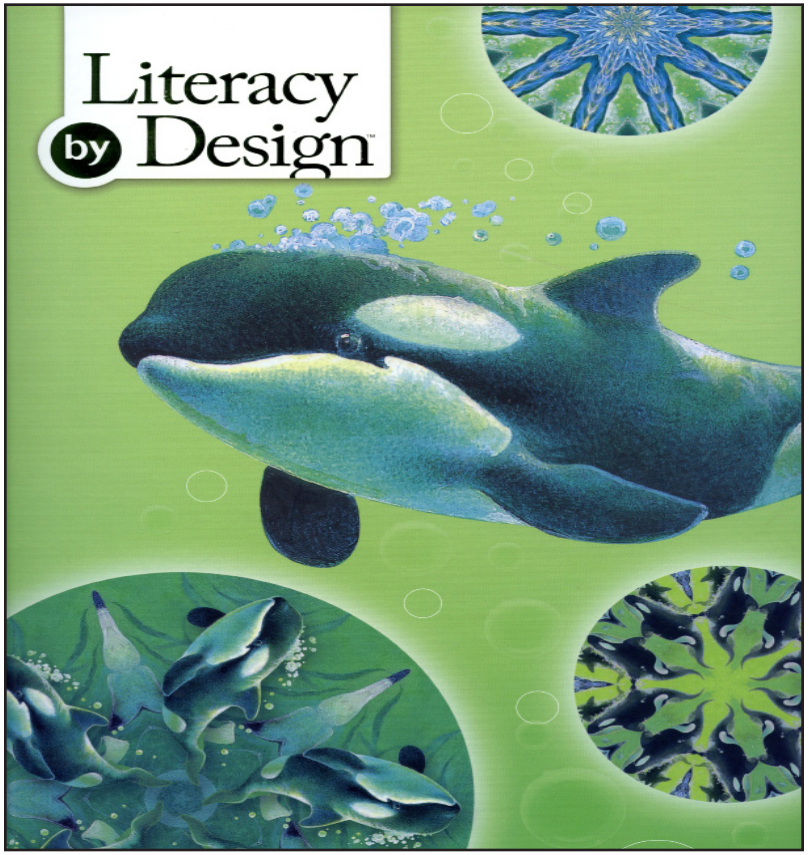

Literacy by Design

Grade 5

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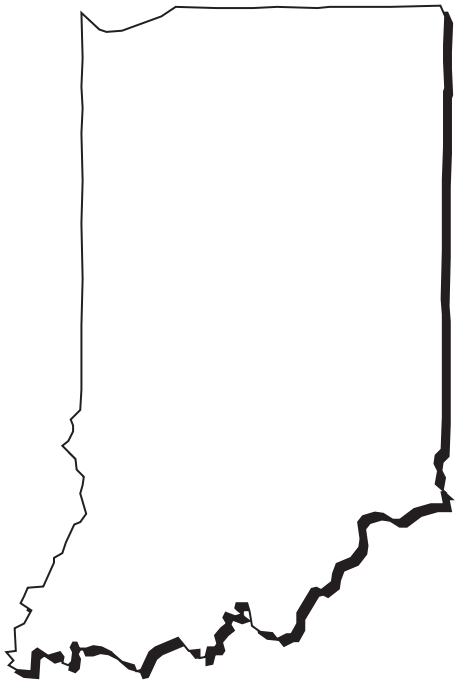

correlated to the

Indiana Academic Standards English/Language Arts Grade 5

HOUGHTON MIFFLIN HARCOURT

Houghton Mifflin Harcourt
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Grade 5

correlated to the

Indiana Academic Standards
English/Language Arts
Grade 5

Standard	Descriptor	Citations
1. READING: Word Recognition, Fluency, and Vocabulary Development		
	Decoding and Word Recognition	
5.1.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	Comprehensive Teacher's Guide: 16, 48, 82, 114, 148, 180, 214, 246, 280, 312, 346, 378, 412, 444, 478, 510 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 24, 29, 34, 39, 44, 49, 54, 59, 64, 69, 74, 79, 84, 89, 94, 99, 104, 109, 114, 119, 124, 129, 134, 139, 144, 149, 154, 159, 164, 169, 174, 179, 184, 189, 194, 199, 204, 209, 214, 219, 224, 229, 234, 239, 244, 249, 254, 259, 264, 269, 274, 279, 284, 289, 294, 299, 304, 309, 314, 319
	Vocabulary and Concept Development	
5.1.2	Use word origins to determine the meaning of unknown words. Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase *Herculean task*.	*N/A*
5.1.3	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).	Comprehensive Teacher's Guide: 140, 146, 148, 150, 152, 164, 172, 178, 180, 182, 184, 196 Small Group Reading Teacher's Guide: 56, 76, 81, 136, 201, 211, 261, 306
5.1.4	Know less common roots (*graph = writing*, *logos = the study of*) and word parts (*auto = self*, *bio = life*) from Greek and Latin and use this knowledge to analyze the meaning of complex words (*autograph*, *autobiography*, *biography*, *biology*).	Comprehensive Teacher's Guide: 444, 446, 448 Small Group Reading Teacher's Guide: 71, 106, 146, 176

