

Sopris West Educational Services

LANGUAGE! The Comprehensive Literacy Curriculum
Correlation to Connecticut English Language Art Curriculum Standards

**Books A-F for
Grade 5**

Reading and Responding
Standard 1:

State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
READING								
Students comprehend and respond in literal, critical and evaluative ways to various texts that are read, viewed and heard.								
<p>1. Reading and Responding Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.</p>	<p style="text-align: center;">Vocabulary</p> <p>1. Use prior knowledge, context clues and graphic features to predict, clarify, and/or expand word meanings and concepts.</p> <p>2. Use structural analysis to understand new words and concepts.</p> <p>3. Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.</p>			TE: pg. Vol. 1- 10A, 26A, 41A, 88A, 105A, 118A, 269A, 312A, 352A, 442A	TE: pg. Vol. 1- 38, 45, 49, 81, 90, 116, 129, 165, 169, 196, 228, 238, 299, 324, 351, 368, 385, 428, 451 Vol. 2- 501, 512, 526, 531, 567, 576, 591, 636, 640, 704, 753, 777, 814	TE: pg. Vol. 1- 44-47, 59, 68, 79, 173, 204, 229, 293-294, 306 Vol. 2- 424, 438, 562-563, 589, 722	TE: pg. Vol. 1- 18-19, 27, 67, 83, 84, 104, 123, 130, 155, 162, 182, 189, 216, 221, 264, 294, 300, 317, 353, 397, 406 Vol. 2- 438, 444, 469, 486, 500, 506, 570, 571, 577, 590, 600, 619, 624, 645, 647, 655, 669, 679, 683, 707, 720, 739, 743, 751, 775, 785	TE: pg. Vol. 1- F14, 10, 53, 100, 143, 220, 287, 323 Vol. 2- 478, 589, 670, 712

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<p>1. Reading and Responding</p> <p>1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.</p> <p>2. Exploring and Responding</p> <p>Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p>2.1 Students recognize how literary devices and conventions engage the reader.</p> <p>2.2 Students explore multiple responses to literature.</p> <p>2.3 Students recognize and appreciate that</p>	<p>Reading Comprehension</p> <p><i>Students will independently accomplish all before, during and after comprehension grade-level expectations. Teachers will continue to spiral all previous grade-level expectations. Students will read, view, listen to and write about a variety of fiction and nonfiction contemporary, classical, multicultural and culturally relevant texts in all content areas. Teachers will be culturally responsive to students. Students will provide evidence from text to support all oral, written and presented responses about text.</i></p> <p>Before and During Reading</p> <p>4. Synthesize using multiple strategies/multiple sources for new insight, e.g., Visualizing, Think-Aloud, Question-Answer Relationship, List-Group-Label.</p> <p>5. Determine the importance of ideas (main ideas, details and themes) in text.</p> <p>6. Use cueing system and context clues to determine meanings of words.</p> <p>7. Make inferences based on implicit and explicit information in the text; provide justification</p>	<p>DRP</p> <p>CMT Reading Comprehension</p> <p>A4 Use information from the text to make predictions based on what is read.</p> <p>A5 Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.</p>	<p>TE: pg. Vol. 1- 20, 285 Vol. 2- 435, 629</p>	<p>TE: pg. Vol. 1- 345-347, 415-417 Vol. 2- 566-567, 794-795, 840-841</p>	<p>TE: pg. Vol. 1- 38, 49, 81, 120, 147, 201, 238, 306, 351, 385, 451 Vol. 2-501, 531, 567, 591, 641, 704, 734, 777, 797, 804, 814</p>	<p>TE: pg. Vol. 1- 18, 40, 42, 93, 112, 149, 173, 177, 204, 211, 283, 306, 311, 354, 367, 368, 371 Vol. 2- 424, 449, 453, 500, 508, 544, 592, 636, 697, 722, 727, 732, 745</p>	<p>TE: pg. Vol. 1- 19, 46, 84, 104, 182, 184, 221, 247, 317, 322, 325 Vol. 2- 462, 546, 571, 590, 595, 596, 620, 640, 647, 669, 672, 683, 684, 687, 739, 751, 755</p>	<p>TE: pg. Vol. 1- 13, 20, 40, 95, 171, 216, 283 Vol. 2- 449, 560, 671, 731</p>
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<p>contemporary and classical literature has shaped human thought.</p> <p>2.4 Students recognize that reads and authors are influences by individual, social, cultural and historical contexts.</p>	<p>for those inferences.</p>							
<p>1. Reading and Responding</p> <p>1.1</p> <p>1.2</p> <p>1.4 Students communicate with others to create interpretations of written, oral and visual texts.</p> <p>2. Exploring and Responding</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.4</p>	<p>After Reading General Understanding</p> <p>8. Identify recurring themes in literature, including books by the same author, e.g., friendship, conflict.</p> <p>9. Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.</p> <p>10. Discuss and analyze how characters in text deal with conflicts of human experience, relating to real life situations.</p> <p>11. Summarize the major actions that define the plot and how actions lead to conflict or resolution.</p> <p>12. Explain the influence of setting on character and plot.</p> <p>13. Identify the narrator and</p>	<p>CMT Reading Comprehension</p> <p>A1 Determine the main idea (nonfiction) theme (fiction) the text.</p> <p>A2 Identify or infer important characters, problems, settings, events, relationships and details.</p> <p>A3 Select and use relevant information from the text in order to summarize events and/or ideas in the text.</p> <p>A4 Use information from the text to</p>	<p>TE: pg. Vol. 1- 20, 62, 118, 186, 285</p> <p>Vol. 2- 435, 629</p>	<p>TE: pg. Vol. 1- 150-151, 204-205, 238-239, 345-346</p> <p>Vol. 2- 526- 527, 741, 866-867</p>	<p>Vol. 1- 40, 81, 147, 278, 306, 341, 385, 451</p> <p>Vol. 2- 501, 531, 591, 674, 734</p>	<p>TE: pg. Vol. 1- 42, 65, 85, 93, 112, 177, 189, 222, 232, 242, 331,361, 383</p> <p>Vol. 2 – 441, 454, 455, 470, 484, 649, 728, 741, 750, 776</p>	<p>TE: pg. Vol. 1- 18, 45, 46, 48, 182, 184, 196, 207, 208, 223, 224, 225, 232, 234, 235, 246, 268, 294, 340, 341, 351, 353, 354, 391</p> <p>Vol. 2- 438, 460, 473, 500, 501, 502, 523, 624, 626, 640, 661, 672, 684, 743, 764, 765, 779</p>	<p>TE: pg. Vol. 1- F5, 17, 20, 45, 103, 176, 216, 255</p>

