198, 199-236</p>
<p>W.GN.05.04 Use the writing process to produce and present a research project; use a variety of resources to gather and organize relevant information into central ideas and supporting details for a teacher-approved narrowed focus question and hypothesis.</p>	<p>Student Handbook: 321-332, 337-362, 456-459 Teacher’s Edition: 149, 321-332, 337-362, 456-459</p>

Writing Process

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.PR.05.01 Set a purpose, consider audience, and begin to use styles and patterns derived from studying authors’ craft when writing a narrative or informational piece.</p>	<p>Student Handbook: 6, 11, 58, 65, 70-71, 85, 91-96, 127-128, 141, 157-152, 183-184, 197, 203-208, 269-240, 255, 260-252, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348 Teacher’s Edition: 6, 11, 53, 58, 65, 70-71, 85, 91-96, 127-128, 141, 157-152, 183-184, 197, 203-208, 269-240, 255, 260-252, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348</p>
<p>W.PR.05.02 Apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., role and relationships of characters, settings, ideas, relationship of theory/evidence, or compare/contrast).</p>	<p>Student Handbook: 6, 11, 58, 65, 70-71, 85, 86, 91-96, 127-128, 141, 157-152, 183-184, 197, 203-208, 269-240, 255, 260-252, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348 Teacher’s Edition: 6, 11, 58, 65, 70-71, 85, 91-96, 127-128, 141, 157-152, 183-184, 197, 203-208, 269-240, 255, 260-252, 275, 281, 287, 293, 302-303, 313-314, 335, 341-348, 645-651</p>
<p>W.PR.05.03 Draft focused ideas using linguistic structures and textual features needed to clearly communicate information composing coherent, mechanically sound paragraphs when writing compositions.</p>	<p>Student Handbook: 6, 12-13, 59,65, 66, 72-74, 86, 97-102, 129, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 315, 336, 349-354 Teacher’s Edition: 6, 12-13, 59, 66, 72-74, 86, 97-102, 129, 142, 153-158, 185, 198, 209-214, 241, 256, 263-266, 276, 282, 288, 294, 304, 315, 336, 349-354</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>W.PR.05.04 Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve organization and flow of ideas (e.g., position/evidence, organizational pattern, craft such as titles, leads, endings, and powerful verbs).</p>	<p>Student Handbook: 7, 14-15, 21-30, 39-42, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 282, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 314, 336, 355-358, 406-451, 462-464, 472-475</p> <p>Teacher's Edition: 7, 14-15, 21-30, 39-42, 59, 66, 74, 86, 103-114, 129, 142, 159-170, 185, 198, 215-226, 241, 256, 267, 277, 283, 289, 295, 305, 314, 336, 355-358, 406-451, 462-464, 472-475, 608-609, 611, 620</p>
<p>W.PR.05.05 Proofread and edit writing using grade-level checklists and other appropriate resources both individually and in groups.</p>	<p>Student Handbook: 7, 16, 59, 66, 74, 86, 115-118, 129, 142, 171-174, 185, 198, 227-230, 241, 256, 268, 277, 283, 289, 295, 305, 315, 336, 359-360, 478-605</p> <p>Teacher's Edition: 7, 16, 59, 66, 74, 86, 115-118, 129, 142, 171-174, 185, 198, 227-230, 241, 256, 268, 277, 283, 289, 295, 305, 315, 336, 359-360, 478-605, 617-618</p>

Personal Style

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.PS.05.01 Exhibit individual style and voice to enhance the written message in both narrative (e.g., personification, humor, element of surprise) and informational writing (e.g., emotional appeal, strong opinion, credible support).</p>	<p>Student Handbook: 9-20, 21-30, 51-57, 83-137, 138-193, 194-251, 299-310, 333-336, 337-362, 406-451</p> <p>Teacher's Edition: 9-20, 21-30, 51-57, 72, 83-137, 138-193, 194-251, 299-310, 333-336, 337-362, 406-451</p>

Grammar and Usage

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.GR.05.01 In the context of writing, correctly use compound subjects and predicates; proper nouns and pronouns; articles; conjunctions; hyphens in compound and number words; commas between two independent clauses to set off direct address, long phrases, clauses; colons to separate hours and minutes and to introduce a list.</p>	<p>Student Handbook: 408, 423, 429, 430, 435, 447, 484, 486, 488, 496-497, 498, 508, 560, 562, 590, 600</p> <p>Teacher's Edition: 225, 408, 423, 429, 430, 435, 447, 484, 486, 488, 496-497, 498, 508, 560, 562, 590, 600</p>

Spelling

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
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Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.SP.05.01 In the context of writing correctly spell frequently encountered words (e.g., roots, inflections, prefixes, suffixes, multi-syllabic). For less frequently encountered words, use structural cues (e.g., letter/sound, rime, morphemic) and environmental sources (e.g., word walls, word lists, dictionaries, spell checkers).</p>	<p>Student Handbook: 466-469, 528-535</p> <p>Teacher's Edition: 466-469, 528-535</p>

