

Reading & Writing Sourcebook ©2002

correlated to

Texas Essential Knowledge And Skills (TEKS)

Grade 5



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READING & WRITING SOURCEBOOK ©2002
correlated to
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS)
 ☞
Grade 5

(b) Knowledge and Skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) determine the purpose(s) for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 14, 24, 38, 50, 62, 72, 84, 96, 108, 120, 132, 144, 156, 168, 182, 196
(C) understand the major ideas and supporting evidence in spoken messages (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 17, 18, 27, 28, 29, 40, 42, 52, 64, 65

(2) Listening/speaking/ critical listening. The student listens critically to analyze and evaluate a speaker's message(s).

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 27, 28, 29, 52, 54, 75, 77, 98, 100, 110
(C) monitor his/her own understanding of the spoken language and seek clarification as needed (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 17, 18, 27, 28, 29, 40, 42, 52, 64, 65

(3) Listening/speaking/ appreciation. The student listens, enjoys, and appreciates spoken language.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 25-31, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 157-160, 169-175, 183-188
(B) describe how the language of literature affects the listener (4-5); and	The Following Matches Provide Opportunities to Meet this Objective: 25-31, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 157-160, 169-175, 183-188
(C) assess how language choice and delivery affect the tone of the message (4-5).	The Following Matches Provide Opportunities to Meet this Objective: 25-31, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 157-160, 169-175, 183-188

(4) Listening/speaking/ culture. The student listens and speaks both to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening (4-8);	14, 38, 50, 51, 57, 62, 84, 90, 108, 132, 144, 162, 168, 196
(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).	The Following Matches Provide Opportunities to Meet this Objective: 15-18, 39-43, 51-55, 73-78, 85-89, 95-102, 109-112, 133-137, 145-150

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);	14, 38, 50, 51, 57, 62, 84, 90, 108, 132, 144, 162, 168, 196
(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 14, 38, 50, 51, 57, 62, 84, 90, 108, 132, 144, 162, 168, 196
(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 25-31, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 157-160, 169-175, 183-188
(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 25-31, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 157-160, 169-175, 183-188
(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	14, 38, 50, 51, 57, 62, 84, 90, 108, 132, 144, 162, 168, 196

(6) Reading/word identification. The student uses a variety of word recognition strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(B) use structural analysis to identify root words with prefixes such as dis-, non-, in; and suffixes such as -ness, -tion, -able (4-6); and	67, 90, 103, 113, 126, 189, 202
(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	15-16, 25-30, 40-41, 43, 51-52, 54-55, 63-66, 73-74, 85-89, 90, 97-101, 109-112, 121, 123-124, 133-136, 145-149, 157, 159-160, 169, 171-172, 174, 183, 185-188, 197-199

(7) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (5);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader; a “typical”5th grader reads approximately 100 wpm) (5);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(C) demonstrate characteristics of fluent and effective reading (4-6);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(D) adjust reading rate based on purposes for reading (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(F) read silently with increasing ease for longer periods (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(8) Reading/variety of texts. The student reads widely for different purposes in varied sources.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) read classic and contemporary works (2-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer’s craft, and to discover models for his/her own writing (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(9) Reading/ vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) develop vocabulary by listening to selections read aloud (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);	15-16, 25-30, 40-41, 43, 51-52, 54-55, 63-66, 73-74, 85-89, 90, 97-101, 109-112, 121, 123-124, 133-136, 145-149, 157, 159-160, 169, 171-172, 174, 183, 185-188, 197-199
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay, or happy and affixes such as dis-, pre-, un- (4-8); and	The Following Matches Provide Opportunities to Meet this Objective: 67, 90, 103, 202

(10) Reading/ comprehension. The student comprehends selections using a variety of strategies.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) use his/her own knowledge and experience to comprehend (4-8);	14, 38, 50, 51, 56, 62, 73, 79, 84, 109, 120, 144, 151, 157, 161, 168, 196
(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 14, 24, 38, 50, 62, 72, 84, 96, 108, 120, 132, 144, 156, 168, 182, 196
(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(D) describe mental images that text descriptions evoke (4-8);	25-31, 63-66, 133-137, 169-175
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(G) paraphrase and summarize text to recall, inform, and organize ideas (4-8);	17-18, 40, 42, 65-66, 86, 89, 122-124, 147-148, 192-193, 198, 200-201, 205-206
(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);	24-31, 50-55, 72-78, 97-102, 108-112, 168-175
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(K) answer different types and levels of questions such as open-ended, literal, and interpretive as well as test-like questions such as multiple choice, true-false, and short answer (4-8); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 14, 17, 20, 27, 36, 40, 42, 46, 48, 50, 58, 60
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).	45, 57, 58, 68, 91, 139, 152, 162, 190, 204

(11) Reading/ literary response. The student expresses and supports responses to various types of texts.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, media (4-8);	21-22, 48, 60, 70, 93-94, 105-106, 118, 130, 180, 206
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	21-22, 48, 60, 70, 93-94, 105-106, 118, 130, 180, 206
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	The Following Matches Provide Opportunities to Meet this Objective: 57, 80, 114, 152-154, 162-163

(12) Reading/ text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres).

