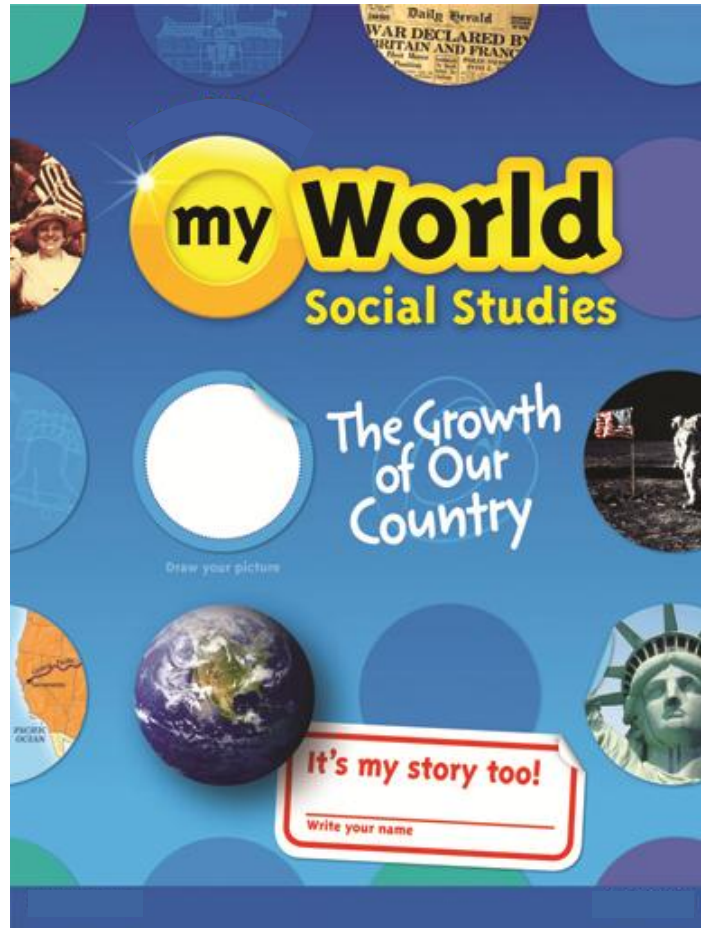


A Correlation of



©2013

To the

South Carolina College and Career Ready Standards for English Language Arts Grade 5

A Correlation of myWorld Social Studies, The Growth of Our Country, Grade 5 to the South Carolina College and Career Ready Standards for English Language Arts, Grade 5

Introduction

This document demonstrates how **myWorld Social Studies**, ©2013 meets the South Carolina College and Career Ready Standards for English Language Art, Grade 5. Correlation page references are to the Student Edition and the Teacher’s Guide. Alignments are cited at the page level.

myWorld Social Studies is an exciting program that supports both social studies and literacy with instruction that is streamlined, flexible, and attuned to today’s classroom. Innovative digital instruction is seamlessly integrated, providing a blended program that is engaging, effective, and easy to use.

Everyone has a story. What’s yours?

myWorld Social Studies™ utilizes storytelling to bring social studies content to life. Exclusive interactive digital solution makes social studies personal for every student in a way that’s easier for the instructor. With *myWorld Social Studies*, you can get to the heart of social studies in the time you have.

Reinforce literacy instruction Every minute spent teaching social studies also reinforces reading and writing instruction.

Reduce prep time Ready-made digital presentations, quick-start *Teacher Guide*, and easy-to-use online resources reduce time.

Keep it current Teach to the moment using *Savvas’* exclusive *myStory Book Current Events* prompts.

Prepare students for the next level Embedded interactive skills instruction prepares students for lifelong learning.

Interactive Student Text

Interactive *Student Worktexts* promote active learning and support students who are learning to read in the content areas. Standards-based content is presented in an interactive format that promotes active reading strategies.

Student Materials

- Student Edition
- Student Atlas
- Leveled Readers
- Student Edition DVD-ROM

Teacher Materials

- Teacher Guide
- Accelerating Progress for English Language Learner’s Teacher Guide Activity Kit
- Activity Kit, Hands-on activities for each chapter designed by Colonial Williamsburg
- myStory Video DVD-ROM, engaging videos that explore the Big Question
- ExamView® DVD-ROM, ready-made chapter tests and quizzes
- Teacher Resource Library DVD-ROM, One stop resources for lesson plans, high-stakes assessment support, and more

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South Carolina College-and Career-Ready Standards for English Language Arts, Grade 5	myWorld Social Studies The Growth of Our Country Grade 5
GRADE FIVE	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	<p>SE: The Big Question & myStory Spark: 302, 348, 384, 416, 446, 486, 532, 570, 604; Unlocking the Big Question: 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623; Lessons: 306, 316, 322, 330, 338, 352, 360, 366, 374, 388, 398, 404, 420, 430, 436, 450, 458, 466, 476, 490, 500, 506, 514, 520, 536, 546, 552, 558, 574, 584, 592, 608, 616, 622</p> <p>TG: Active Reading & Lesson Summary: 217, 218, 249, 250, 275, 276, 298, 299, 320, 321, 348, 349, 380, 381, 407, 408, 431, 432; Unlocking the Big Question & Lessons: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445; myWorld and Me: 247, 273, 296, 318, 346, 378, 405, 429, 451</p>

