

A Correlation of

Scott Foresman
The Grammar & Writing Book

to the

Mississippi
Language Arts
Curriculum Frameworks
Grades 1 – 6



T/R-64

Introduction

This document demonstrates how ***Scott Foresman – The Grammar & Writing Book*** meets the objectives of the ***Mississippi Language Arts Curriculum Framework***. Correlation page references are to ***The Grammar & Writing Book Student Edition***, the ***Grammar and Writing Practice Book Teacher’s Manual***, and the ***On-Level Leveled Reader Teaching Guide***.

Note: The Grammar and Writing Book Student Edition, Grade 5 is correlated to the Grade 6 objectives of the Mississippi Curriculum Framework.

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**PEARSON SCOTT FORESMAN
SCOTT FORESMAN THE GRAMMAR & WRITING BOOK
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE ONE**

1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Orally describe events, ideas, and personal stories with limited details, some sequence, and teacher prompting.	NA	NA
b. Demonstrate growth in using language to express needs, wants, and feelings.	The Grammar & Writing Book: 10–11, 12–13, 67, 73, 78, 79, 115, 133, 169, 193, 199, 232–233, 238–239	Grammar and Writing Practice Book Teacher’s Manual: Many writing activities address this objective. These are some of the many examples. 17, 21, 33, 45, 53, 69, 93, 109, 125 Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 9, 11, 13, 23, 27

c. Listen to determine the main idea and to recall details.	NA	NA
2. Use an appropriate writing process (pre-writing, drafting, revising, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Generate ideas before writing/drawing (pre-writing).	The Grammar & Writing Book: 231	Grammar and Writing Practice Book Teacher's Manual: 38, 39, 40, 41, 42 Leveled Reader Teaching Guide (On-Level): 102, 113, 118
b. Communicate and express feelings and ideas using invented spelling (drafting).	NA	NA
c. Reread personal writing/drawing and make changes to clarify (revising).	The Grammar & Writing Book: 4–5, 8–9, 12–13	Grammar and Writing Practice Book Teacher's Manual: 42, 43 Leveled Reader Teaching Guide (On-Level): Related content: 37

d. Share selected works (publishing).	NA	NA
e. Begin to develop awareness of the concept of beginning, middle, and end.	The Grammar & Writing Book: 6–9, 114, 168, 186, 232	Grammar and Writing Practice Book Teacher’s Manual: 40 Leveled Reader Teaching Guide (On-Level): 33, 39, 66, 74, 77
f. Write or draw a reaction to or summary of what has been read, heard, or experienced.	The Grammar & Writing Book: 151, 157, 163, 193, 240	Grammar and Writing Practice Book Teacher’s Manual: 22, 28, 30 Leveled Reader Teaching Guide (On-Level): 37, 77, 125, 129

<p>g. Produce writing or drawings that explain, describe, question, inform, entertain, etc.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240</p>	<p>Grammar and Writing Practice Book Teacher's Manual: Most writing activities address this objective. These are some of the many examples. 9, 15, 19, 22, 24, 30</p> <p>Leveled Reader Teaching Guide (On-Level): Many writing activities address this objective. These are some of the many examples. 25, 29, 33, 45, 53, 57, 77, 85, 93, 109</p>
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3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Ask meaningful questions seeking information.	The Grammar & Writing Book: 84, 85	Grammar and Writing Practice Book Teacher's Manual: Related content: 27 Leveled Reader Teaching Guide (On-Level): Related content: 41
b. Use direct experience with people, the environment, and available media/technology to gather information and answer questions with teacher guidance.	NA	NA
c. Choose and organize information that has been gathered from one or more sources and present it through either writing, speaking, or a self-selected art form (drama, art, music, movement, etc.).	NA	NA

4. Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to apply developmentally appropriate critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups with teacher guidance.	NA	NA
b. Participate in response groups as leader/supporter and speaker/listener with teacher guidance.	NA	NA
5. Assess through self-evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Share personal work with others.	NA	NA
b. Select examples of personal "best" work.	NA	NA
6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Listen to and participate in the reading of selected literature from diverse cultures and historical periods.	NA	NA
b. Begin to recognize that different times, places, and customs are reflected in selected literary works.	NA	NA

7. Experience a variety of literary forms and styles in order to discover the meaning and beauty of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to recognize characteristics of quality literature such as rhyme, repetition, and figurative language.	NA	NA
b. Begin to recognize elements of story such as plot, character, sequence, and setting.	NA	NA
c. Express language that has been read through performance of the arts, such as poetry, drama, dance, drawing, etc.	NA	NA
8. Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate appropriate handling of a book (right–way up, front to back, sequential page–turning).	NA	NA

<p>b. Use familiar words, picture clues, context clues, and personal experiences to read and write meaningful messages.</p>	<p>The Grammar & Writing Book: 15, 26, 31, 36, 41, 51, 55, 61, 67, 73, 79, 85, 87, 91, 97, 103, 109, 115, 117, 121, 123, 127, 129, 133, 139, 145, 151, 157, 163, 165, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many writing activities address this objective. These are some of the many examples. 11, 13, 18, 19, 23, 25</p> <p>Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 33, 41, 53, 69, 101, 117, 129</p>
<p>c. Predict meaning using pictures and context clues.</p>	<p>NA</p>	<p>NA</p>
<p>d. Participate as favorite stories are re-read aloud by filling in familiar words and phrases.</p>	<p>NA</p>	<p>NA</p>

e. Recognize the phonetic principle that letters are associated with sounds heard in words.	NA	NA
f. Apply beginning knowledge of phonics and other word attack skills in reading a variety of literature (trade books, experience stories, basal readers, etc.).	NA	NA
g. Develop a personal sight–word vocabulary.	NA	NA
h. Read for information, communication, and entertainment.	NA	NA
9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use listening, speaking, reading, reflecting, predicting, questioning, and personal experiences to understand and respond in a variety of situations.	NA	NA
b. Use personal and literary language to retell familiar stories.	NA	NA
c. Recall the main idea and details of what has been read.	The Grammar & Writing Book: 156, 216	Leveled Reader Teaching Guide (On-Level): 26, 38
d. Draw a conclusion from what is read.	NA	NA

10. Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Interact for specific purposes with people in the classroom and school community.	NA	NA
b. Exhibit emergent knowledge of standard English use in the context of writing and speaking.	The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224	Grammar and Writing Practice Book Teacher's Manual: Many grammar pages address this objective. These are some of the many examples. 1, 5, 6, 9, 11, 13, 14, 17, 18, 21, 23, 24 Leveled Reader Teaching Guide (On-Level): 117 All speaking and writing activities can be adapted to meet this objective.