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	<p>explain which point of view is used in the text.</p> <p>14. Explain how a story would change if a different character narrated it.</p>	<p>make predictions based on what is read.</p>						
	<p>Developing an Interpretation</p> <p>15. Follow multistep directions in a procedural text and explain and/or follow the process.</p> <p>16. Explain the characteristics of various genres.</p> <p>17. Compare and contrast ideas, themes and/or issues across texts, and across texts representing multicultural experiences.</p> <p>18. Compare and contrast the same conflict from the point of view of two different characters.</p> <p>19. Explain how specific text features help you understand a selection, e.g., how a chapter heading helps you think about the chapter, how boldface or italics signals a new term that can be found in the glossary.</p> <p>20. Explain similarities and differences within and among multiple cultures or historical periods, e.g., marriage customs or family vs. community responsibilities.</p>	<p>B1 Identify or infer the author’s use of structure/organizational patterns.</p> <p>B2 Draw conclusions about the author’s purpose for choosing genres or including or omitting specific details in the text.</p> <p>B3 Use stated or implied evidence from the text to draw and/or support a conclusion.</p>		<p>TE: pg. Vol. 1-204-206, 275-277, 362, 430</p>	<p>TE: pg. Vol. 1- 147, 238, 351, 385, 422, 451</p> <p>Vol. 2- 531, 567, 591, 640, 734, 804, 842</p>	<p>TE: pg. Vol. 1- 40, 82, 151, 177, 190, 191, 204, 206, 232, 312, 325, 343</p> <p>Vol. 2- 501, 511, 524, 636, 637, 661, 728, 729</p>	<p>TE: pg. Vol. 1- 45, 70, 72, 97, 116, 117, 128, 130, 170, 197, 207, 223, 246, 247, 257, 267, 168, 293, 307, 309, 322-323, 337, 350, 391</p> <p>Vol. 2- 482, 487, 500, 512, 584, 594, 605, 625, 649, 688, 728, 745, 753, 767, 792</p>	<p>TE: pg. Vol. 1- 17, 19, 45, 94, 104, 176, 216, 255</p>