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<p align="center">South Carolina College-and Career-Ready Standards for English Language Arts, Grade 5</p>	<p align="center">myWorld Social Studies The Growth of Our Country Grade 5</p>
<p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>	
<p>2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.</p>	<p>Students meet this objective throughout the text. Refer to the following examples: SE: Unlock the Big Question: 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623; TG: Unlock the Big Question: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445; Identify Alternatives: 239, 264, 334, 354, 374, 387, 397, 401, 402; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447</p>

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<p>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p>	
<p>3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.</p>	<p>SE: myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Media Content: 614-615 TG: myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading & Lesson Summary: 306, 307, 338, 339, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>
<p>3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.</p>	<p>SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Reading Skills: Classify and Categorize: SSH1; myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Media Content: 614-615 TG: myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading & Lesson Summary: 306, 307, 338, 339, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>

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<p>Standard 4: Synthesize information to share learning and/or take action.</p>	
<p>4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.</p>	<p>SE: Reading Skills: Draw Conclusions: xiv; myStory Current Events: 347, 383, 415, 445, 485, 531, 569, 603, 633; Draw Conclusions: 388, 403, 414, 473, 499, 551; Media and Technology: Analyze Media Content: 614-615 TG: Draw Conclusions: SSH1, SSH3, SSH10, SSH13, SSH14, SSH15, 218, 221, 223, 228, 230, 233, 234, 237, 238, 240, 243, 244, 265, 268, 269, 279, 281, 287, 290, 291, 292, 293, 299, 303, 315, 321, 327, 329, 330, 331, 355, 368, 385, 391, 393, 396, 399, 402, 412, 420, 423, 425, 436, 437; myStory Current Events: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Active Reading & Lesson Summary: 438, 439; Synthesize Information: SSH2, SSH3, SSH4, SSH5, SSH8, SSH9, SSH10, SSH12, SSH13, SSH14, SSH15, 222, 224, 233, 237, 238, 261, 280, 286, 305, 311, 313, 314, 325, 329, 332, 335, 373, 384, 386, 387, 391, 392, 396, 412, 432; Identify Central Issues: 224, 228, 232, 237, 259, 263, 293, 343, 369, 386, 393, 436, 445; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400</p>
<p>4.2 Reflect on findings to build deeper understanding and determine next steps.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Media and Technology: Analyze Historical Visuals: 498-499; Media and Technology: Analyze Media Content: 614-615 TG: Active Reading & Lesson Summary: 306, 307, 356, 357, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437</p>

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<p>4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Media and Technology: Analyze Historical Visuals: 498-499; Media and Technology: Analyze Media Content: 614-615</p> <p>TG: Active Reading & Lesson Summary: 306, 307, 356, 357, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447</p>
<p align="center">Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</p>	
<p>5.1 Acknowledge and value individual and collective thinking.</p>	<p>During the myWorld Activity, students work in small groups to demonstrate their understanding of chapter content. The activities demonstrate students' ability to transfer and apply their learning to new situations.</p> <p>SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Make a Difference: 582-583; Think About: 305, 351, 387, 419, 449, 489, 533, 573, 607</p> <p>TG: Active Reading & Lesson Summary: 306, 307; 415, 416; Review and Assessment, myWorld Activity: 245, 271, 294, 316, 344, 376, 403, 427, 449; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; myWorld and Me: 247, 273, 296, 318, 346, 378, 405, 429, 451</p>

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<p>5.2 Employ past learning to monitor and assess current learning to guide inquiry.</p>	<p>SE: Got It?: 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 427, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; Review and Assessment: 345-346, 381-382, 413-414, 443-444, 483-484, 529-530, 567-568, 601-602, 631-632; myStory Book: 347, 383, 415, 445, 485, 531, 569, 603, 633</p> <p>TG: Got It?: 220, 224, 227, 230, 231, 235, 236, 240, 241, 244, 252, 255, 258, 261, 262, 266, 267, 270, 278, 282, 285, 288, 289, 293, 301, 305, 308, 311, 312, 315, 323, 327, 328, 332, 333, 337, 340, 343, 351, 355, 358, 361, 362, 366, 367, 370, 371, 375, 383, 387, 390, 393, 394, 397, 398, 402, 410, 414, 417, 421, 422, 426, 434, 437, 440, 443, 444, 448; Review and Assessment: 245-247, 271-273, 294-296, 316-318, 344-346, 376-378, 403-405, 427-429, 449-451; myStory Book: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451</p>