<p>c. Use personally legible manuscript handwriting to communicate meaning.</p>	<p>The Grammar & Writing Book: 254–255</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All pages provide opportunities for students to use legible handwriting.</p> <p>Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to use legible handwriting.</p>
<p>d. Use invented spelling to communicate meaning and move toward correct spelling in frequently used words.</p>	<p>The Grammar & Writing Book: 24, 27, 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45, 252–253</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All writing pages provide opportunities for students to meet this objective.</p>

(continued)		Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to meet this objective.
11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to use oral and written language in a variety of classroom contexts (charting, graphing, development of graphic organizers, etc.).	The Grammar & Writing Book: 231, 232, 234, 238	Grammar and Writing Practice Book Teacher's Manual: 38, 39, 40, 41, 42 Leveled Reader Teaching Guide (On-Level): 42, 50, 62, 74, 82, 114, 118

<p>b. Begin to use oral and written language to exchange and explain ideas.</p>	<p>The Grammar & Writing Book: 2–5, 15, 26, 31, 36, 41, 51, 55, 61, 67, 73, 79, 85, 87, 91, 97, 103, 109, 115, 117, 121, 123, 127, 129, 133, 138, 139, 145, 151, 157, 163, 165, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many writing activities address this objective. These are some of the many examples. 15, 16, 21, 24, 26, 29</p> <p>Leveled Reader Teaching Guide (On-Level): Many writing activities address this objective. These are some of the many examples. 21, 37, 61, 97, 101</p>
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**PEARSON SCOTT FORESMAN
SCOTT FORESMAN THE GRAMMAR & WRITING BOOK
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE TWO**

1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe events, ideas, and personal stories with important details and meaningful sequence.	The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242	Grammar and Writing Practice Book Teacher's Manual: Many writing activities address this objective. These are some of the many examples. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 27, 29

(continued)		<p>Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 17, 41, 49, 57, 73, 85, 89, 93, 97, 101, 109, 110, 111, 115</p>
<p>b. Begin to recognize that language is a tool for communication and use language to express needs, wants, and feelings.</p>	<p>The Grammar & Writing Book: 31, 55, 67, 72, 73, 109, 150, 151, 163, 229, 232–233, 238–239</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most pages address this objective. These are some of the many examples. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 20, 22, 24, 26, 28, 30</p>

(continued)		Leveled Reader Teaching Guide (On-Level): Most lessons address this objective. These are some of the many examples. 27, 38, 46, 50, 63, 82, 89, 93, 97, 101, 109, 110, 111, 117, 121
c. Listen to determine the main idea and to recall details.	NA	NA
2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use pre-writing activities to generate ideas before writing.	The Grammar & Writing Book: 231, 232, 234, 236, 238, 240, 242	Grammar and Writing Practice Book Teacher's Manual: 41, 42, 43, 44, 45 Leveled Reader Teaching Guide (On-Level): 74, 114

<p>b. Complete a draft with several sentences that communicate and express a central idea and show the concept of a beginning, middle, and end.</p>	<p>The Grammar & Writing Book: 2–3, 6–9, 84, 96, 102, 168, 204, 222, 224–227, 228</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 18, 30, 41</p> <p>Leveled Reader Teaching Guide (On-Level): Related content: 34, 98, 102</p>
<p>c. Begin to revise (share, add, delete, reorganize).</p>	<p>The Grammar & Writing Book: 4, 8, 12, 16, 20, 24</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 44, 45</p> <p>Leveled Reader Teaching Guide (On-Level): 29, 73, 99</p>
<p>d. Begin to edit final copies for developmentally appropriate grammar, capitalization, punctuation, and spelling.</p>	<p>The Grammar & Writing Book: 4, 8, 12, 16, 18–19, 20, 24–24, 46–48, 231, 233, 235, 237, 239, 241, 243</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 40, 41, 42, 43, 44, 45</p> <p>Leveled Reader Teaching Guide (On-Level): 57, 99</p>

e. Begin to publish selected works.	NA	NA
f. Write or draw a reaction to or summary of what has been read, heard, or experienced.	The Grammar & Writing Book: 242–243	Grammar and Writing Practice Book Teacher’s Manual: 8, 10, 22 Leveled Reader Teaching Guide (On-Level): 41, 69, 110, 122, 125
g. Write to relate a story, explain, describe, question, inform, entertain, etc.	The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232–233, 234, 236–237, 238, 240–241, 242	Grammar and Writing Practice Book Teacher’s Manual: Many writing activities address this objective. These are some of the many examples. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 27, 29

(continued)		Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 17, 41, 49, 57, 73, 85, 89, 93, 97, 101, 109, 110, 111, 115
3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Ask relevant questions seeking information and clarification.	NA	NA
b. Use a variety of sources to gather information with teacher guidance including printed materials (newspapers, magazines, and books); available technology (audio/visual equipment, computers, telecommunications, CD ROM, etc.); visual media (environmental print, pictures, painting etc.); and human resources.	NA	NA
c. Evaluate and organize information that has been gathered from two or more sources and present it through writing, speaking, or selected art forms (drama, art, music, movement, etc.).	NA	NA

4. Develop individual skills for working independently and cooperatively while engaging in small and large group activities. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Apply developmentally appropriate critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups with minimal teacher guidance.	NA	NA
b. Participate in response groups as a leader/supporter and speaker/listener with minimal teacher guidance.	NA	NA
5. Assess through self–evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to reflect on and revise personal work in progress.	The Grammar & Writing Book: 4, 8, 12, 16, 20, 24	Leveled Reader Teaching Guide (On-Level): 73
b. Discuss with others the quality of individual and group work.	23	Leveled Reader Teaching Guide (On-Level): 29, 73, 99
6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Read, listen, and respond to selected literature from diverse cultures and historical periods.	NA	NA

b. Recognize that different times, places, and customs are reflected in selected literary works.	NA	NA
7. Experience a variety of literary forms and styles to discover the meaning and beauty of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language.	NA	NA
b. Recognize elements of story such as plot, character, sequence, and setting and begin to incorporate them into oral and written forms.	NA	NA
c. Express language that has been read through performance of the arts, such as poetry, drama, dance, etc.	NA	NA
d. Introduce the dictionary (picture or words).	NA	NA
8. Develop an ability to read with increasing fluency and understanding by using writing and a variety of other reading strategies. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Apply expanding knowledge of familiar, high frequency words when reading and writing.	The Grammar & Writing Book: 14–17, 60, 66, 72, 90, 114, 132, 138, 144, 162, 180	Grammar and Writing Practice Book Teacher’s Manual: 9, 11, 13, 15, 17, 19, 21, 23, 25, 29

(continued)		<p>Leveled Reader Teaching Guide (On-Level): The vocabulary activities on these and many other pages prepare students to meet this objective. 29, 31, 39, 57, 61, 71, 81, 83, 91, 95, 103, 109, 117,</p>
<p>b. Use familiar words and phrases, picture clues, phonics, context clues, and personal experience to read and write meaningful messages.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 114, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 205, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher's Manual: Most lessons address this objective. These are some of the many examples. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 27, 29</p>

(continued)		Leveled Reader Teaching Guide (On-Level): Most lessons address this objective. These are some of the many examples. 17, 41, 49, 53, 57, 61, 73, 85, 89, 93, 97, 101, 109, 110, 111, 115
c. Predict meaning using context clues and some pictures.	NA	NA
d. Read for information, communication, entertainment, and to perform a task.	NA	NA
e. Choose a variety of books with increasing difficulty to read and re-read with increased fluency and understanding.	NA	NA
f. Sustain reading interest over a gradually increasing length of time.	NA	NA
g. Demonstrate a variety of strategies for attacking unfamiliar words in context.	NA	NA