Handwriting

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.HW.05.01 Write neat and legible compositions.</p>	<p>The opportunity to practice this objective is available throughout the text.</p>

Writing Attitude

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>W.AT.05.01 Be enthusiastic about writing and learning to write.</p>	<p>The opportunity to address this objective is available throughout the text.</p>

SPEAKING

Conventions

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>S.CN.05.01 Use common grammatical structures correctly when speaking including irregular verbs to express more complex ideas.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 586, 588 Teacher's Edition: 586, 588</p>
<p>S.CN.05.02 Adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.</p>	<p>Student Handbook: 39-42, 363-367, 371-372, 373-378 Teacher's Edition: 39-42, 156, 363-367, 371-372, 373-378</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>S.CN.05.03 Speak effectively using varying modulation, volume, and pace of speech to indicate emotions, create excitement, and emphasize meaning narrative and informational presentations.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 39-42, 363-367, 371-372, 373-378 Teacher’s Edition: 39-42, 363-367, 371-372, 373-378</p>
<p>S.CN.05.04 Present in standard American English if it is their first language. (Students whose first language is not English will present in their developing version of standard American English.)</p>	<p>Student Handbook: 363-367, 373-378 Teacher’s Edition: 363-367, 373-378</p>

D i s c o u r s e

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>S.DS.05.01 Engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.</p>	<p>Student Handbook: 39-42, 371-372 Teacher’s Edition: 39-42, 184, 371-372</p>
<p>S.DS.05.02 Discuss narratives (e.g., mystery, historical fiction, tall tales, and science fiction), conveying the story grammar (e.g., traits of characters, relationship between setting and climax/anticlimax), while varying voice modulation, volume, and pace of speech to emphasize meaning.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 39-42, 371-372 Teacher’s Edition: 39-42, 371-372</p>
<p>S.DS.05.03 Respond to multiple text types by analyzing content interpreting the message, and evaluating the purpose.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 271-272, 273-295 Teacher’s Edition: 253-256, 271-272, 273-295</p>
<p>S.DS.05.04 Plan and deliver persuasive presentations or reports using an informational organizational pattern (e.g., to persuade, describe, and inform) that conveys and supports the point they want to make, while varying voice modulation, volume, and pace of speech to emphasize meaning.</p>	<p>Student Handbook: 363-367, 373-378 Teacher’s Edition: 363-367, 373-378</p>

LISTENING & VIEWING

C o n v e n t i o n s

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>L.CN.05.01 Ask substantive questions bases on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 39-42, 370-371</p> <p>Teacher’s Edition: 39-42, 370-371</p>
<p>L.CN.05.02 Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.</p>	<p>Student Handbook: 39-42, 370-371</p> <p>Teacher’s Edition: 39-42, 184, 370-371</p>
<p>L.CN.05.03 Listen and view critically how verbal and nonverbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 370</p> <p>Teacher’s Edition: 370</p>
<p>L.CN.05.04 Recognize and analyze the various roles of the communication process (e.g., to persuade, critically analyze, entertaining versus informative, different interpretations or perspective of an action or event) in focusing attention on events and shaping opinions.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 194-231, 393-397</p> <p>Teacher’s Edition: 194-231, 393-397</p>

R e s p o n s e

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p><i>Students will...</i></p> <p>L.RP.05.01 Listen to or view knowledgeably and discuss a variety of genres and compare their responses to those of their peers.</p>	<p>Student Handbook: 253-256, 257-272, 273-297, 371</p> <p>Teacher’s Edition: 130, 253-256, 257-272, 273-297, 335, 371</p>
<p>L.RP.05.02 Select, listen to or view knowledgeably, and respond thoughtfully to both classic and contemporary texts recognized for quality and merit.</p>	<p>Student Handbook: 39-42, 253-256, 273-297, 370-371</p> <p>Teacher’s Edition: 39-42, 253-256, 273-297, 370-371</p>

Grade Level Content Expectations, Fifth Grade	Write Source, Grade 5
<p>L.RP.05.03 Respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order clarify meaning, make connections, take a position, and/or show deep understanding without major misconceptions.</p>	<p>Student Handbook: 253-256, 257-272, 273-297, 371, 382, 390-392</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297, 371, 382, 390-392</p>
<p>L.RP.05.04 Combine skills to reveal strengthening literacy (e.g., viewing then analyzing in writing, listening then paraphrasing in writing).</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 253-256, 257-272, 273-297, 371, 382, 390-392</p> <p>Teacher’s Edition: 253-256, 257-272, 273-297, 371, 382, 390-392</p>
<p>L.RP.05.05 Respond to and go beyond the information given by a speaker, making inferences and drawing appropriate conclusions.</p>	<p>The opportunity to address this objective is available on the following pages: Student Handbook: 370-371, 383-386, 388-389</p> <p>Teacher’s Edition: 370-371, 383-386, 388-389</p>



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