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	<p>21. Explain how personal beliefs and values influence the interpretation of text.</p> <p>22. Find similarities and differences within and between texts using text-based evidence, e.g., character's point of view in poetry and narrative; the author's feelings and the poet's feelings; cultural perspectives in a magazine article and an editorial.</p>							
	<p>Making Reader/Text Connections</p> <p>23. Take a position regarding a topic/issue.</p> <p>24. Evaluate the quality and value of text.</p> <p>25. Connect current issues, information from other texts, and personal experiences to characters, events and information.</p>	<p>C1 Make connections between the text and outside experiences and knowledge.</p> <p>C2 Select, synthesize and/or use relevant information within the text to write a personal response to the text.</p>		<p>TE: pg. Vol. 1- 204-206, 275-277, 345 Vol. 2- 468-469, 566-568, 638-639, 714-716, 794-796, 840-842</p>	<p>TE: pg. Vol. 1- 81, 201, 238, 306, 385, 421 Vol. 2-501, 531, 567, 591, 734, 804</p>	<p>TE: pg. Vol. 1- 40, 112, 177, 232, 311, 370 Vol. 2- 453, 500, 592, 635, 636, 727</p>	<p>TE: pg. Vol. 1- 18, 45, 207, 155, 223, 232, 234, 294 355-356 Vol. 2- 438, 460, 500, 622-623, 624, 625-627, 661, 684, 687, 689, 743</p>	<p>TE: pg. Vol. 1- M10, 16, 70, 257, 317 Vol. 2- 428, 501, 569, 674</p>
	<p>Content and Structure</p> <p>26. Understand how the author's experience and beliefs influence text.</p> <p>27. Recognize author's perspective, e.g., opinion about an idea, stand on an issue, perspective on a topic, and cite</p>	<p>D1 Analyze and evaluate the author's craft including use of literary devices and textual elements</p>		<p>TE: pg. Vol. 1- 362</p>	<p>TE: pg. Vol. 1- 81, 238, 306, 385, 451 Vol. 2-501, 531, 591, 734</p>	<p>TE: pg. Vol. 1- 82-84, 151-152, 311-312 Vol. 2- 635-636, 789-790</p>	<p>TE: pg. Vol. 1- 45, 130, 322, 323, 337 Vol. 2- 461, 487, 594, 649, 689, 727, 728</p>	<p>TE: pg. Vol. 1- F5, 18, 45, 65, 104, 175, 237, 255</p>

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	<p>supporting literary/narrative text details or information text facts.</p> <p>28. Understand the social and cultural perspective from which the author writes and how that contributes to the text.</p> <p>29. Examine and determine the validity of sources of information.</p> <p>30. Explain how information in a text could be used to solve a problem and cite text-based examples, e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store.</p>	<p>D2 Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.</p> <p>D3 Demonstrate an awareness of an author's or character's values, customs and beliefs included in the text.</p>						
<p>1. Reading and Responding 1.1 1.2</p> <p>Exploring and Responding 2.1 2.2</p>	<p>Reading Reflection / Behaviors</p> <p>31. Choose a variety of genres to read, hear, view and write for personal enjoyment.</p> <p>32. Recommend books to others and explain the reason for the recommendation.</p> <p>33. Set reading goals, create a plan to meet those goals, and monitor progress.</p>			<p>TE: pg. Vol. 1- 22, 37, 41A, 50, 53, 86-87, 100, 112, 123-125, 323-325, 362</p> <p>Vol. 2- 566-568, 638-640, 675-676, 741-742</p>		<p>TE: pg. Vol. 1- 22, 40, 82-84, 93-94, 151,165, 177, 191, 206, 299, 343</p> <p>Vol. 2- 500, 511, 524</p>		<p>TE: pg. Vol. 1- 17, 70, 120, 198, 203, 304, 326</p> <p>Vol. 2- 428, 569, 674</p>
State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
ORAL LANGUAGE								
Students will listen and speak to communicate ideas clearly.								
1. Reading and	Listening / Speaking 1. Pose questions, listen to the		TE: pg. Vol. 1- 120,128,	TE: pg. Vol. 1- 36-37,	TE: pg. Vol. 1- 40	TE: pg. Vol. 1- 70-71, 85,	TE: pg. Vol. 1- 75, 109,	TE: pg. Vol. 1- F10, 55,