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<p>5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.</p>	<p>SE: Got It?: 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 427, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; Review and Assessment: 345-346, 381-382, 413-414, 443-444, 483-484, 529-530, 567-568, 601-602, 631-632 TG: Got It?: 220, 224, 227, 230, 231, 235, 236, 240, 241, 244, 252, 255, 258, 261, 262, 266, 267, 270, 278, 282, 285, 288, 289, 293, 301, 305, 308, 311, 312, 315, 323, 327, 328, 332, 333, 337, 340, 343, 351, 355, 358, 361, 362, 366, 367, 370, 371, 375, 383, 387, 390, 393, 394, 397, 398, 402, 410, 414, 417, 421, 422, 426, 434, 437, 440, 443, 444, 448; Review and Assessment: 245-247, 271-273, 294-296, 316-318, 344-346, 376-378, 403-405, 427-429, 449-451; myWorld Activity: 245, 271, 294, 316, 344, 376, 403, 427, 449; myWorld and Me: 247, 273, 296, 318, 346, 378, 405, 429, 451</p>
<p>Reading –Informational Text (RI)</p>	
<p>Principles of Reading (P)</p>	
<p>Standard 1: Demonstrate understanding of the organization and basic features of print.</p>	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	<p>Students are given the opportunity to build and apply previous knowledge with writing sentences activities. See for example: SE: The Big Question; myStory Spark; Try it!</p>
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p>Students are given the opportunity to build and apply previous knowledge with myStory Video Print Copy and Leveled Reader activities.</p>
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	<p>Students are given the opportunity to build and apply previous knowledge with myStory Video Print Copy and Leveled Reader activities.</p>

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<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Students are given the opportunity to build and apply previous knowledge with myStory Video Print Copy and Leveled Reader activities.</p>
<p align="center">Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</p>	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>
<p><i>2.4 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>
<p><i>2.5 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>

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Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<i>3.1 Students are expected to build upon and continue applying previous learning.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy, Leveled Readers, and vocabulary study.
<i>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.
<i>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.
<i>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.
<i>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.
<i>3.6 Students are expected to build upon and continue applying previous learning.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<i>4.1 Students are expected to build upon and continue applying previous learning. Grade1 Read grade-level text with purpose and understanding.</i>	Students are given the opportunity to build and apply previous knowledge reading The Growth of Our Country .
<i>4.2 Students are expected to build upon and continue applying previous learning.</i>	Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.

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<p>4.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>
<p>Meaning and Context (MC)</p>	
<p>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</p>	
<p>5.1 Quote accurately from a text to analyze meaning in and beyond the text.</p>	<p>Students meet this objective throughout the text. Refer to the following examples: SE: Reading Skills: Draw Conclusions: xiv; Draw Conclusions: 388, 403, 414, 473, 499, 551; Got It?: 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 427, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629 TG: Got It?: 220, 224, 227, 230, 231, 235, 236, 240, 241, 244, 252, 255, 258, 261, 262, 266, 267, 270, 278, 282, 285, 288, 289, 293, 301, 305, 308, 311, 312, 315, 323, 327, 328, 332, 333, 337, 340, 343, 351, 355, 358, 361, 362, 366, 367, 370, 371, 375, 383, 387, 390, 393, 394, 397, 398, 402, 410, 414, 417, 421, 422, 426, 434, 437, 440, 443, 444, 448; Draw Conclusions: SSH1, SSH3, SSH10, SSH13, SSH14, SSH15, 218, 221, 223, 228, 230, 233, 234, 237, 238, 240, 243, 244, 265, 268, 269, 279, 281, 287, 290, 291, 292, 293, 299, 303, 315, 321, 327, 329, 330, 331, 355, 368, 385, 391, 393, 396, 399, 402, 412, 420, 423, 425, 436, 437</p>
<p>5.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Make predictions before and during reading; confirm or modify thinking.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with active reading activities using myStory Video Print Copy and Leveled Readers.</p>

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Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize a text with two or more central ideas; cite key supporting details.	SE: Reading Skills: Summarize: SSH4; Summarize: 331, 341, 395, 411, 425, 441, 444, 615 TG: Summarize: 223, 246, 272, 282, 292, 295, 304, 305, 310, 315, 365, 396, 404, 428, 450
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	SE: Reading Skill: Compare and Contrast: xiv; Compare and Contrast: 318, 353, 357, 371, 374, 381, 456, 565, 599; Venn Diagram: 339, 346, 361, 437, 525; Media and Technology: Analyze Media Content: 614-615 TG: Compare and Contrast: 255, 261, 263, 264, 268, 270, 352; Make Comparisons: 238, 281, 293, 302, 310, 321, 331, 335, 343, 361, 372, 386, 395, 397, 401, 414, 420, 443, 445; Active Reading & Lesson Summary: 438, 439

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Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Analyze how the author uses words and phrases to shape and clarify meaning.	<p>SE: Vocabulary: SSH13, SSH15, SSH17, SSH19, SSH20, SSH23, SSH25, SSH27, SSH28, SSH31, SSH33, SSH35, 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623</p> <p>TG: Active Reading & Lesson Summary: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445; Academic Vocabulary: SSH1, SSH7, SSH12, 218, 221, 222, 223, 224, 229, 232, 233, 234, 237, 238, 240, 242, 250, 253, 260, 261, 265, 266, 268, 269, 270, 276, 287, 290, 299, 302, 303, 304, 305, 309, 313, 321, 325, 326, 327, 329, 332, 335, 336, 337, 342, 349, 352, 355, 359, 360, 361, 363, 364, 372, 374, 381, 384, 387, 408, 409, 412, 418, 420, 421, 423, 424, 425, 426, 432, 435, 436, 437, 441, 445, 446; Academic Language: 259; Support English Language Learners: 218, 221, 228, 232, 237, 242, 251, 253, 259, 263, 268, 279, 286, 290, 300, 302, 309, 313, 322, 324, 329, 334, 341, 350, 359, 363, 368, 377, 382, 384, 391, 395, 399, 409, 411, 418, 423, 433, 435, 441, 445</p>
8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	<p>SE: Students can apply when reading each chapter of The Growth of Our Country.</p> <p>TG: Text Features: 228, 232, 237, 242, 243, 253, 259, 263, 268, 279, 286, 290, 309, 313, 314, 322, 334, 341, 352, 353, 359, 363, 372, 373, 384, 391, 395, 396, 411, 418, 433, 435, 439, 441</p>