9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Develop more complex predictions.	NA	NA
b. Generate questions while participating in language experiences and confirm or discount understanding through discussion and reflection.	The Grammar & Writing Book: 211	NA
c. Apply basic comprehension strategies to interpret familiar and unfamiliar content.	NA	NA
d. Recall the main idea and details of what has been read.	NA	NA
e. Identify a cause and effect relationship in a written passage.	NA	NA
f. Draw a conclusion from material read.	NA	NA

10. Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>a. Exhibit increasing knowledge of standard English usage such as, but not limited to, capitalization, punctuation, and subject–verb agreement in the context of writing and speaking.</p>	<p>The Grammar & Writing Book: 50–53, 68–71, 74–77, 86–89, 104–107, 116–119, 122–125, 194–197, 200–203, 206–209, 212–215, 218–221, 246–247, 254, 255–256</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: These are some of the many pages that address this objective. 1, 3, 4, 5, 6, 9, 11, 13, 15, 17, 19, 21, 22, 25, 27, 29, 31, 33, 34, 37</p> <p>Leveled Reader Teaching Guide (On-Level): The writing activities on these pages can be adapted to meet this objective. 73, 97, 99, 109</p>

<p>b. Demonstrate an increasing ability to transfer personal speaking and writing to different situations and purposes.</p>	<p>The Grammar & Writing Book: 2, 6, 10, 14, 18, 186, 192</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 13, 15, 17, 19, 23, 25, 27, 29, 37</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples. 45, 57, 65, 73, 81, 93, 101, 117</p>
<p>c. Refine use of manuscript handwriting for comfort, legibility, and ease of composition.</p>	<p>The Grammar & Writing Book: 258–260</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All pages give students the opportunity to refine their handwriting.</p> <p>Leveled Reader Teaching Guide (On-Level): All writing activities give students the opportunity to refine their handwriting.</p>

d. Begin to move from reliance on invented spelling to use of correct spelling in final drafts.	The Grammar & Writing Book: 22–25, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45, 257	Grammar and Writing Practice Book Teacher’s Manual: Related content: 9, 25, 33
11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Continue to apply use of language in a variety of classroom contexts (charting, graphing, development of graphic organizers, etc).	The Grammar & Writing Book: 232–233, 234–235, 236–237, 238–239, 240–241	Grammar and Writing Practice Book Teacher’s Manual: 22, 40, 41, 42, 43, 44, 45 Leveled Reader Teaching Guide (On-Level): 30, 70, 74, 77, 82, 86, 98, 113

<p>b. Continue to use language to exchange and explain ideas.</p>	<p>The Grammar & Writing Book: 2–5, 26, 31, 36, 41, 55, 61, 67, 73, 79, 85, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 193, 199, 204, 205, 211, 217, 223, 229</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many pages address this objective. These are some of the many examples. 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 23, 24, 27, 29</p> <p>Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 17, 41, 49, 57, 73, 85, 89, 93, 97, 101, 109, 110, 111, 115</p>
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**PEARSON SCOTT FORESMAN
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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE THREE**

1. Interact with others for various purposes in classroom and school communities based on first-hand experiences using reading, writing, listening, speaking, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Describe events, ideas, and personal stories with accurate details and meaningful sequence.	NA	<p>Grammar and Writing Practice Book Teacher's Manual: Many writing activities address this objective. These are some of the many examples. 17, 18, 20, 23, 44</p> <p>Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 13, 33, 37, 57, 69, 89, 93, 97, 101, 117</p>

<p>b. Recognize that all language serves a communicative function and is appropriate for expressing needs, wants, and feelings.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 79, 109, 139, 169, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher's Manual: Many writing activities address this objective. These are some of the many examples. 19, 21, 25, 27</p> <p>Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 15, 17, 19, 21, 29, 49, 53, 77, 81, 85, 105, 109</p>
<p>c. Listen to determine main idea and speaker's purpose and to recall details.</p>	<p>NA</p>	<p>NA</p>

<p>2. Use an appropriate writing process (pre-writing, drafting, revising, editing, publishing) to express and communicate personal ideas and feelings. (R, W, S, L, V)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Participate in pre-writing activities and develop a plan for writing.</p>	<p>The Grammar & Writing Book: 231, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher's Manual: 40, 41, 42, 43, 44</p> <p>Leveled Reader Teaching Guide (On-Level): 50, 78, 106</p>
<p>b. Organize information and write a first draft according to the type of writing.</p>	<p>The Grammar & Writing Book: 231, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243</p>	<p>Grammar and Writing Practice Book Teacher's Manual: 40, 41, 42, 43, 44</p> <p>Leveled Reader Teaching Guide (On-Level): Related content: 78, 82, 90</p>

<p>c. Revise writing for clarity, more specific vocabulary, information, and appropriate topic sentence and conclusions.</p>	<p>The Grammar & Writing Book: 2–3, 4–5, 8–9, 16–17, 18–19, 20–21, 24–25, 46–48, 216, 228</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 40, 41, 42, 43, 44, 45</p> <p>Leveled Reader Teaching Guide (On-Level): Related content: 41, 45, 85</p>
<p>d. Use resources (dictionary, teacher, other books, students) to edit final copies for grammar, capitalization, punctuation, and spelling.</p>	<p>The Grammar & Writing Book: 22–25</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: These pages can be adapted to include this objective. 26, 40, 41, 42, 43, 44, 45</p> <p>Leveled Reader Teaching Guide (On-Level): Related content: 31, 57, 113</p>
<p>e. Publish selected works.</p>	<p>NA</p>	<p>NA</p>

<p>f. Write a reaction to or summary of what has been read or heard.</p>	<p>The Grammar & Writing Book: 84, 85, 199, 242–243</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 10, 12, 15, 29</p> <p>Leveled Reader Teaching Guide (On-Level): 69, 125</p>
<p>g. Write to relate a story, give directions, explain, describe, question, solve a problem, inform, entertain, etc.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 79, 109, 139, 169, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: These are some of the many examples. 7, 9, 17, 19</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples. 17, 21, 37, 53, 65, 77, 97, 129</p>