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<p>Responding 1.4</p> <p>3. Communicating with Others Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.</p> <p>4. Applying English Language Conventions Students apply the conventions of standard English in oral, written and visual communication.</p> <p>4.1 Students use knowledge of their</p>	<p>ideas of others, and contribute own information and ideas in group discussions.</p> <p>2. Make oral presentations that show appropriate consideration of audience, purpose and information to be conveyed.</p> <p>3. Analyze how dialects are reflected in slang, jargon and language styles of different groups and individuals.</p>		<p>328 Vol. 2: 450</p>	<p>112, 188, 263, 334, 400, 445 Vol. 2- 479- 480, 554, 628, 743, 780</p>	<p>Vol. 2- 589, 731, 839</p>	<p>206-207, 222, 347, 348-349, 361 Vol. 2- 471, 484, 545, 609, 610, 620</p>	<p>236, 273, 417 Vol. 2- 460, 549, 625, 627, 673, 688, 690, 769</p>	<p>67, 91, 244, 257 Vol. 2- 501, 504, 576, 723</p>
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language and culture to improve competency in English.								
4.2 Students speak and write using standard language structures and diction appropriate to audience and task.								
State Framework	Grade-Level Expectations	Assessments	Book A	Book B	Book C	Book D	Book E	Book F
WRITING								
Students express, develop and substantiate ideas and experiences through their own writing and artistic and technical presentations.								
1. Reading and Responding 1.4	Spelling 1. Use spelling rules and patterns from previous grades. 2. Correctly spell high-frequency words. 3. Use multiple strategies to spell. Examples: <ul style="list-style-type: none"> ▪ visual patterns, e.g., <i>-ion</i> endings ▪ sound patterns, e.g., easily confused endings <i>-able/-ible, -ant/-ent</i> ▪ affixes, e.g., <i>pre-, in-, un-, -ed, -ing, -graph</i> ▪ rules, e.g., “i” before “e” rule 		TE: pg. Vol. 1- 15, 208 Vol. 2- 474, 673	TE: pg. Vol. 2- 872	TE: pg. Vol. 1- 194, 299, 428 Vol. 2- 481, 510, 564, 622, 649	TE: pg. Vol. 1- 58-59, 76, 137, 194-195, 256-257, 273 Vol. 2 413, 422, 493-494, 553, 687, 695	TE: pg. Vol. 1- 10, 26, 28, 38, 42, 54, 55, 65, 67, 95, 113, 122, 146, 147, 162, 163, 189-191, 201, 228, 229, 2239, 252, 262, 286, 289, 302, 303, 314, 332-334, 345, 385, 404 Vol. 2- 430, 431,	TE: Vol. 1- F13, 14, 49, 85, 179, 186, 233, 276 Vol. 2- 489, 580, 672 Assess: 30
3. Communicating with Others 3.2								
4. Applying English Language Conventions 4.1 4.2								
4.3 Students use standard English for composing and revising written text.								

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	<ul style="list-style-type: none"> self-corrects spelling errors 						445, 453, 455, 469, 477, 493, 528, 529, 538, 562, 563, 575, 577, 578, 588, 589, 599, 602, 613, 633, 677, 704, 705, 720-721, 756, 757, 759, 773, 774, 775, 797, 813	
1. Reading and Responding 1.4 3. Communicating with Others 3.2 4. Applying English Language Conventions 4.1 4.2 4.3	Capitalization /Punctuation / Usage 4. Use capitalization, punctuation, and usage rules from previous grades. 5. Use standard and nonstandard English. 6. Capitalize brand names, e.g., <i>Nike</i> . 7. Capitalize geographic regions, e.g., <i>the West</i> . 8. Use periods in abbreviations, e.g., <i>pg.</i> , <i>ft.</i> 9. Uses commas to set off interjections, e.g., <i>Okay, if you say so</i> ; or explanatory phrases, e.g., <i>They stood together, away from the pile of</i>	CMT Editing & Revising	TE: pg. Vol. 1- 197, 255 Vol. 2- 521, 734	TE: pg. Vol. 2- 872	TE: pg. Vol. 1- 36, 60, 84, 100, 214, 347, 378 Vol. 2- 471, 488, 514, 584A, 637, 654, 776, 786	TE: pg. Vol. 1- 19, 48-49, 80-82, 151, 162, 163, 215, 248-249, 284-285, 388 Vol. 2- 379, 427, 439-440, 522, 532, 533, 568, 659, 736, 737, 771	TE: pg. Vol. 1- 56, 73, 88, 105, 123, 128, 166, 183, 213, 220, 264, 300, 306, 310, 325, 330, 335, 389, 399, 406, 417, 154, T8, T33, T34 Vol. 2- 436, 450, 485, 506, 533-534, 568, 577, 593, 595,	TE: pg. Vol. 1- 30, 42, 70, 103, 143, 196, 235, 316, 364 Vol. 2- 439, 485, 589, 692