Standard	Descriptor	Citations
5.1.5	Understand and explain the figurative use of words in similes (comparisons that use *like* or *as*: *The stars were like a million diamonds in the sky*.) and metaphors (implied comparisons: *The stars were brilliant diamonds in the night sky*.).	Comprehensive Teacher's Guide: 256-257, 454-455 Small Group Reading Teacher's Guide: 164-165, 249-250
5.1.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning	Comprehensive Teacher's Guide: 506, 508, 510, 512
2. READING: Comprehension and Analysis of Nonfiction and Informational Text		
	Structural Features of Informational and Technical Materials	
5.2.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.	Comprehensive Teacher's Guide: 17, 83, 149, 215, 281, 347, 413, 479 Small Group Reading Teacher's Guide: 20, 25, 29-30, 35, 40, 60, 65, 70, 75, 80, 100, 105, 110, 113-114, 120, 138, 140, 145, 150, 155, 160, 179-180, 185, 190, 195, 200, 218220, 225, 230, 235, 240, 260, 265, 270, 275, 280, 300, 305, 310, 315, 320
5.2.2	Analyze text that is organized in sequential or chronological order. Example: Compare the organizational structure of such biographical texts as *The Life and Death of Crazy Horse* by Russell Freedman or *Pride of Puerto Rico: The Life of Roberto Clemente* by Paul Robert Walker, noting critical events in the subjects' lives.	Comprehensive Teacher's Guide: 83, 149, 296 Small Group Reading Teacher's Guide: 98-100, 120, 224-225, 262-265, 297-300, 302-305, 314
	Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
5.2.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. Example: Read a science text, such as *Astronomy* by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.	Comprehensive Teacher's Guide: 422, 442, 452, 460 Small Group Reading Teacher's Guide: 18, 68, 75, 79, 104, 105, 153, 163, 253, 310

Standard	Descriptor	Citations
5.2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Example: Use a guidebook, such as *Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs)* by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.	Comprehensive Teacher's Guide: 40, 46-47, 48-49, 50-51, 94-95, 96-97 Small Group Reading Teacher's Guide: 58, 178, 223, 268
5.2.6	Follow multiple-step instructions in a basic technical manual.	Comprehensive Teacher's Guide: 82-83 Small Group Reading Teacher's Guide: 313-315
	Expository (Informational) Critique	
5.2.5	Distinguish among facts, supported inferences, evidence, and opinions in text. Example: Identify facts and opinions in a newspaper editorial or editorial page writer's column.	Small Group Reading Teacher's Guide: 178, 223, 263, 265
3. READING: Comprehension and Analysis of Literary Text		
	Structural Features of Literature	
5.3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. Example: Analyze an author's purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.	Comprehensive Teacher's Guide: 17, 49, 115, 149, 181, 215, 247, 313, 379, 413, 445, 511 Small Group Reading Teacher's Guide: 9-10, 19, 24, 44-45, 54-55, 64, 84-85, 129-130, 144, 154, 184, 189, 199, 244-245, 229, 234, 244, 274, 279, 283, 284-285, 304, 314
	Analysis of Grade-Level-Appropriate Literary Text	
5.3.2	Identify the main problem or conflict of the plot and explain how it is resolved. Example: Read a story with a central conflict, such as *The Pushcart War* by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.	Comprehensive Teacher's Guide: 511 Small Group Reading Teacher's Guide: 15, 45, 49-50, 85, 215, 295

Standard	Descriptor	Citations
5.3.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. Example: Read a book, such as *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.	Small Group Reading Teacher's Guide: 90, 124-125, 129-130, 134-135, 164-165, 170, 174-175, 204-205, 244-245, 249-250, 285, 289-290
5.3.4	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. Example: Describe the themes in a fictional story, such as *A Wrinkle in Time* by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father	Comprehensive Teacher's Guide: 8, 74, 140, 206, 272, 304, 338, 370, 404, 422-423, 470 Small Group Reading Teacher's Guide: 79-80, 104-105
5.3.5	Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.	Comprehensive Teacher's Guide: 454-455 Small Group Reading Teacher's Guide: 164-165
5.3.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	Comprehensive Teacher's Guide: 17, 124-125, 207, 213 Small Group Reading Teacher's Guide: 59-60