3. Gather and organize information using a variety of resources and present it through writing, speaking, and various art forms. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Ask relevant and specific questions seeking information and clarification.	NA	NA
b. Independently use a variety of sources to gather information including printed material (newspaper, magazines, etc.); available technology (audio/visual equipment, computers, telecommunications, CD ROM, etc.); visual media (environmental print, pictures, etc.); and human resources.	NA	NA
c. Evaluate and organize information that has been gathered from three or more sources and present it through writing, speaking, and various art forms (drama, art, music, movement, etc.).	NA	NA
d. Use table of contents and index to locate information.	NA	NA
e. Alphabetize words and names.	NA	NA
4. Develop individual skills for working independently and participate cooperatively while engaging in small and large group activities. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Apply critical thinking processes to analyze and interpret information, make decisions, problem solve, and reflect individually and in groups.	NA	NA

b. Participate in response groups as a leader/supporter and speaker/listener.	NA	NA
5. Assess through self–evaluation and group conferences the quality of work in progress and work completed. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Reflect on and revise personal work in progress.	NA	NA
b. Discuss with others the quality of individual and group work in relation to specific criteria (rubrics, checklists, rating scales, group–defined characteristics, etc.)	The Grammar & Writing Book: 23, 26, 31, 36, 41	Leveled Reader Teaching Guide (On-Level): 29, 61
6. Read and listen to works of literature representing various cultures and historical periods. (R, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Read, listen, and respond to selected literature from diverse cultures and historical periods.	NA	NA
b. Recognize that different times, places, and customs are reflected in various literary works.	NA	NA

7. Experience a variety of literary forms and styles in order to discover the meaning and beauty of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Recognize characteristics of quality literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.	The Grammar & Writing Book: 60	NA
b. Identify significant information in text and analyze ways in which it contributes to meaning.	The Grammar & Writing Book: 84	NA
c. Use prefixes and suffixes to modify the meaning of root words as found in context.	NA	NA
d. Express language that has been read through performance of the arts such as poetry, drama, dance, etc.	NA	NA
e. Use a dictionary to find or confirm the meaning of a word.	The Grammar & Writing Book: 22	NA

<p>8. Develop an ability to read and with increasing fluency and understanding by writing and by using a variety of reading strategies. (R, W, S, L, V)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Use expansive vocabulary of known words when reading and writing passages of increasing length and variety.</p>	<p>The Grammar & Writing Book: 66, 108, 114, 120, 138, 144, 174, 180, 222</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: These are some of the many examples. 7, 9, 11, 19, 21, 25, 27</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples. 55, 71, 87, 107, 111, 115, 119</p>

<p>b. Transfer knowledge of language patterns, meaning, and personal experience to write and to read with increasing fluency.</p>	<p>The Grammar & Writing Book: These are a few of the many examples. 60, 66, 72, 90, 96, 108, 126, 144, 162, 174, 186, 198, 210, 222</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All writing activities address this objective. These are a few of the many examples. 13, 15, 21, 27, 41</p> <p>Leveled Reader Teaching Guide (On-Level): All writing activities address this objective. These are a few of the many examples. 49, 89, 97, 121, 129</p>
<p>c. Predict meaning using a variety of context clues, sentence structure, and some picture clues.</p>	<p>NA</p>	<p>NA</p>
<p>d. Read for information, communication, entertainment, and to perform a task.</p>	<p>NA</p>	<p>NA</p>
<p>e. Choose a variety of books gradually increasing in difficulty.</p>	<p>NA</p>	<p>NA</p>
<p>f. Sustain reading interest over a gradually increased length of time.</p>	<p>NA</p>	<p>NA</p>

g. Demonstrate a variety of strategies for attacking unfamiliar words in context.	NA	NA
9. Read, interpret, and respond to ideas, information, and events in written materials with familiar content and a limited range of unfamiliar content. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Organize and record information before reading for set purposes.	NA	NA
b. Use comprehension skills to make, confirm, or discount complex predictions.	NA	NA
c. Generate questions when participating in language experiences to develop understanding and make response to written materials.	NA	NA
d. Recognize elements of a story such as plot, character, character motivation, sequence, setting, and incorporate them into oral and written forms.	NA	NA
e. Recall the main idea and details of what has been read.	NA	NA
f. Identify a cause and effect relationship in a written passage.	NA	NA
g. Draw a conclusion from material read.	NA	NA

10. Demonstrate continuous progress toward the use of penmanship, grammar, mechanics, and standard English in the context of writing and speaking. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate knowledge of grammar and usage including but not limited to nouns, verbs, pronouns, adjectives, subject–verb agreement, noun plurals, punctuation, and capitalization.	The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224	Grammar and Writing Practice Book Teacher’s Manual: All grammar pages address this objective. These are some of the many examples. 2, 6, 10, 14, 22, 26, 32 Leveled Reader Teaching Guide (On-Level): Related content: 99

<p>b. Use appropriate language structure in a variety of contexts.</p>	<p>The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 150, 156, 152, 176, 188, 212, 218, 224</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 3, 4, 5, 11, 12, 13, 14, 17, 18, 22, 24</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples where this objective can be applied. 13, 33, 37, 57, 69, 89, 93, 97, 101, 117</p>
<p>c. Continue to perfect legibility and style of manuscript handwriting.</p>	<p>The Grammar & Writing Book: 258–260</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All activities provide opportunities for students to perfect their handwriting.</p> <p>Leveled Reader Teaching Guide (On-Level): All activities provide opportunities for students to perfect their handwriting.</p>

d. Begin to use cursive handwriting at the emergent level.	The Grammar & Writing Book: 258–260	NA
e. Move from reliance on invented spelling to predominant use of correct spelling in final drafts.	The Grammar & Writing Book: 22, 24, 28, 29, 33, 34, 35, 38, 39, 40, 43, 44, 45	Grammar and Writing Practice Book Teacher’s Manual: Related content: 40, 41, 421, 43, 44, 45
11. Use language to facilitate continuous learning, to record observations, to clarify thought, to synthesize information, and to analyze and evaluate language, as appropriate. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Exhibit use of expanding vocabulary which includes references to an expanding knowledge of the world.	The Grammar & Writing Book: 90, 96, 108, 114, 120, 138, 174, 180	Leveled Reader Teaching Guide (On-Level): These are some of the many examples. 15, 19, 27, 35, 43, 51, 67, 74
b. Begin to recognize accuracy, effectiveness, validity, bias, and author's purpose in print and non–print material.	NA	NA

**PEARSON SCOTT FORESMAN
SCOTT FORESMAN THE GRAMMAR & WRITING BOOK
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE FOUR**

1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self–reflecting on written communications such as personal experiences, narratives, creative compositions, research, etc. (Each teacher will determine the appropriate number of products to be taken through the writing process.)	The Grammar & Writing Book: 26, 31, 36, 41, 46–48, 79, 109, 139, 169, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243	Grammar and Writing Practice Book Teacher’s Manual: 40, 41, 42, 43, 44, 45
b. Write in various forms such as social notes, friendly letters, book reports, journals, poems, etc.	The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 73, 79, 109, 138, 139, 151, 169, 232, 234, 236, 238, 240, 242	Grammar and Writing Practice Book Teacher’s Manual: Many writing activities address this objective. These are some of the many examples. 19, 20, 21, 22, 23, 24, 25, 27, 30