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<p>Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</p>	
<p>9.1 Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.</p>	<p>SE: Vocabulary: SSH13, SSH15, SSH17, SSH19, SSH20, SSH23, SSH25, SSH27, SSH28, SSH31, SSH33, SSH35, 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623 TG: Active Reading & Lesson Summary: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445; Academic Vocabulary: SSH1, SSH7, SSH12, 218, 221, 222, 223, 224, 229, 232, 233, 234, 237, 238, 240, 242, 250, 253, 260, 261, 265, 266, 268, 269, 270, 276, 287, 290, 299, 302, 303, 304, 305, 309, 313, 321, 325, 326, 327, 329, 332, 335, 336, 337, 342, 349, 352, 355, 359, 360, 361, 363, 364, 372, 374, 381, 384, 387, 408, 409, 412, 418, 420, 421, 423, 424, 425, 426, 432, 435, 436, 437, 441, 445, 446; Academic Language: 259; Support English Language Learners: 218, 221, 228, 232, 237, 242, 251, 253, 259, 263, 268, 279, 286, 290, 300, 302, 309, 313, 322, 324, 329, 334, 341, 350, 359, 363, 368, 377, 382, 384, 391, 395, 399, 409, 411, 418, 423, 433, 435, 441, 445</p>
<p>9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</p>	<p>TG: Root/Base: 221, 232, 242, 254, 263, 268, 279, 286, 290, 302, 324, 352, 372, 395, 418, 437, 445; Prefix: 242, 253, 277, 395; Suffix: 242, 263, 277, 279, 302, 324, 352, 395, 409, 445</p>

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<p>9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with vocabulary activities.</p>
<p>9.4 <i>Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with dictionary/glossary activities.</p>
<p>9.5 <i>Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with vocabulary activities.</p>
<p>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</p>	
<p>10.1 Compare and contrast a primary and secondary account of the same event or topic.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Media and Technology: Analyze Historical Visuals: 498-499; Media and Technology: Analyze Media Content: 614-615; Reading Skill: Compare and Contrast: xiv; Compare and Contrast: 318, 353, 357, 371, 374, 381, 456, 565, 599; Venn Diagram: 339, 346, 361, 437, 525 TG: Active Reading & Lesson Summary: 306, 307, 356, 357, 438, 439; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Research: 239, 254, 264, 272, 277, 280, 287, 310, 314, 330, 335, 342, 353, 373, 385, 400, 413, 419, 424, 437; Compare and Contrast: 255, 261, 263, 264, 268, 270, 352; Make Comparisons: 238, 281, 293, 302, 310, 321, 331, 335, 343, 361, 372, 386, 395, 397, 401, 414, 420, 443, 445</p>

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<p>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</p>	
<p>11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.</p>	<p>SE: Reading Skill: Compare and Contrast: xiv; Reading Skills: Cause and Effect: SSH3; Reading Skills: Sequence: SSH6; Cause and Effect: 313, 357, 373, 379, 392, 427, 435, 457, 465, 467, 470, 481, 483, 505, 527; Sequence: 317, 329, 343, 345, 390-391, 439, 493, 497, 505, 509, 513, 523, 529, 537, 543, 565, 568, 591, 594; Compare and Contrast: 318, 353, 357, 371, 374, 381, 456, 565, 599; Venn Diagram: 339, 346, 361, 437, 525 TG: Cause and Effect: SSH7, SSH8, SSH9, 243, 244, 254, 255, 260, 263, 265, 266, 269, 282, 286, 287, 292, 302, 303, 304, 311, 315, 321, 324, 325, 326, 327, 330, 332, 335, 336, 337, 342, 352, 353, 354, 355, 360, 364, 366, 372, 373, 375, 411, 412, 414, 420, 423, 424, 425, 426, 432, 437, 441, 445, 446, 448; Sequence: 229, 235, 237, 242, 353, 355, 360, 364, 366, 370, 374; Compare and Contrast: 255, 261, 263, 264, 268, 270, 352; Make Comparisons: 238, 281, 293, 302, 310, 321, 331, 335, 343, 361, 372, 386, 395, 397, 401, 414, 420, 443, 445</p>
<p>11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.</p>	<p>SE: Critical Thinking: Recognize Bias: 544-545 TG: Active Reading & Lesson Summary: 388, 389; Recognize Bias: 242, 332, 341, 361; Demonstrate Reasoned Judgment: SSH5, SSH7, 218, 221, 224, 228, 230, 233, 235, 240, 250, 259, 286, 291, 309, 329, 336, 341, 365, 374, 381, 391, 393, 395, 418, 435; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400</p>