Standard	Descriptor	Citations
	Literary Criticism	
5.3.6	Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. Example: Discuss what various characters and objects symbolize in literature representing the Medieval era, such as *King Arthur: Tales from the Round Table* by Andrew Lang, or ancient Asian culture, such as *Tales from Japan* (Oxford Myths and Legends) by Helen and William McAlpine.	Comprehensive Teacher's Guide: 511 Small Group Reading Teacher's Guide: 84-85, 284-285
5.3.7	Evaluate the author's use of various techniques to influence readers' perspectives. Example: Read and evaluate books such as *Dear Mr. Henshaw* by Beverly Cleary or *The Great Fire* by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.	Comprehensive Teacher's Guide: 49, 76, 115, 224-225, 256-257, 322-323, 356-357, 413, 454-455, 488-489, 520-521 Small Group Reading Teacher's Guide: 4-5, 9-10, 14-15, 59, 89-90, 124-125, 134-135, 164-165, 209-210, 214-215, 244-245, 254-255, 289-290, 294-295
4. WRITING: Processes and Features		
	Organization and Focus	
5.4.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	Comprehensive Teacher's Guide: 107, 113, 115, 117, 123, 125, 405, 411, 423
5.4.2	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	Comprehensive Teacher's Guide: 19, 21, 29, 31, 51, 53, 61, 63, 249, 251, 259, 261, 315, 317, 381, 383, 513, 515, 525
5.4.3	Write informational pieces with multiple paragraphs that: • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details.	Comprehensive Teacher's Guide: 87, 95, 97, 151, 153, 161, 163, 217, 219, 227, 229, 281, 283, 285, 293, 295, 347, 349, 351, 359, 361 Small Group Reading Teacher's Guide: 30, 40, 150, 285, 290
5.4.11	Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.	Comprehensive Teacher's Guide: 83, 85, 87, 95, 97, 149, 151, 153, 173, 179, 181, 183, 185, 189, 191, 193, 195, 247, 249, 251, 259, 261, 325, 327, 379, 381, 383, 391, 393, 445, 447, 449, 457, 459

Standard	Descriptor	Citations
	Research Process and Technology	
5.4.4	Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	Comprehensive Teacher's Guide: 215, 281, 291 Small Group Reading Teacher's Guide: 29-30, 65, 69, 75, 99-100, 105, 109-110, 114-115, 179-180, 185, 259-260, 275, 280
5.4.5	Use note-taking skills when completing research for writing	Comprehensive Teacher's Guide: 161, 281
5.4.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	Comprehensive Teacher's Guide: 379, 387
5.4.7	Use a thesaurus to identify alternative word choices and meanings.	Comprehensive Teacher's Guide: 127 Small Group Reading Teacher's Guide: 261
	Evaluation and Revision	
5.4.8	Review, evaluate, and revise writing for meaning and clarity.	Comprehensive Teacher's Guide: 21, 31, 53, 63, 87, 97, 119, 129, 153, 163, 179, 185, 189, 191, 195, 207, 213, 219, 223, 225, 229, 239, 245, 251, 255, 257, 261, 285, 295, 305, 311, 317, 321, 323, 327, 339, 345, 351, 355, 357, 361, 383, 393, 417, 427, 449, 459, 483, 493, 515, 525
5.4.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	Comprehensive Teacher's Guide: 273, 279, 285, 289, 291, 295, 503, 509, 511, 519, 521, 525 Small Group Reading Teacher's Guide:
5.4.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	Comprehensive Teacher's Guide: 245, 247, 249, 251, 255, 257, 259, 261, 305, 311, 321, 323, 351, 355, 361, 453, 459
5. WRITING: Applications (Different Types of Writing and Their Characteristics)		
5.5.1	Write narratives that: • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.	Comprehensive Teacher's Guide: 49, 51, 53, 61, 63, 149, 151, 153, 161, 163, 511, 513, 515, 523, 525 Small Group Reading Teacher's Guide: 70, 220, 255, 280, 285