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) judge the internal consistency or logic of stories and texts such as “Would this character do this?”; “Does this make sense here?” (4-5);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(B) recognize that authors organize information in specific ways (4-5);	The Following Matches Provide Opportunities to Meet this Objective: 34, 58, 68, 91-92, 104, 115, 128, 139, 152, 162, 178, 191, 203
(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(D) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 15-18, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 197-201
(G) understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(H) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 39-43, 73-78, 109-112, 133-137, 157-160, 169-175, 183-188
(I) recognize and analyze story plot, setting, and problem resolution (4-8);and	45, 80, 139, 162, 190
(J) describe how the author’s perspective or point of view affects the text (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(13) Reading/ inquiry/research. The student inquires and conducts research using a variety of sources.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) form and revise questions for investigations, including questions arising from interests and units of study (4-5);	The Following Matches Provide Opportunities to Meet this Objective: 15-18, 84, 91, 97-102, 144-150, 197-201
(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);	24, 72, 96, 120, 156

(14) Reading/ culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) compare text events with his/her own and other readers' experiences (4-8);	39-48, 49-60, 72-82, 109-118, 133-142, 157-160, 169-180
(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(C) articulate and discuss themes and connections that cross cultures (4-8).	The Following Matches Provide Opportunities to Meet this Objective: 15-18, 39-43, 51-55, 73-78, 97-102, 109-112, 133-137, 145-150

(15) Writing/purposes. The student writes for a variety of audiences and purposes and in various forms.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	21-22, 35-36, 48, 60, 82, 94, 105-106, 116-118, 130, 142, 154, 166, 180, 194
(B) write to influence such as to persuade, argue, and request (4-8);	
(C) write to inform such as to explain, describe, report, and narrate (4-8);	47-48, 69-70, 81-82, 93-94, 129-130, 141-142, 153-154, 179-180, 192-193, 205-206
(D) write to entertain such as to compose humorous poems or short stories (4-8);	59-60, 164-165
(E) exhibit an identifiable voice in personal narratives and in stories (4-5); and	47-48, 141-142, 179-180
(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8).	The Following Matches Provide Opportunities to Meet this Objective: 59-60

(16) Writing/ penmanship/capitalization/punctuation. The student composes original texts applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and	Opportunities exist throughout the text to practice this objective.
(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).	The Following Matches Provide Opportunities to Meet this Objective: 22, 36, 48, 60, 82, 94, 106, 142, 165, 180, 193, 206

(17) Writing/ spelling. The student spells proficiently.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) write with accurate spelling of syllable constructions, including closed, open, consonant before –le, and syllable boundary patterns (3-6);	The Following Matches Provide Opportunities to Meet this Objective: 32, 56, 67, 103, 113, 126, 138, 189, 202
(B) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as –able or –less, and prefixes such as re- or un- (4-6);	The Following Matches Provide Opportunities to Meet this Objective: 67, 90, 103, 113, 126, 138, 189, 202
(C) use resources to find correct spellings (4-8); and	The Following Matches Provide Opportunities to Meet this Objective: 70, 90
(D) spell accurately in final drafts (4-8).	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(18) Writing/ grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) use regular and irregular plurals correctly (4-6);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(18) Writing/ grammar/usage. (continued)

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(E) use prepositional phrases to elaborate written ideas (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(F) use conjunctions to connect ideas meaningfully (4-5);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(G) write with increasing accuracy when using apostrophes in contractions such as it's and possessives such as Jan's (4-8); and	79, 82, 94, 180, 206
(H) write with increasing accuracy when using objective case pronouns such as "Dan cooked for you and me." (4-5).	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(19) Writing/ writing processes. The student selects and uses writing processes for self-initiated and assigned writing.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8);	20, 33-34, 45-46, 57-58, 68, 80, 91-92, 104, 114-115, 127-128, 139-140, 152, 162-163, 177-178, 190-191, 203-204
(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);	21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(H) proofread his/her own writing and that of others (4-8); and	21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(20) Writing/ evaluation. The student evaluates his/her own writing and the writing of others.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) apply criteria to evaluate writing (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(B) respond in constructive ways to others' writing (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(C) evaluate how well his/her own writing achieves its purposes (4-8);	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206
(D) analyze published examples as models for writing (4-8); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201
(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(21) Writing/ inquiry/research. The student uses writing as a tool for learning and research.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) frame questions to direct research (4-8);	15-18, 84, 97-102, 144-150, 197-201
(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);	20, 33-34, 45-46, 57-58, 68, 80, 91-92, 104, 114-115, 127-128, 139-140, 152, 162-163, 177-178, 190-191, 203-204
(E) present information in various forms using available technology (4-8); and	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(22) Writing/ connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206

(23) Viewing/representing/interpretation. The student understands and interprets visual images, messages, and meanings..

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meaning (4-8);	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and	Opportunities exist throughout the text to meet this objective. See, for example, pages 15-18, 25-31, 39-43, 51-55, 63-66, 73-78, 85-89, 97-102, 109-112, 121-125, 133-137, 145-150, 157-160, 169-175, 183-188, 197-201

(25) Viewing/representing/production. The student produces visual images, messages, and meanings that communicate with others.

Objective	<i>Reading and Writing Sourcebook, Grade 5</i>
The student is expected to:	
(A) select, organize, or produce visuals to complement and extend meanings (4-8); and	The Following Matches Provide Opportunities to Meet this Objective: 21-22, 35-36, 47-48, 59-60, 69-70, 81-82, 93-94, 105-106, 116-118, 129-130, 141-142, 153-154, 164-165, 179-180, 192-193, 205-206