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	<p><i>stones in the corner, and their voices were quiet.</i></p> <p>10. Use comma after date or address within text, e.g., <i>June 1, 1993, was an important day in my life.</i></p> <p>11. Use quotation marks in dialogue, e.g., <i>"How's it going?" the boy asked.</i></p> <p>12. Use hyphen in numbers, e.g., <i>twenty-three.</i></p> <p>13. Use hyphens to join numbers, e.g., <i>pages 1-3; the Mariners won 17-6.</i></p> <p>14. Use ellipsis (...) to show omitted words and to show a pause.</p> <p>15. Use semicolon between two independent clauses.</p> <p>16. Use subject vs. object pronouns correctly, e.g., <i>I vs. me.</i></p> <p>17. Use new paragraphs to change speakers in dialogue.</p> <p>18. Cite sources in research using a bibliographic format.</p> <p>19. Use resources to find correct spelling for words identified as misspelled.</p>						600, 637-638, 655, 658, 679, 689, 707, 719, 744, 769, 785, 778, 807, T43, A4	
<p>3. Communicating with Others</p> <p>3.1</p> <p>3.2</p>	<p>Writing Process</p> <p>20. Plan: gather and organize information from multiple sources to address a topic,</p>	<p>CMT Writing: Expository/ Explanatory (compare and contrast)</p>	<p>TE: pg. Vol. 1- 255, 328 Vol. 2- 592, 734</p>	<p>TE: pg. Vol. 1- 71, 83- 86, 88, 139, 149, 223, 236-237,</p>	<p>TE: pg. Vol. 1- 77, 83, 134, 143, 146, 149, 234-</p>	<p>TE: pg. Vol. 1- 54-55, 65, 95-96, 106, 115, 125, 126, 191,</p>	<p>TE: pg. Vol. 1- 73, 78, 123, 128, 132, 133, 207, 208,</p>	<p>TE: pg. Vol. 1- M10, 20, 70, 91, 143, 203, 323, 363</p>