(continued)		Leveled Reader Teaching Guide (On-Level): Most writing activities address this objective. These are some of the many examples. 25, 29, 45, 57, 65, 77, 105, 113
c. Write a reaction to, interpretation of, or summary of what has been read or heard.	The Grammar & Writing Book: 242–243	Leveled Reader Teaching Guide (On-Level): 57, 77, 97, 113
d. Revise to ensure effective introductions, conclusions, wording, supporting details, and topic sentences.	The Grammar & Writing Book: 14–17, 46–48, 96, 120, 144, 150, 168, 174, 180, 204, 216, 222	Grammar and Writing Practice Book Teacher’s Manual: 40, 41, 42, 43, 44, 45
2. Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Speak in complete sentences using standard English.	NA	NA
b. Contribute to class discussions by expressing individual ideas and opinions.	NA	NA

c. Present short planned and rehearsed oral presentations.	NA	NA
d. Tell or retell a story to a small group of students.	NA	NA
e. Listen to determine the main idea.	NA	NA
3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify purpose of and audience for a project or task.	The Grammar & Writing Book: 192	Leveled Reader Teaching Guide (On-Level): Related content; 41, 93, 94
b. Use reading as a source of ideas and information for a project or task.	NA	NA
c. Follow a logical sequence/multi-step directions to complete a product.	The Grammar & Writing Book: 8, 48, 66, 102, 234–235	Grammar and Writing Practice Book Teacher’s Manual: 41 Leveled Reader Teaching Guide (On-Level): 53
d. Alphabetize to sixth letter.	NA	NA

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Begin to acknowledge resources (ideas, images, print, i.e., any information obtained from others).	NA	NA
b. Locate and use a variety of multimedia sources such as thesaurus, telephone book, atlas, almanac, dictionary, computer, encyclopedia, newspaper, and electronic technology to gain information.	The Grammar & Writing Book: 22	Leveled Reader Teaching Guide (On-Level): 81
c. Apply skills to create research projects using multimedia technology and other materials.	NA	NA
d. Read and interpret information from charts, graphs, maps, tables, schedules, timelines, etc.	NA	NA
e. Take notes to summarize and form generalizations from information.	The Grammar & Writing Book: 211	NA
f. Compose a variety of oral, visual, and written presentations from information gathered.	The Grammar & Writing Book: 229	NA
g. Use a card catalog to identify book, author, title, key word, topic, and illustrator.	NA	NA
h. Use a table of contents to find information.	NA	NA

5. Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Assume a given role in a group such as recorder, reporter, encourager, leader, time keeper, artist, etc.	NA	NA
b. Assess and monitor individual contributions to the group's effort.	NA	NA
6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Participate in team building through concrete and abstract activities.	NA	NA
b. Continue to develop strategies for listening and speaking that respect the rights and contributions of others.	NA	NA
c. Analyze, evaluate, and compromise to arrive at consensus.	NA	NA
d. Reorganize ideas and information to achieve a designated purpose.	NA	NA
7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture.	NA	NA

b. Begin to recognize the interrelatedness of language, literature, and culture.	NA	NA
c. Use prefixes and suffixes to modify the meaning of root words as found in context.	The Grammar & Writing Book: 128–131, 252	Grammar and Writing Practice Book Teacher’s Manual: 14
8. Read and use print and non–print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize language that has been read.	NA	NA
b. Express what has been read through performance of arts such as poetry, plays, dance, etc.	NA	NA
c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral forms.	NA	NA
9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.	NA	NA

b. Begin to adjust reading strategies for different purposes.	NA	NA
c. Read materials for information, communication, pleasure, and to perform a task, using a variety of strategies.	NA	NA
d. Use prior knowledge to identify commonalities between personal experiences and story elements.	NA	NA
e. Use word recognition strategies (phonics, contextual clues, reference guides, etc.) and resources to gain meaning from print.	NA	NA
f. Evaluate what is read, heard, or viewed and connect it to prior knowledge for critical analysis.	NA	NA
g. Read, listen, or view in a focused manner for periods of time as determined by teacher.	NA	NA
h. Model by reading aloud (students and/or teacher).	NA	NA
10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Paraphrase the main idea and important details from multimedia resources.	The Grammar & Writing Book: 210	NA

b. Depict characters or scenes from stories using a variety of artistic media.	NA	NA
c. Describe story elements such as the setting, characters, mood, motivation, problems/conflict, events/plot, solution, conclusion.	NA	NA
d. Distinguish the author's purpose as informative, persuasive, or entertaining.	NA	NA
e. Determine if the author's purpose is achieved.	NA	NA
f. Recognize the main idea of paragraphs or other written passages.	The Grammar & Writing Book: 2–5, 186	Leveled Reader Teaching Guide (On-Level): 30, 50, 106
g. Recognize sequence of events.	The Grammar & Writing Book: 66	Leveled Reader Teaching Guide (On-Level): 22m 100
h. Identify and determine meaning of figurative language (idioms, similes, metaphors) in written passages including poems.	The Grammar & Writing Book: 84	NA
i. Identify first–person narrative in written passages.	NA	NA
j. Write a reaction to, interpretation of, or summary of what has been read.	The Grammar & Writing Book: 242–243	Leveled Reader Teaching Guide (On-Level): 57, 77, 97, 113

<p>11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Demonstrate knowledge of grammar and usage, including, but not limited to, prepositions, adverbs, conjunctions, articles, interjections, and subject–verb agreement, capitalization, and punctuation.</p>	<p>The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 96, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most grammar pages address this objective. These are some of the many examples. 3, 7, 11, 12, 18, 21, 24, 27, 29</p>
<p>b. Interact with increasing competency in using standard English skills when writing and speaking in a variety of situations.</p>	<p>The Grammar & Writing Book: 22–23, 26, 31, 36, 41, 50, 55, 56, 61, 62, 68, 73, 74, 79, 80, 86, 92, 96, 104, 109, 110, 116, 122, 128, 134, 138, 139, 140, 146, 151, 152, 158, 164, 169, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many pages address this objective. These are some of the many examples. 10, 15, 18, 23, 25, 29</p> <p>Leveled Reader Teaching Guide (On-Level): 65</p>

<p>c. Apply correct grammar skills in speaking and writing.</p>	<p>The Grammar & Writing Book: 22–23, 26, 31, 36, 41, 55, 61, 62, 73, 79, 86, 109, 134, 138, 139, 140, 151, 158, 169, 170, 182, 194, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most grammar pages address this objective. These are some of the many examples. 1, 3, 5, 7, 8, 11, 13, 14, 18, 22</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples where this objective can be applied. 25, 41, 65</p>
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<p>d. Apply correct usage in speaking, writing, and editing/proofreading.</p>	<p>The Grammar & Writing Book: 22–23, 24, 26, 31, 36, 41, 55, 61, 73, 79, 92, 109, 110, 128, 134, 138, 139, 140, 151, 164, 169, 176, 188, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most grammar pages address this objective. These are some of the many examples. 1, 3, 5, 7, 8, 11, 13, 14, 18, 22, 40, 41, 42, 43, 44</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many examples where this objective can be applied. 25, 41, 65, 109</p>
<p>e. Use correct sentence structure in speaking, writing, and editing/proofreading.</p>	<p>The Grammar & Writing Book: 24, 50, 56, 62, 68, 74, 122</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 1, 2, 3, 4, 5, 13, 14, 17, 25, 26, 40, 41, 42, 43, 44</p>

f. Increase proficiency in cursive writing.	The Grammar & Writing Book: 258–260	Grammar and Writing Practice Book Teacher’s Manual: All writing activities provide opportunities for students to meet this objective. Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to meet this objective.
12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Make transition from invented spelling to standardized spelling while using a writing process.	The Grammar & Writing Book: 22, 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	Grammar and Writing Practice Book Teacher’s Manual: All writing activities provide opportunities for students to meet this objective.

