

Overall percentage of coverage in the <i>Student Edition (SE) and Teacher Edition (TE)</i> of the Utah State Core Curriculum: <u> 100 </u> %				
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: <u> </u> %				
STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend literary and informational grade level text.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: <u> 100 </u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: <u> </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Identify common prefixes and suffixes to determine meanings of words (see chart, Appendix A).	Student Edition: 661-662, 664 Exercise 5, 667, 675 Teacher Wraparound Edition: F 661; RM 661; T 662		
b.	Identify the literal meanings and shades of meaning of words.	Student Edition: 647-649, 651, 652, 799 Teacher Wraparound Edition: F 647, 650; RM 647, 650; T 648, 651; TT 648		

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c.	Determine word meaning through definition or explanation context clues.	Student Edition: 658-659, 799 <i>Writing and Language Glossary</i> 797-816 Teacher Wraparound Edition: C 659; F 658; MIN 659; RM 658; T 659		
d.	Distinguish between commonly confused words (i.e., a lot/allot; board/bored; brake/break; desert/ dessert; hear/here; its/it's; led/lead; lie/lay; right/write/rite; to/too/two; your/you're).	Student Edition: 324, 553-554, 555-556, 557-560, 601-602 Teacher Wraparound Edition: C 324, 554, 556, 560; CL 554; CT 602; F 553, 555, 601; RM 322, 553, 555, 557, 601; T 324, 553, 555, 557, 601; VR 556		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., textbooks, advertisements, posters).				
a.	Identify external text features to enhance comprehension (i.e., headings, subheadings, pictures, captions, bolded words, graphs, charts, and tables of contents).	Student Edition: 221, 685-686, 687-688, 699-702 Teacher Wraparound Edition: C 686, 702; EE 686; F 685, 687, 699; JWT 221; MIN 700; T 221, 685, 687, 700, 701; RM 685, 687, 699; VR 688, 701		

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b.	Comprehend text using internal text structures and their appropriate cue words and phrases (i.e., chronological, sequence, and description).	<p>Student Edition: 126-128, 164-166, 204-206, 212-214, 822</p> <p>Teacher Wraparound Edition: CL 128; F 126, 164, 204, 212; MIN 166; RM 126, 164, 204, 212; T 127, 128, 165, 166, 205, 206, 213-214</p>		
c.	Retell, paraphrase and summarize from informational text.	<p>Student Edition: 226, 333-336, 689-690, 804 <i>Listening and Speaking</i> 81 <i>Reflecting on the Unit: Summarize What You Learned</i> 39, 96, 149, 193, 255, 303</p> <p>Teacher Wraparound Edition: C 336, 690; F 333, 689; PA 336; R 39, 96, 149, 193, 255, 303; RM 689; T 333, 334, 335, 689; VR 690; WRW 334</p>		
d.	Distinguish main idea and supporting details in text.	<p>Student Edition: 70-71, 696-698</p> <p>Teacher Wraparound Edition: F 70, 696; JWT 71; RM 70, 696; T 71, 233, 276, 697</p>		

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Objective 1.3: (Comprehension of Literary Text): Comprehend literature using elements of narrative and poetic text.				
a.	Identify narrative plot structure (e.g., exposition, rising action, climax, falling action, resolution).	Student Edition: 156-157, 160, 173, 803 Teacher Wraparound Edition: C 159; F 156, 160; RM 156, 160; T 157, 161, 173		
b.	Describe a character's traits as revealed by the narrator (e.g., thoughts, words, speech patterns, and actions).	Student Edition: 130-132, 156-157, 168-170, 173, 798 Teacher Wraparound Edition: C 159; EE 157; F 130, 156, 168; JWT 157, 169; RM 130, 156, 168; T 131, 132, 157, 169, 170, 173		
c.	Distinguish topic from theme in literature.	Student Edition: 220-221, 804, 805 Teacher Wraparound Edition: F 220; RM 220; T 221		
d.	Identify descriptive details and imagery that establish setting.	Student Edition: 158, 173, 804 Teacher Wraparound Edition: F 156; RM 156; T 158		
e.	Identify figurative language (i.e., simile and metaphor).	Student Edition: 800, 801, 804		

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f.	Identify main ideas and/or emotions in a wide range of poetry.	Student Edition: 134-137, 762-763, 803 Teacher Wraparound Edition: F 134; RM 134; T 135, 136		
STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
Objective 2.1: (Writing to Learn): Retell or summarize and make connections to clarify thinking through writing.				
a.	Retell significant events in sequence.	Student Edition: 164-166, 204-205, 822 Teacher Wraparound Edition: EE 165; F 164, 204; JWT 165, 205; MIN 166; RM 164, 204; T 165, 166, 205		