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Range and Complexity	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	Students meet this objective throughout the text. Refer to the following examples: SE: myStory Video Print Copy: 303-305, 349-351, 385-387, 417-419, 447-449, 487-489, 533-535, 571-573, 605-607; Lessons: 306, 316, 322, 330, 338, 352, 360, 366, 374, 388, 398, 404, 420, 430, 436, 450, 458, 466, 476, 490, 500, 506, 514, 520, 536, 546, 552, 558, 574, 584, 592, 608, 616, 622 TG: Chapter Opener Lesson Plan Summary: 217, 218, 249, 250, 275, 276, 298, 299, 320, 321, 348, 349, 380, 381, 407, 408, 431, 432; Lessons: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445
12.2 Read independently for sustained periods of time.	SE: Each lesson may be assigned for independent reading. TG: Chapter Opener Lesson Plan Summary, Leveled Readers: 217, 249, 275, 298, 320, 348, 380, 407, 431
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	Students meet this objective throughout the text. Refer to the following examples: SE: myStory Video Print Copy: 1-3, 31-33, 63-65, 101-103, 141-143, 185-187, 223-225, 263-265, 303-305; Lessons: 4, 12, 18, 34, 44, 52, 66, 72, 80, 90, 104, 112, 120, 130, 144, 152, 160, 166, 174, 188, 196, 204, 210, 226, 234, 240, 246, 252, 266, 276, 284, 292, 306, 316, 322, 330, 338; Got It?: 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 427, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519,

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<p>(Continued) 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.</p>	<p>(Continued) 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; Try It!: 315, 359, 397, 429, 475, 499, 545, 583, 615 TG: Active Reading & Lesson Summary: 2, 3, 24, 25, 47, 48, 73, 74, 102, 103, 133, 134, 160, 161, 189, 190, 217, 218; Lessons: 5, 6, 11, 12, 15, 16, 27, 28, 34, 35, 39, 40, 50, 51, 54, 55, 59, 60, 66, 67, 77, 78, 82, 83, 87, 88, 94, 95, 105, 106, 111, 112, 116, 117, 120, 121, 125, 126, 136, 137, 142, 143, 147, 148, 151, 152, 163, 164, 169, 170, 173, 174, 177, 178, 181, 182, 192, 193, 199, 200, 204, 205, 209, 210, 220, 221, 227, 228, 231, 232, 236, 237, 241, 242; Got It?: 220, 224, 227, 230, 231, 235, 236, 240, 241, 244, 252, 255, 258, 261, 262, 266, 267, 270, 278, 282, 285, 288, 289, 293, 301, 305, 308, 311, 312, 315, 323, 327, 328, 332, 333, 337, 340, 343, 351, 355, 358, 361, 362, 366, 367, 370, 371, 375, 383, 387, 390, 393, 394, 397, 398, 402, 410, 414, 417, 421, 422, 426, 434, 437, 440, 443, 444, 448; Try It!: 225, 226, 256, 257, 283, 284, 306, 307, 338, 339, 356, 357, 388, 389, 415, 416, 438, 439</p>

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Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
<p>1.1 Write arguments that:</p> <ul style="list-style-type: none"> a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and g. provide a concluding statement or section related to the claim presented. 	<p>SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Opinion/Persuasive Writing Activities: 311, 372, 480, 597, 601; Got It?: 427, 519, 527</p> <p>TG: Active Reading & Lesson Summary: 301, 305, 367, 370, 371, 375; Opinion/Persuasive Writing Activities: 247, 264, 270, 317, 339, 342, 350, 413, 429, 447</p>

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<p align="center">South Carolina College-and Career-Ready Standards for English Language Arts, Grade 5</p>	<p align="center">myWorld Social Studies The Growth of Our Country Grade 5</p>
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented. 	<p>SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; myStory Spark: 302, 486, 532, 570, 604; Got It?: 313, 337, 357, 365, 373, 384, 395, 403, 411, 441, 312, 315, 481, 497, 505, 513, 527, 551, 565, 581, 599, 613, 621, 629; Informative/Explanatory Writing Activities: 345, 346, 381, 382, 413, 414, 443, 444, 473, 477, 483, 484, 501, 529, 530, 567, 568, 601, 602, 631, 632; myStory Book: 347, 383, 415, 445, 485, 531, 569, 603, 633; Explain: 302, 337, 355, 389, 395, 497, 501, 505, 509, 551, 613</p> <p>TG: Active Reading & Lesson Summary: 217, 218, 236, 240, 252, 255, 258, 261, 262, 266, 278, 282, 285, 288, 289, 293, 340, 343, 348, 349, 351, 355, 358, 361, 362, 366371, 375, 380, 381, 390, 393, 398, 402, 407, 408, 410, 414, 422, 426, 431, 432, 434, 437, 440, 443, 444, 448;</p> <p>Informative/Explanatory Writing Activities: 239, 254, 284, 287, 307, 350, 392, 409, 419, 428, 439, 450; myStory Book: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451; Explanation: 257, 270</p>