(continued)		Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to meet this objective.
b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	The Grammar & Writing Book: 22	NA
c. Demonstrate appropriate spelling skills in context.	The Grammar & Writing Book: 22, 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	Grammar and Writing Practice Book Teacher's Manual: All writing activities provide opportunities for students to meet this objective. Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to meet this objective.

d. Use appropriate vocabulary for specific situations, purposes, and audiences.	The Grammar & Writing Book: 14–15	Leveled Reader Teaching Guide (On-Level): These pages prepare students to meet this objective. 19, 23, 31, 35, 39, 43, 47, 63, 71, 79, 83, 87, 95, 99, 103, 107, 111, 115, 119, 127
13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Interpret oral, visual, and written language in order to think critically and to solve problems.	NA	NA
b. Begin to identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.	NA	NA

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify and locate information to solve real-life problems.	NA	NA
b. Integrate speaking, listening, writing, and reading to study and solve problems.	The Grammar & Writing Book: 133	NA

**PEARSON SCOTT FORESMAN
SCOTT FORESMAN THE GRAMMAR & WRITING BOOK
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE FIVE**

<p>1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self–reflecting on written communications such as story lines, business letters, biographical sketches, reports from researched materials, friendly letters, social notes, creative writings, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process.)</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 79, 109, 139, 169, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many writing activities provide opportunities for students to apply the writing process. These are some of the many examples. 11, 18, 23, 24, 98, 26, 29, 40, 41, 42, 43</p>

(continued)		<p>Leveled Reader Teaching Guide (On-Level): Most writing activities provide opportunities for students to apply the writing process. These are some of the many examples. 37, 53, 105, 125</p>
<p>b. Write in various forms such as news articles, poems, short stories, speeches, interviews and diaries/journals, etc.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 79, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most writing activities provide opportunities for students to write in various forms. These are some of the many examples. 4, 7, 9, 11, 13, 16, 18, 25</p>

(continued)		<p>Leveled Reader Teaching Guide (On-Level): Most writing activities provide opportunities for students to write in various forms. These are some of the many examples. 45, 61, 73, 77, 81, 101, 121, 129</p>
c. Write a reaction to, interpretation of, or summary of what has been read or heard.	<p>The Grammar & Writing Book: 85, 242–243</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 9, 11</p> <p>Leveled Reader Teaching Guide (On-Level): 37, 49, 57, 89, 95, 109, 113, 125</p>

<p>d. Revise to ensure effective introductions, conclusions, wording, topic sentences, and details.</p>	<p>The Grammar & Writing Book: 4, 8, 12, 14–17, 20, 24, 84, 114, 132, 162, 180, 204, 228, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: These pages provide opportunities for students to apply this objective. 40, 41, 42, 43, 44, 45</p> <p>Leveled Reader Teaching Guide (On-Level): These pages provide opportunities for students to apply this objective. 65, 69, 85</p>
<p>2. Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Use standard English in discussion and in group and independent presentations, etc.</p>	<p>NA</p>	<p>NA</p>
<p>b. Develop an awareness of voice quality, articulation, body language, and stage presence.</p>	<p>NA</p>	<p>NA</p>

c. Listen to determine the main idea and to distinguish fact from opinion.	NA	NA
d. Begin to self-evaluate proficiency in presentation skills.	NA	NA
3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify the purpose of and audience for a project or task.	The Grammar & Writing Book: 192	Leveled Reader Teaching Guide (On-Level): 102
b. Use reading as a source of ideas and information for a project or task.	NA	NA
c. Follow logical sequence/multi-step directions to complete a product.	The Grammar & Writing Book: 46–48, 217	Grammar and Writing Practice Book Teacher’s Manual: Related content: 41 Leveled Reader Teaching Guide (On-Level): Related content: 129
d. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)	NA	NA

4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Locate and use table of contents, key words, electronic card catalog, glossary, atlas, encyclopedia, and other sources to gather information.	The Grammar & Writing Book: 22	Leveled Reader Teaching Guide (On-Level): 65
b. Compose a variety of oral, visual, and written presentations from information gathered.	The Grammar & Writing Book: 210, 211	Leveled Reader Teaching Guide (On-Level): 65
c. Distinguish fact from opinion.	The Grammar & Writing Book: 174	Leveled Reader Teaching Guide (On-Level): 46, 62, 126
d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.	NA	NA
5. Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Assume a given role in a group such as recorder, reporter, leader, etc.	NA	NA
b. Assess and monitor individual contributions to the group's effort.	NA	NA

6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Participate in team building through concrete and abstract activities.	NA	NA
b. Develop strategies for listening and speaking that respect the rights and contributions of others.	NA	NA
c. Analyze, evaluate, and compromise to arrive at a consensus.	NA	NA
d. Reorganize ideas and information to achieve a designated purpose.	NA	NA
7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Read an increasingly wider variety of literature to investigate issues common to all people including multi-cultural experiences through literature, language, and culture.	NA	NA
b. Recognize the interrelatedness of language, literature, and culture.	NA	NA
c. Use prefixes and suffixes to modify the meaning of root words as found in context.	The Grammar & Writing Book: 110–111, 116–117, 252	Grammar and Writing Practice Book Teacher’s Manual: 11, 24
d. Recognize the origin of words adopted from other languages.	NA	NA

8. Read and use print and non–print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Incorporate the use of arts such as drama, music, multimedia, etc., to internalize the language that has been read.	NA	NA
b. Express what has been read through performance of the arts such as poetry, drama, dance, etc.	NA	NA
c. Recognize rhyme, rhythm, repetition, and figurative language, and incorporate them into oral and written forms.	The Grammar & Writing Book: 216	Leveled Reader Teaching Guide (On-Level): 129
9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use comprehension and reading strategies (skim, scan, predict, infer, modify, or confirm original predictions, draw conclusions, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.	NA	NA
b. Adjust reading strategies for different purposes/	NA	NA
c. Use prior knowledge to identify commonalities between personal experiences and story elements.	NA	NA
d. Use word recognition strategies and resources (phonics, contextual clues, and story elements).	NA	NA

e. Model by reading aloud (students and/or teacher).	NA	NA
f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.	NA	NA
10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Paraphrase the main idea and important details from multimedia resources.	The Grammar & Writing Book: 210	Leveled Reader Teaching Guide (On-Level): 66, 98, 118
b. Depict characters or scenes from stories using a variety of artistic media.	The Grammar & Writing Book: 55	Leveled Reader Teaching Guide (On-Level): 81, 93, 109, 121
c. Describe story elements such as setting, characters, mood, motivation, problems/conflict, events/plot, solution, and conclusion.	NA	NA
d. Distinguish the author's purpose as informative, persuasive, or entertaining.	The Grammar & Writing Book: 2–3, 102	Leveled Reader Teaching Guide (On-Level): 37, 38, 54, 102
e. Determine if the author's purpose is achieved.	NA	NA

f. Use supporting details to identify main idea of a paragraph or other written message.	The Grammar & Writing Book: 2–3	Leveled Reader Teaching Guide (On-Level): 66, 98, 118
g. Recognize and tell the sequence of events.	NA	NA
h. Identify and determine meaning of figurative language in written passages, including poems (idioms, similes, and metaphors).	The Grammar & Writing Book: 216, 217	NA
i. Identify first and third person narrative in written passages.	NA	NA
j. Write a reaction to, interpretation of, or summary of what has been read.	85, 242–243	Grammar and Writing Practice Book Teacher’s Manual: 9, 11 Leveled Reader Teaching Guide (On-Level): 37, 49, 57, 89, 95, 109, 113, 125
k. Identify a cause and effect relationship in a written passage.	NA	NA