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b.	Summarize essential information from literary or informational text.	<p>Student Edition: 226, 333-336, 689-690, 804 <i>Listening and Speaking</i> 81 <i>Reflecting on the Unit: Summarize What You Learned</i> 39, 96, 149, 193, 255, 303</p> <p>Teacher Wraparound Edition: C 336, 690; F 333, 689; PA 336; R 39, 96, 149, 193, 255, 303; RM 689; T 333, 334, 335, 689; VR 690; WRW 334</p>		
c.	Connect text to self.	<p>Student Edition: 10, 15, 20, 24-26, 134-137, 180-183</p> <p>Teacher Wraparound Edition: C 15, 183; EE 182; F 24, 134, 180; JWT 181; MIN 14; RM 24, 134, 180; T 10, 14, 21, 25, 26, 135, 136, 181, 182</p>		

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<p>Objective 2.2: (Extended Writing): Write to identify and reflect on feelings to recreate experiences. (Emphasize autobiographical or narrative essays. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade level.)</p>			
<p>a.</p>	<p>Determine audience and purpose for extended writing.</p>	<p>Student Edition: 54-57, 222, 223, 272, 273</p> <p>Teacher Wraparound Edition: C 57, 223; F 54; JWT 55; MIN 272; RM 54; T 55, 56, 222, 272; WRW 56</p>	
<p>b.</p>	<p>Relate a clear, coherent, chronologically-sequenced incident, event, or situation with simple reflection.</p>	<p>Student Edition: 156-159, 160-162, 164-167, 172-175, 184-187</p> <p>Teacher Wraparound Edition: C 161, 163, 167, 175, 187; CC 187; EE 165, 186; F 156, 160, 164, 172, 184; JWT 165, 173; MIN 166, 174; RM 156, 160, 164, 172, 184; T 157, 158, 161, 162, 165, 166, 173, 174, 185, 186</p>	
<p>c.</p>	<p>Use sensory details.</p>	<p>Student Edition: 114-117, 122-125</p> <p>Teacher Wraparound Edition: C 117, 125; F 114, 122; JWT 115, 123; MIN 124; RM 114, 122; T 115, 116, 123, 124</p>	

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Objective 2.3: (Revision and Editing):Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	<p>Evaluate and revise for:</p> <ul style="list-style-type: none"> • Use of a unifying idea or topic. • A clear beginning, middle, and end, with sequential transitions. • Appropriate tone and voice. • Appropriate word choice for topic. • Varied sentence beginnings and sentence length. 	<p>Student Edition: 30-31, 38, 48, 66-69, 70-73, 74-77, 88, 95, 140, 186, 239, 246, 296, 800, 804, 805, 817-818, 822, 823</p> <p>Teacher Wraparound Edition: C 69, 73, 77, 239; CL 48; F 66, 70, 74; JWT 67, 75; MIN 68, 72, 76; RM 66, 70, 74; T 30, 48, 67, 68, 71, 72, 75, 76, 88, 140, 186, 246, 296</p>		
b.	<p>Edit for:</p> <ul style="list-style-type: none"> • Correct grade level spelling. • Correct use of commas in a series. • Correct subject-verb agreement. • Correct use of possessives. • Correct capitalization of sentence beginnings and proper nouns. • Correct end punctuation on simple and compound sentences. 	<p>Student Edition: 31, 48, 78-81, 89, 141, 187, 239, 247, 297, 357-358, 383-384, 535-536, 573-574, 575-576, 577-578, 579-580, 589-590, 591-592, 681-683, 799, 847</p> <p>Teacher Wraparound Edition: C 81, 239, 358, 384, 536, 574, 576, 578, 580, 590, 683; CL 48, 578, 592, 682; EE 80; EL 536; F 78, 357, 383, 535, 573, 575, 577, 579, 589, 591, 681; JWT 79; MIN 89, 384, 576, 580, 590, 683; RM 78, 357, 383, 535, 573, 575, 577, 579, 589, 591, 681; T 31, 48, 79, 80, 140, 186, 246, 296, 357, 383, 535, 575, 577, 579, 589, 591, 682</p>		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: (Processes of Inquiry): Use the process of inquiry to formulate questions and engage in gathering information.				
a.	Establish a purpose for inquiry.	Student Edition: 224-227, 228-231 Teacher Wraparound Edition: C 227; F 224, 228; JWT 229; RM 224, 228; T 225, 229, 230		
b.	Gather relevant information to answer questions.	Student Edition: 224-227, 228-231, 271, 825-826 Teacher Wraparound Edition: C 227, 231; CL 230; F 224, 228; JWT 225, 229; MIN 226; RM 224, 228; T 225, 229, 230		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
c.	Validate the accuracy and relevance of information, discriminating between fact and opinion.	Student Edition: 224-227, 228-231, 271, 639-642, 643-644, 645-646, 744, 800, 802, 825-826 Teacher Wraparound Edition: C 227, 231, 642, 644, 645; CL 230; EE 641; F 224, 228, 639, 643, 645; JWT 225, 229; LS 102; MIN 226, 640, 645, 744; RM 224, 228, 639, 643, 645; T 225, 229, 230, 640, 641, 644, 645, 744; TT 642, 644		
d.	Distinguish paraphrasing and summarizing from plagiarizing.	Student Edition: 233, 802, 803, 804, 826-827		
Objective 3.2: (Written Communication of Inquiry): Write to report information gathered from the process of inquiry.				
a.	Select an appropriate format to report information.	Student Edition: 86-88, 98, 102-103, 138, 184, 204-205, 239, 244, 294 Teacher Wraparound Edition: F 86, 138, 184, 204, 244, 294; RM 86, 138, 184, 204, 244, 294; T 87, 98, 102, 103; VR 103		