Standard	Descriptor	Citations
5.5.2	Write responses to literature that: • demonstrate an understanding of a literary work. • support statements with evidence from the text. • develop interpretations that exhibit careful reading and understanding. Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as *The Best Bad Thing* by Yoshiko Uchida or *Shiloh* by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.	Comprehensive Teacher's Guide: 413, 415, 417, 425, 427 Small Group Reading Teacher's Guide: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100, 105, 110, 115, 120, 125, 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225, 230, 235, 240, 245, 250, 255, 260, 265, 270, 275, 280, 285, 290, 295, 300, 305, 310, 315, 320
5.5.4	Write persuasive letters or compositions that: • state a clear position in support of a proposal. • support a position with relevant evidence and effective emotional appeals. • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns. Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.	Comprehensive Teacher's Guide: 413, 415, 417, 425, 427
5.5.5	Use varied word choices to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices: use *inquired* or *requested* instead of *asked*.	Comprehensive Teacher's Guide: 305, 311, 313, 315, 321, 323
5.5.6	Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate. Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.	Comprehensive Teacher's Guide: 21, 53, 87, 119, 153, 185, 215, 217, 219, 227, 229, 251, 285, 317, 347, 349, 351, 359, 361,383, 413, 415, 417, 425, 427, 449, 479, 481, 483, 491, 493, 515 Small Group Reading Teacher's Guide: 30, 60, 95
5.5.7	Write summaries that contain the main ideas of the reading selection and the most significant details.	Small Group Reading Teacher's Guide: 75, 105

Standard	Descriptor	Citations
	Research Application	
5.5.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: • uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). • demonstrates that information that has been gathered has been summarized. • organizes information by categorizing and sequencing. Example: After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera	Comprehensive Teacher's Guide: 281, 283, 285, 293, 295
6. WRITING: English Language Conventions		
	Sentence Structure	
5.6.1	Identify and correctly use prepositional phrases (*for school* or *In the beginning*), appositives (*We played the Cougars, <u>the team from Newport</u>*), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence). • We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause).	Comprehensive Teacher's Guide: 404, 410, 412, 413, 414, 416 Small Group Reading Teacher's Guide: 161, 241
5.6.2	Use transitions (*however*, *therefore*, *on the other hand*) and conjunctions (*and*, *or*, *but*) to connect ideas.	Comprehensive Teacher's Guide: 8, 15, 60, 64, 470, 476, 478, 479, 480, 481, 482, 494, 522, 526 Small Group Reading Teacher's Guide: 36, 181
5.6.8	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing	Comprehensive Teacher's Guide: 19, 74, 81, 192, 196

Standard	Descriptor	Citations
	Grammar	
5.6.3	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (*lie/lay*, *sit/set*, *rise/raise*).	Comprehensive Teacher's Guide: 249, 370, 377, 456, 460, 518, 520, 522, 523, 524, 526 Small Group Reading Teacher's Guide: 96, 296
5.6.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (*he/his*, *she/her*, *they/their*, *it/its*). • Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant. • Incorrect: There are many pictures of people who have visited the restaurant <u>on the walls</u>. • Correct: Jenny and Kate finished <u>their</u> game. • Incorrect: Jenny and Kate finished <u>her</u> game	Comprehensive Teacher's Guide: 216, 222, 254, 256, 258, 259, 260, 262, 283, 315, 354, 356, 358, 359, 360, 362, 404, 410, 412, 413, 414, 416 Small Group Reading Teacher's Guide: 111, 121, 131, 161, 166, 226, 241, 251, 301, 338, 345, 386, 388, 390, 391, 392, 394, 415
	Punctuation	
5.6.5	Use a colon to separate hours and minutes (*12:20 a.m.*, *3:40 p.m.*) and to introduce a list (*Do the project in this order: cut, paste, fold.*); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (*Time is short; however, we will still get the job done.*).	Comprehensive Teacher's Guide: 19, 437, 443, 453, 455
	Capitalization	
5.6.6	Use correct capitalization.	Comprehensive Teacher's Guide: 117, 437, 443, 453, 455
	Spelling	
5.6.7	Spell roots or bases of words, prefixes (understood/<u>mis</u>understood, excused/<u>un</u>excused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.	Comprehensive Teacher's Guide: 31, 63, 87, 129, 163, 195, 229, 244, 260, 295, 327, 361, 393, 427, 459, 493, 502, 508, 510, 525 Small Group Reading Teacher's Guide: 86, 126, 236, 266