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<p>4. Applying English Language Conventions 4.1 4.2 4.3</p>	<p>e.g., electronic graphic organizer, comparison or classification chart.</p> <p>21. Draft: complete draft demonstrating connections among ideas, supported by information gathered during planning stage.</p> <p>22. Revise: rework writing several times based on different points of focus, e.g., first reading — add details for elaboration; second reading — delete sentences or phrases to achieve paragraph unity; third reading — reorganize ideas for meaning.</p> <p>23. Edit: use multiple resources, e.g., dictionary, glossary, thesaurus, for proofreading and editing.</p> <p>▪ Publish/Present:</p> <p>24. Publish and present final products, using a variety of technology, e.g., word processor, spreadsheet, multimedia, slideshow, publication software.</p> <p>25. Make purposeful decisions about format, graphics, illustrations, and other</p>			<p>288, 375-376, 431-432, 439-441 Vol. 2- 555, 581, 728-730, 738-740, 822-824</p>	<p>237, 240, 293, 302, 307, 381, 386, 435, 453 Vol. 2- 533, 589, 593, 676, 713A, 731, 768, 805, 839, 843</p>	<p>233, 234, 243, 251-252, 261-263 Vol. 2- 512-513, 525, 534, 740-741, 751-752</p>	<p>213, 257, 264, 268, 300, 330, 355, 356, 392, 400, 406, 413 Vol. 2- 488, 489, 506, 513, 514, 544, 548, 549, 600, 609, 622, 642, 645, 647, 649, 655, 663, 672, 679, 689, 690, 707, 729, 768, 769, 780, 785, 794, 795, 802, 803</p>	<p>Vol. 2- 465, 597, 723</p>
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	<p>features, e.g., captioned photos, maps, based on audience.</p> <p>26. Publish for global audience.</p> <ul style="list-style-type: none"> ▪ Reflect: <p>27. Provides evidence that writing goals have been met, e.g., <i>My sentence fluency has improved because I now vary the beginnings of my sentences.</i></p> <p>28. Identifies professional authors' styles and techniques, e.g., leads, conclusions, word choice, purpose, character and plot development; critiques peers' writing and supports the opinion using established criteria, e.g., content, organization, style, conventions; explains strengths and weaknesses of own writing using criteria, e.g., rubrics and anchor papers, checklists, six-trait scoring guides; uses criteria to choose and defend choices for a writing portfolio.</p>							
<p>3. Communicating with Others 3.1</p>	<p>Writing Genres, Traits and Crafts Descriptive: 29. Integrate descriptive writing</p>	<p>CMT Writing: Expository/ Explanatory</p>		<p>TE: pg. Vol. 1- 71, 223, 239-240,</p>	<p>TE: pg. Vol. 1- 77, 83, 134,</p>	<p>TE: pg. Vol. 1- 54-55, 65-66, 70,</p>	<p>TE: pg. Vol. 1- 56, 61, 68, 77-78, 87,</p>	<p>TE: pg. Vol. 1- F13, 17, 38, 99,</p>

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<p>3.2</p> <p>4. Applying English Language Conventions</p> <p>4.1</p> <p>4.2</p> <p>4.3</p>	<p>into other modes, using literary techniques, e.g., flashback, specific word choice, character development.</p> <p>Narrative:</p> <p>30. Write a biography based on an interview.</p> <p>31. Write a historical fiction essay, using primary sources.</p> <p>32. Write varied narratives with different beginnings and endings.</p> <p>33. Write a story ending from the perspective of a different character.</p> <p>Expository:</p> <p>34. Write an explanatory piece, building up to the most important point.</p> <p>35. Write book reviews.</p> <p>36. Write compare-contrast essay, using point-by-point structure.</p> <p>Persuasive:</p> <p>37. Write a persuasive piece, using “if-and-then” structure.</p> <p>38. Write a book or movie critique.</p> <p>Poetic:</p> <p>39. Write a haiku.</p> <p>40. Write a rap.</p> <p>41. Write words to the music of an</p>	<p>(compare and contrast)</p>		<p>288, 352A-352B, 375-376, 431-432, 439-441</p> <p>Vol. 2- 728-730, 863-868</p>	<p>143, 146, 149, 234-237, 240, 293, 302, 307, 381, 386, 435, 453</p> <p>Vol. 2- 533, 589, 593, 676, 713A, 731, 768, 805, 839, 843</p>	<p>129-130, 266-267</p> <p>Vol. 2- 512-513, 525, 534, 680-682, 740-741, 751, 786, 787</p>	<p>105, 115, 132, 197, 219, 256, 380</p> <p>Vol. 2- 460, 484, 498, 510, 513, 533, 642, 651, 663, 689, 690, 740, 743, 762, 777, 789, 790-791, 794, 802-803</p>	<p>156, 179, 230, 287, 323, 359</p> <p>Vol. 2- 679, 713</p>
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LANGUAGE! The Comprehensive Literacy Curriculum
Correlation to Connecticut English Language Art Curriculum Standards

**Books A-F for
Grade 5**

	<p>already existing song. 42. Write a ballad. 43. Write a lyrical poem. 44. Write a cacophony.</p> <p>45. Include more than one form/genre in a single piece, e.g., a report about salmon that includes a poem, fact box and story.</p> <p>46. Write a variety of sentence lengths; write a variety of sentence beginnings, e.g., starts with a participial phrase: <i>Laughing loudly, they walked down the hall</i>; write a variety of sentence structures, e.g., <i>Mike, busy with his homework, didn't hear the telephone ring. Although he wanted to keep working, Tran took the call. He kept it short</i>, write with a sense of rhythm, and may use fragments in dialogue as appropriate.</p>							
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