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<p>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	
<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events. 	<p>SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Got It?: 321, 329, 343, 379, 416, 435, 446, 457, 465, 481, 543, 557; myStory Spark: 348; Narrative Writing Activities: 458; Write Dialogue: 321, 557; Write Diary Entry: 348; Write Journal Entry: 458, 465</p> <p>TG: Active Reading & Lesson Summary: 227, 230, 231, 235, 241, 245, 249, 250, 267, 270, 298, 299, 308, 311, 320, 321, 323, 327, 328, 332, 340, 343, 383, 387, 394, 397; Narrative Writing Activities: 234, 243, 251, 260, 280, 335, 357, 369, 392; Write Diary Entry: 369; Write Journal Entry: 234, 280</p>

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Language (L)	
4.1 When writing: a. show knowledge of the function of conjunctions, prepositions, and interjections;	When writing the wide variety of activities, students can show knowledge of these parts of speech: SE: Write: 302, 307, 308, 309, 313, 319, 320, 321, 323, 325, 328, 331, 332, 339, 340, 345, 347, 364, 365, 367, 372, 373, 376, 378, 379, 381, 388, 390, 392, 395, 401, 407, 410, 411, 435, 439, 443, 445, 446, 454, 462, 465, 469, 471, 473, 475, 477, 485, 486, 491, 495, 503, 511, 512, 515, 518, 519, 521, 529, 531, 539, 545, 548, 555, 557, 561, 563, 564, 569, 576, 580, 587, 589, 591, 593, 595, 597, 598, 603, 604, 610, 611, 613, 615, 621, 625, 629, 631, 632, 633
b. form and use the perfect verb tenses;	When writing narratives, students can form and use verb tenses correctly. SE: Narrative Writing, Got It?: 321, 329, 343, 379, 416, 435, 446, 457, 465, 481, 543, 557; myStory Spark: 348; Narrative Writing Activities: 458 TG: Active Reading & Lesson Summary: 227, 230, 231, 235, 241, 245, 249, 250, 267, 270, 298, 299, 308, 311, 320, 321, 323, 327, 328, 332, 340, 343, 383, 387, 394, 397; Narrative Writing Activities: 234, 243, 251, 260, 280, 335, 357, 369, 392; Write Script: 229, 243, 392
c. use verb tense to convey various times, sequences, states, and conditions;	When writing narratives, students can use verb tenses correctly. SE: Narrative Writing, Got It?: 321, 329, 343, 379, 416, 435, 446, 457, 465, 481, 543, 557; myStory Spark: 348; Narrative Writing Activities: 458 TG: Active Reading & Lesson Summary: 227, 230, 231, 235, 241, 245, 249, 250, 267, 270, 298, 299, 308, 311, 320, 321, 323, 327, 328, 332, 340, 343, 383, 387, 394, 397; Narrative Writing Activities: 234, 243, 251, 260, 280, 335, 357, 369, 392; Write Script: 229, 243, 392

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<p>d. recognize and use appropriate continuity or shifts in verb tense; and</p>	<p>When writing narratives, students can recognize and use verb tenses correctly. SE: Narrative Writing, Got It?: 321, 329, 343, 379, 416, 435, 446, 457, 465, 481, 543, 557; myStory Spark: 348; Narrative Writing Activities: 458 TG: Active Reading & Lesson Summary: 227, 230, 231, 235, 241, 245, 249, 250, 267, 270, 298, 299, 308, 311, 320, 321, 323, 327, 328, 332, 340, 343, 383, 387, 394, 397; Narrative Writing Activities: 234, 243, 251, 260, 280, 335, 357, 369, 392; Write Script: 229, 243, 392</p>
<p>e. use correlative conjunctions</p>	<p>When writing the wide variety of activities, students can use correlative conjunctions correctly. SE: Write: 302, 307, 308, 309, 313, 319, 320, 321, 323, 325, 328, 331, 332, 339, 340, 345, 347, 364, 365, 367, 372, 373, 376, 378, 379, 381, 388, 390, 392, 395, 401, 407, 410, 411, 435, 439, 443, 445, 446, 454, 462, 465, 469, 471, 473, 475, 477, 485, 486, 491, 495, 503, 511, 512, 515, 518, 519, 521, 529, 531, 539, 545, 548, 555, 557, 561, 563, 564, 569, 576, 580, 587, 589, 591, 593, 595, 597, 598, 603, 604, 610, 611, 613, 615, 621, 625, 629, 631, 632, 633</p>
<p>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>5.1 Apply correct usage of capitalization.</p>	<p>When writing the wide variety of activities, students can use correct capitalization. SE: Write: 302, 307, 308, 309, 313, 319, 320, 321, 323, 325, 328, 331, 332, 339, 340, 345, 347, 364, 365, 367, 372, 373, 376, 378, 379, 381, 388, 390, 392, 395, 401, 407, 410, 411, 435, 439, 443, 445, 446, 454, 462, 465, 469, 471, 473, 475, 477, 485, 486, 491, 495, 503, 511, 512, 515, 518, 519, 521, 529, 531, 539, 545, 548, 555, 557, 561, 563, 564, 569, 576, 580, 587, 589, 591, 593, 595, 597, 598, 603, 604, 610, 611, 613, 615, 621, 625, 629, 631, 632, 633</p>