Standard	Descriptor	Citations
7. LISTENING AND SPEAKING: Skills, Strategies, and Applications		
	Comprehension	
5.7.1	Ask questions that seek information not already discussed.	Comprehensive Teacher's Guide: 144, 343
5.7.2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	Comprehensive Teacher's Guide: 12, 42-44, 78, 174, 175, 208, 276, 306-308, 340, 406, 408
5.7.3	Make inferences or draw conclusions based on an oral report.	Small Group Reading Teacher's Guide: 60
5.7.12	Give precise directions and instructions.	Small Group Reading Teacher's Guide: 315
	Organization and Delivery of Oral Communication	
5.7.4	Select a focus, organizational structure, and point of view for an oral presentation.	Small Group Reading Teacher's Guide: 30, 110
5.7.5	Clarify and support spoken ideas with evidence and examples.	Comprehensive Teacher's Guide: 9, 14, 25, 27, 33, 41, 46, 55, 57, 59, 65, 75, 80, 91, 93, 99, 112, 123, 125, 131, 141, 146, 157, 159, 165, 173, 178, 189, 191, 197, 207, 212, 223, 225, 231, 239, 244, 257, 263, 273, 278, 289, 291, 297, 305, 310, 321, 323, 329, 339, 344, 355, 357, 363, 371, 376, 387, 389, 395, 405, 410, 421, 423, 429, 437, 442, 453, 455, 461, 471, 476, 487, 489, 495, 503, 508, 519, 521, 527 Small Group Reading Teacher's Guide: 3, 5, 8, 10, 13, 15, 18, 20, 23, 25, 28, 30, 33, 35, 38, 40, 43, 45, 48, 50, 53, 55, 58, 60, 63, 65, 68, 70, 73, 75, 78, 80, 83, 85, 88, 90, 93, 95, 98, 100, 103, 105, 108, 110, 113, 115, 118, 120, 123, 125, 128, 130, 133, 135, 138, 140, 143, 145, 148, 150, 153, 155, 158, 160, 163, 165, 168, 170, 173, 175, 178, 180, 183, 185, 188, 190, 193, 195, 198, 200, 203, 205, 208, 210, 213, 215, 218, 220, 223, 225, 228, 230, 233, 235, 238, 240, 243, 245, 248, 250, 253, 255, 258, 260, 263, 265, 268, 270, 273, 275, 278, 280, 283, 285, 288, 290, 293, 295, 298, 300, 303, 305, 308, 310, 313, 315, 318, 320

Standard	Descriptor	Citations
5.7.6	Use volume, phrasing, timing, and gestures appropriately to enhance meaning	Comprehensive Teacher's Guide: 48, 180, 214, 280, 312, 378, 412, 444, 478 Small Group Reading Teacher's Guide: 4, 9, 14, 19, 24, 34, 39, 44, 49, 54, 59, 74, 84, 89, 94, 104, 109, 119, 129, 144, 149, 159, 169, 174, 179, 194, 204, 209, 214, 219, 224, 229, 244, 264, 279, 294, 299, 304, 309, 319
5.7.13	Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	Comprehensive Teacher's Guide: 32, 47, 164, 179, 245, 362, 386, 443, 509, 518 Small Group Reading Teacher's Guide: 3, 8, 13, 18, 23, 28, 33, 38, 43, 48, 53, 55, 58, 63, 68, 73, 78, 83, 88, 93, 98, 103, 108, 113, 118, 123, 128, 133, 138, 143, 148, 153, 158, 163, 168, 173, 178, 183, 188, 193, 198, 203, 208, 213, 218, 223, 228, 233, 238, 243, 248, 253, 258, 263, 268, 273, 278, 283, 288, 293, 298, 303, 308, 313, 318
	Analysis and Evaluation of Oral and Media Communications	
5.7.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	Comprehensive Teacher's Guide: 359, 413, 518 Small Group Reading Teacher's Guide: 189-190
5.7.14	Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.	Comprehensive Teacher's Guide: 413 Small Group Reading Teacher's Guide:
5.7.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	Comprehensive Teacher's Guide: 359, 413, 518 Small Group Reading Teacher's Guide: 189-190
	Speaking Applications	
5.7.9	Deliver narrative (story) presentations that: • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens	Small Group Reading Teacher's Guide: 45, 55, 125 165, 170, 215, 255, 285
5.7.15	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Small Group Reading Teacher's Guide: 110

Standard	Descriptor	Citations
5.7.10	Deliver informative presentations about an important idea, issue, or event by the following means: • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations.	Small Group Reading Teacher's Guide: 105, 145
5.7.11	Deliver oral responses to literature that: • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.	Small Group Reading Teacher's Guide: 30, 105, 295