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b.	Gather information on an idea or concept.	Student Edition: 224-227, 228-231, 271, 825-826 Teacher Wraparound Edition: C 227, 231; CL 230; F 224, 228; JWT 225, 229; MIN 226; RM 224, 228; T 225, 229, 230		
c.	Report information using summarization.	Student Edition: 226, 333-336, 689-690, 804 <i>Listening and Speaking</i> 81 <i>Reflecting on the Unit: Summarize What You Learned</i> 39, 96, 149, 193, 255, 303 Teacher Wraparound Edition: C 336, 690; F 333, 689; PA 336; R 39, 96, 149, 193, 255, 303; RM 689; T 333, 334, 335, 689; VR 690; WRW 334		
d.	Use informal contextual citation. (Example: "Gary Paulsen says he gets his ideas from...")	Student Edition: 827		

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Objective 3.3: (Oral Communication of Inquiry): Communicate ideas and information appropriately in classroom settings.				
a.	Determine the purpose for communication (e.g., to respond to writing, to obtain a result, to convey ideas or information, to seek validation).	Student Edition: 752-755, 756-761, 803 <i>Listening and Speaking</i> 53, 57, 73, 81, 125, 137, 159, 163, 171, 215, 223, 231, 235, 243, 269, 293 <i>Viewing and Representing</i> 121, 129, 133 Teacher Wraparound Edition: C 755, 761; EE 754; F 752, 756; RM 753, 756; T 753, 754, 756, 758		
b.	Use appropriate protocol for asking questions (e.g., turn taking, staying on topic, projecting adequately).	Student Edition: 228-231, 341-344, 748-751, 752-755 <i>Listening and Speaking</i> 137, 235, 269 Teacher Wraparound Edition: C 129, 231, 293, 751; CL 230; EE 342, 344; F 228, 341, 748, 752; MIN 750; RM 228, 748, 752; RWC 751; T 229, 230, 341, 342, 748, 750, 753		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
c.	Use appropriate protocol for responding to questions (e.g., respecting others' contributions, staying on topic, projecting adequately).	<p>Student Edition: 341-344, 752-755 <i>Listening and Speaking</i> 137, 235, 269 <i>Viewing and Representing</i> 133</p> <p>Teacher Wraparound Edition: C 53, 73, 125, 159, 215, 223, 243, 269, 293, 755; EE 342, 344; F 341, 752; RM 752; T 341, 342, 749, 753</p>		
d.	Contribute constructively in classroom settings.	<p>Student Edition: 752-755 <i>Listening and Speaking</i> 53, 57, 73, 125, 137, 159, 163, 171, 215, 223, 231, 235, 243, 269, 293 <i>Viewing and Representing</i> 121, 129, 133</p> <p>Teacher Wraparound Edition: C 49, 53, 57, 73, 81, 121, 125, 129, 133, 137, 159, 163, 171, 215, 223, 231, 243, 269, 293, 755; EE 754; F 752; RM 752; T 753, 754</p>		