<p>11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)</p>		
<p>Objectives</p>	<p>Pupil Edition Page References</p>	<p>Teacher Edition Page References</p>
<p>a. Demonstrate knowledge of grammar and usage, including, but not limited to, participles, pronoun case, verb tense, adverbs, prepositional phrases, conjunctions, punctuation, and capitalization.</p>	<p>The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Most grammar pages address this objective. These are some of the many examples. 6, 11, 15, 16, 17, 18, 19, 20, 25, 27, 28, 29, 30</p> <p>Leveled Reader Teaching Guide (On-Level): This objective can be applied on these and other pages. 37, 41, 61, 73, 81, 93, 109</p>

<p>b. Interact with increasing competency using standard English skills when writing and speaking in a variety of situations.</p>	<p>The Grammar & Writing Book: 26, 31, 36, 41, 50, 56, 62, 68, 74, 79, 80, 86, 92, 98, 104, 109, 110, 116, 122, 128, 134, 139, 140, 146, 152, 158, 164, 169, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224, 232, 234, 236, 238, 240, 242</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: Many writing pages address this objective. These are some of the many examples. 7, 9, 11, 13, 17, 23, 25</p> <p>Leveled Reader Teaching Guide (On-Level): Many writing activities provide opportunities for students to apply this objective. These are some of the many examples. 21, 25, 29, 73, 93, 109, 125</p>
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<p>c. Apply correct grammar skills in speaking and writing.</p>	<p>The Grammar & Writing Book: 56, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206</p>	<p>Grammar and Writing Practice Book Teacher's Manual: These are some of the many pages that address this objective. 15, 19, 23, 26</p> <p>Leveled Reader Teaching Guide (On-Level): These are some of the many pages that address this objective. 51, 61, 93, 97, 99, 103</p>
<p>d. Apply correct usage in speaking, writing, and editing/proofreading.</p>	<p>The Grammar & Writing Book: 56, 62, 92, 104, 110, 128, 164, 182, 188</p>	<p>Grammar and Writing Practice Book Teacher's Manual: These are some of the many pages that address this objective. 6, 7, 8, 9, 10, 11, 13, 14, 16, 17, 19</p>

(continued)		<p>Leveled Reader Teaching Guide (On-Level): These are some of the many pages on which this objective can be applied. 37, 45, 61, 73, 77, 81, 89</p>
e. Use correct sentence structure in speaking, writing, and editing/proofreading.	<p>The Grammar & Writing Book: 50, 56, 62, 68, 104</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: 1, 2, 3, 4, 11, 17, 20, 27, 31, 40, 41, 42, 43, 44, 45</p>
f. Increase proficiency in penmanship.	<p>The Grammar & Writing Book: 258–260</p>	<p>Grammar and Writing Practice Book Teacher’s Manual: All pages provide opportunities for students to meet this objective.</p> <p>Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to meet this objective.</p>

12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Make transition from invented spelling in the first draft to correct spelling in the final draft while using a writing process.	The Grammar & Writing Book: 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	Grammar and Writing Practice Book Teacher's Manual: 40, 41, 42, 43, 44, 45
b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	The Grammar & Writing Book: 22	NA
c. Demonstrate appropriate spelling skills in context.	The Grammar & Writing Book: 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	Grammar and Writing Practice Book Teacher's Manual: All writing pages provide opportunities for students to apply this objective. Leveled Reader Teaching Guide (On-Level): All writing activities provide opportunities for students to apply this objective.

d. Use appropriate vocabulary for specific situations, purposes, and audiences.	The Grammar & Writing Book: 14–17, 114, 132, 156, 180, 216	Leveled Reader Teaching Guide (On-Level): 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115
13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Interpret oral, visual, and written language in order to think critically and to solve problems.	NA	NA
b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.	NA	NA
14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify and locate information to solve real-life problems.	NA	NA
b. Integrate speaking, listening, writing, and reading to study and solve problems.	The Grammar & Writing Book: 181	NA

**PEARSON SCOTT FORESMAN
SCOTT FORESMAN THE GRAMMAR & WRITING BOOK
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**LANGUAGE ARTS
GRADE SIX**

1. Communicate for a variety of purposes through different forms of writing using processes of reading, writing, listening, and viewing for an expanding audience. (R, W, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Accomplish a writing process through planning, drafting, revising, editing, publishing, and self-reflecting on written communications such as drama, biographies, autobiographies, creative writing, research reports, legends and tall-tales, etc. for different audiences and purposes. (Each teacher will determine the appropriate number of products to be taken through a writing process).	The Grammar & Writing Book: 26, 31, 36, 41, 79, 109, 139, 169, 232, 234, 236, 238, 240, 242	
b. Write in various forms such as short stories, historical fiction, news articles, essays, etc.	The Grammar & Writing Book: 26, 31, 36, 41, 55, 61, 67, 79, 91, 97, 103, 109, 115, 121, 127, 133, 139, 145, 151, 157, 163, 169, 175, 181, 187, 211, 217, 223, 229, 232, 234, 236, 238, 240, 242	

c. Write a reaction to, interpretation of, or summary of what has been read or heard.	The Grammar & Writing Book: 4, 8, 12, 14–17, 20, 24, 84, 114, 132, 162, 180, 204, 228, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243	
d. Revise to ensure effective introductions, wording, topic sentences, supporting details, and conclusions.	The Grammar & Writing Book: 4, 8, 12, 14–17, 20, 24, 84, 114, 132, 162, 180, 204, 228, 232–233, 234–235, 236–237, 238–239, 240–241, 242–243	
2. Speak coherently and listen effectively to exchange ideas and opinions for a variety of purposes and audiences. (S, L)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Present various points of view to an expanding audience (classroom and beyond).	NA	
b. Practice voice quality, articulation, body language, and stage presence.	NA	
c. Use standard English with increasing proficiency in discussion and group and independent presentations.	NA	
d. Listen to determine the main idea and to distinguish fact from opinion.	NA	
e. Continue to self-evaluate proficiency in presentation skills.	NA	