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<p>5.2 Use: a. apostrophes and quotation marks; and</p>	<p>SE: Write Dialogue: 321, 557</p>
<p>b. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	<p>When writing the wide variety of activities, students can use commas correctly. SE: Write: 302, 307, 308, 309, 313, 319, 320, 321, 323, 325, 328, 331, 332, 339, 340, 345, 347, 364, 365, 367, 372, 373, 376, 378, 379, 381, 388, 390, 392, 395, 401, 407, 410, 411, 435, 439, 443, 445, 446, 454, 462, 465, 469, 471, 473, 475, 477, 485, 486, 491, 495, 503, 511, 512, 515, 518, 519, 521, 529, 531, 539, 545, 548, 555, 557, 561, 563, 564, 569, 576, 580, 587, 589, 591, 593, 595, 597, 598, 603, 604, 610, 611, 613, 615, 621, 625, 629, 631, 632, 633 TG: Write Script: 229, 243, 392</p>
<p><i>5.3 Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with the wide variety of writing activities. See for example: SE: The Big Question; myStory Spark; Try it!</p>
<p><i>5.4 Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with sentence writing activities. See for example: SE: The Big Question; myStory Spark; Try it!</p>
<p><i>5.5 Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with dictionary/glossary activities.</p>

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<p>Range and Complexity (RC)</p>	
<p>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</p>	
<p>6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.</p>	<p>Argument/Opinion SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Opinion/Persuasive Writing Activities: 311, 372, 480, 597, 601; Got It?: 427, 519, 527 TG: Active Reading & Lesson Summary: 301, 305, 367, 370, 371, 375; Opinion/Persuasive Writing Activities: 247, 264, 270, 317, 339, 342, 350, 413, 429, 447</p> <p>Informative/Explanatory SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; myStory Spark: 302, 486, 532, 570, 604; Got It?: 313, 337, 357, 365, 373, 384, 395, 403, 411, 441, 312, 315, 481, 497, 505, 513, 527, 551, 565, 581, 599, 613, 621, 629; Informative/Explanatory Writing Activities: 345, 346, 381, 382, 413, 414, 443, 444, 473, 477, 483, 484, 501, 529, 530, 567, 568, 601, 602, 631, 632; myStory Book: 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Active Reading & Lesson Summary: 217, 218, 236, 240, 252, 255, 258, 261, 262, 266, 278, 282, 285, 288, 289, 293, 340, 343, 348, 349, 351, 355, 358, 361, 362, 366, 371, 375, 380, 381, 390, 393, 398, 402, 407, 408, 410, 414, 422, 426, 431, 432, 434, 437, 440, 443, 444, 448; Informative/Explanatory Writing Activities: 239, 254, 284, 287, 307, 350, 392, 409, 419, 428, 439, 450; myStory Book: 245, 247, 271, 273, 294, 296, 316, 318, 344, 346, 376, 378, 403, 405, 427, 429, 449, 451</p> <p>Writing Activity & Hands-On Activity TG: Review and Assessment, myWorld Activity: 245, 271, 294, 316, 344, 376, 403, 427, 449</p>

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<p>(Continued) 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity</p>	<p>(Continued) List SE: List: 326, 346, 434, 450, 461, 463, 475, 518, 537, 541, 617 TG: List: 251, 270, 329, 350, 357, 416, 424, 433</p> <p>Explain SE: Explain: 302, 337, 355, 389, 395, 497, 501, 505, 509, 551, 613 TG: Explanation: 257, 270</p> <p>Narrative SE: Keys to Good Writing, The Writing Process: SSH8; The Writing Traits: SSH9; Got It?: 321, 329, 343, 379, 416, 435, 446, 457, 465, 481, 543, 557; myStory Spark: 348; Narrative Writing Activities: 458; Write Dialogue: 321, 557; Write Diary Entry: 348; Write Journal Entry: 458, 465 TG: Active Reading & Lesson Summary: 227, 230, 231, 235, 241, 245, 249, 250, 267, 270, 298, 299, 308, 311, 320, 321, 323, 327, 328, 332, 340, 343, 383, 387, 394, 397; Narrative Writing Activities: 234, 243, 251, 260, 280, 335, 357, 369, 392; Write Diary Entry: 369; Write Journal Entry: 234, 280; Write Script: 229, 243, 392</p> <p>Poetry TG: Write Poem: 243, 251, 260, 270, 292, 330, 369, 447</p> <p>Song TG: Write Song: 447</p> <p>Describe SE: Describe: 302, 348, 415, 416, 435, 441, 457, 465, 473, 499, 543, 545, 551, 565, 570, 581, 599, 619</p>
<p>6.2 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 1 <i>Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with writing activities. See for example: SE: The Big Question; myStory Spark; Try it!</p>