3. Complete projects and tasks in an organized and coherent manner. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify the purpose of and audience for a project or task.	The Grammar & Writing Book: 192	
b. Use reading as a source of ideas and information for a project or task.	NA	
c. Follow logical sequence/multi-step directions to complete a product.	The Grammar & Writing Book: 46–48, 217	
d. Demonstrate increased proficiency, complexity, and independence in completing a product. (See glossary for clarification of increased proficiency, etc.)	NA	
4. Read, listen to, and view multimedia sources to select and use information. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Locate and use table of contents, key words, electronic card catalog, glossary, atlas, and other resources and periodicals to find and gather information.	The Grammar & Writing Book: 22	
b. Compose a variety of oral, visual, and written presentations from information gathered.	The Grammar & Writing Book: 210, 211	
c. Distinguish fact from opinion.	The Grammar & Writing Book: 174	
d. Read and interpret information from charts, graphs, maps, tables, schedules, and timelines.	NA	

5. Develop self-monitoring skills to work independently and cooperatively. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Assume a given role in a group such as recorder, reporter, etc.	NA	
b. Assess and monitor individual contributions to the group's effort.	NA	
6. Participate cooperatively while engaging in small group activities to analyze and interpret information, to make decisions, to solve problems, and to produce a given product.		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Participate in team building through concrete and abstract activities.	NA	
b. Develop strategies for listening and speaking that respect the rights and contributions of others.	NA	
c. Analyze, evaluate, and compromise to arrive at a consensus.	NA	
d. Reorganize ideas and information to achieve a designated purpose.	NA	
7. Discover the history and inherent beauty of cultural expression in language and literature. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Read an increasingly wider variety of literature to investigate issues common to all people, including multi-cultural experiences, through literature, language, and culture.	NA	

b. Recognize the interrelatedness of language, literature, and culture.	NA	
c. Use prefixes and suffixes to modify the meaning of root words as found in context.	The Grammar & Writing Book: 110–111, 116–117, 252	
d. Recognize the origin of words adopted from other languages.	NA	
e. Recognize that language differs according to dialect and social settings.	NA	
f. Identify the tone of a written passage.	NA	
8. Read and use print and non-print media to experience the rhythm, energy, and pictorial qualities of language. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Incorporate the use of the arts such as drama, music, multimedia, etc., to internalize the language that has been read.	NA	
b. Express language that has been read through performance of the arts, such as poetry, drama, dance, etc.	NA	
c. Recognize characteristics of literature such as rhyme, rhythm, repetition, and figurative language, and incorporate them into written and oral form.	The Grammar & Writing Book: 216	

9. Read independently with fluency and for meaning using a variety of strategies. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use comprehension and reading strategies (skim, scan, predict, infer, modify or confirm original predictions, draw a conclusion, compare, contrast, etc.) to respond to literary selections and to enhance fluency and meaning.	NA	
b. Adjust reading strategies for different purposes.	NA	
c. Use prior knowledge to identify commonalities between personal experiences and story elements.	NA	
d. Use word recognition strategies and resources (phonics, contextual clues, reference guides, etc.) to gain meaning from print.	NA	
e. Model by reading aloud (students and/or teacher).	NA	
f. Read materials for information, communication, pleasure, and to perform a task, using various strategies.	NA	
10. Read, analyze, and respond in written and oral language or other art forms to increasingly challenging literature and other resources. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Paraphrase main idea and important details from multimedia resources.	The Grammar & Writing Book: 210	
b. Depict characters or scenes from stories using a variety of artistic media.	The Grammar & Writing Book: 55	

c. Describe story elements such as setting, characters, mood, motivation, problems, events/plot, solution, denouement, and conclusion.	NA	
d. Distinguish the author's purpose as informative, persuasive, or entertaining.	The Grammar & Writing Book: 2–3, 102	
e. Determine if the author's purpose is achieved.	NA	
f. Use supporting details to identify implied main idea details of a paragraph or written passage.	The Grammar & Writing Book: 2–3	
g. Paraphrase a sequence of events.	NA	
h. Identify and determine the meaning of figurative language (idioms, similes, metaphors) in written passages, including poems.	The Grammar & Writing Book: 216, 217	
i. Write first and third person narratives.	NA	
j. Write a reaction to, interpretation of, or summary of what has been read.	85, 242–243	
k. Identify a cause and effect relationship in a written passage.	NA	

11. Demonstrate continuous progress toward control of penmanship, grammar, mechanics, sentence structure, and usage of standard English in the context of writing and speaking. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Demonstrate knowledge of grammar and usage, including, but not limited to, parts of speech, all punctuation marks, capitalization, verb tense, subject-verb agreement, subordination, pronoun reference, participle and gerund phrases, and basic sentence elements.	The Grammar & Writing Book: 50, 56, 62, 68, 74, 80, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224	
b. Interact with increasing competency using standard English when writing and speaking in a variety of situations.	The Grammar & Writing Book: 26, 31, 36, 41, 50, 56, 62, 68, 74, 79, 80, 86, 92, 98, 104, 109, 110, 116, 122, 128, 134, 139, 140, 146, 152, 158, 164, 169, 170, 176, 182, 188, 194, 200, 206, 212, 218, 224, 232, 234, 236, 238, 240, 242	

c. Apply correct grammar in speaking, writing, and reading.	The Grammar & Writing Book: 56, 86, 92, 98, 104, 110, 116, 122, 128, 134, 140, 146, 152, 158, 164, 170, 176, 182, 188, 194, 200, 206	
d. Apply correct usage in speaking, writing, and editing/proofreading.	The Grammar & Writing Book: 56, 62, 92, 104, 110, 128, 164, 182, 188	
e. Use correct sentence structure in speaking, writing, and editing/proofreading.	The Grammar & Writing Book: 50, 56, 62, 68, 104	
f. Increase proficiency in penmanship.	The Grammar & Writing Book: 258–260	
12. Acquire and use appropriate vocabulary and spelling concepts. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Use standardized spelling while completing a writing process.	The Grammar & Writing Book: 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	
b. Utilize the dictionary, thesaurus, and/or computerized spell check as reference tools.	The Grammar & Writing Book: 22	

c. Demonstrate appropriate spelling skills in context.	The Grammar & Writing Book: 28, 29, 30, 33, 34, 35, 38, 39, 40, 43, 44, 45	
d. Use appropriate vocabulary for specific situations, purposes, and audiences.	The Grammar & Writing Book: 14–17, 114, 132, 156, 180, 216	
13. Use language to record observations, to clarify thoughts, to synthesize information, and to analyze and evaluate language in order to facilitate continuous learning. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Interpret oral, visual, and written language in order to think critically and to solve problems.	NA	
b. Identify and locate information from community resources through inquiries, interviews, research, etc., to form ideas and opinions.	NA	

14. Construct meaning by applying personal experiences and by reading, writing, speaking, listening, and viewing. (R, W, S, L, V)		
Objectives	Pupil Edition Page References	Teacher Edition Page References
a. Identify and locate information to solve real-life problems.	NA	
b. Integrate speaking, listening, writing, and reading to study and solve problems.	The Grammar & Writing Book: 181	