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<i>6.3 Students are expected to build upon and continue applying previous learning. Grade 1 Write left to right leaving space between words.</i>	Students are given the opportunity to build and apply previous knowledge with writing activities. See for example: SE: The Big Question; myStory Spark; Try it!
<i>6.4 Students are expected to build upon and continue applying previous learning.</i>	Students are given the opportunity to build and apply previous knowledge with writing activities. See for example: SE: The Big Question; myStory Spark; Try it!
<i>6.5 Students are expected to build upon and continue applying previous learning.</i>	Students are given the opportunity to build and apply previous knowledge with writing activities. See for example: SE: The Big Question; myStory Spark; Try it!
Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.	SE: Write Question: 360, 591; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Collaboration and Creativity: Make a Difference: 582-583 TG: Formulate Questions: 223, 229, 234, 250, 259, 260, 265, 282, 305, 349, 375, 377, 384, 393, 395, 401; Active Reading & Lesson Summary: 306, 307, 338, 339, 415, 416; Identify Alternatives: 239, 264, 334, 354, 374, 387, 397, 401, 402; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; Debate: 270, 325, 416

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<p>1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.</p>	<p>Students meet this objective throughout the text. Refer to the following examples: SE: Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Collaboration and Creativity: Make a Difference: 582-583; Write Question: 360, 591 TG: Lesson Summary: 306, 307, 338, 339, 415, 416; Formulate Questions: 223, 229, 234, 250, 259, 260, 265, 282, 305, 349, 375, 377, 384, 393, 395, 401; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400; Debate: 270, 325, 416; Identify Central Issues: 224, 228, 232, 237, 259, 263, 293, 343, 369, 386, 393, 436, 445</p>
<p>1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.</p>	<p>SE: Write Speech: 239, 260, 389, 419; Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Collaboration and Creativity: Make a Difference: 582-583 TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Deliver Speech: 239, 260, 389, 419; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Act Out: 324; Role-Play: 313, 377, 392, 437; Perform Reader’s Theatre: 264; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; Debate: 270, 325, 416; Active Reading & Lesson Summary: 306, 307, 338, 339, 415, 416</p>

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<p>1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Critical Thinking: Recognize Bias: 544-545; Collaboration and Creativity: Make a Difference: 582-583; Media and Technology: Analyze Media Content: 614-615</p> <p>TG: Active Reading & Lesson Summary: 306, 307, 338, 339, 388, 389, 415, 416, 438, 439; Debate: 270, 325, 416; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; Identify Central Issues: 224, 228, 232, 237, 259, 263, 293, 343, 369, 386, 393, 436, 445; Recognize Bias: 242, 332, 341, 361; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400</p>
<p>1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Critical Thinking: Recognize Bias: 544-545; Collaboration and Creativity: Make a Difference: 582-583; Media and Technology: Analyze Media Content: 614-615</p> <p>TG: Active Reading & Lesson Summary: 306, 307, 338, 339, 388, 389, 415, 416, 438, 439; Identify Alternatives: 239, 264, 334, 354, 374, 387, 397, 401, 402; Share Ideas/Experiences/Information: 219, 221, 228, 229, 234, 243, 246, 247, 260, 264, 268, 270, 272, 273, 277, 280, 290, 292, 300, 303, 310, 314, 322, 330, 334, 339, 341, 342, 345, 346, 357, 364, 369, 373, 378, 382, 405, 409, 413, 416, 419, 424, 429, 433, 437, 442, 447; Recognize Bias: 242, 332, 341, 361; Debate: 270, 325, 416; Express Problems Clearly: 218, 228, 230, 232, 244, 280, 291, 313, 327, 334, 399, 400</p>

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<p><i>1.6 This indicator does not begin until English 1. English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.</i></p>	
<p>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>	
<p>2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.</p>	<p>SE: Critical Thinking: Solve Problems: 428-429; Collaboration and Creativity: Generate New Ideas: 474-475; Media and Technology: Analyze Historical Visuals: 498-499; Critical Thinking: Recognize Bias: 544-545; Collaboration and Creativity: Make a Difference: 582-583; Media and Technology: Analyze Media Content: 614-615 TG: Active Reading & Lesson Summary: 306, 307, 338, 339, 356, 357, 388, 389, 415, 416, 438, 439, 438, 439</p>
<p>2.2 Analyze the credibility of information presented in diverse media and formats.</p>	<p>SE: Envision It!: 306-307, 316-317, 322-323, 330-331, 338-339, 352-353, 360-361, 366-367, 374-375, 388-389, 398-399, 404-405, 420-421, 430-431, 436-437, 450-451, 458-459, 466-467, 476-477, 490-491, 500-501, 506-507, 514-515, 520-521, 536-537, 546-547, 552-553, 558-559, 574-575, 584-585, 592-593, 608-609, 616-617, 622-623; Media and Technology: Analyze Historical Visuals: 498-499; Critical Thinking: Recognize Bias: 544-545; Media and Technology: Analyze Media Content: 614-615 TG: Envision It!: 220, 221, 227, 228, 231, 232, 236, 237, 241, 242, 252, 253, 258, 259, 262, 263, 267, 268, 278, 279, 285, 286, 289, 290, 301, 302, 308, 309, 312, 313, 323, 324, 328, 329, 333, 334, 340, 341, 351, 352, 358, 359, 362, 363, 367, 368, 371, 372, 383, 384, 390, 391, 394, 395, 398, 399, 410, 411, 417, 418, 422, 423, 434, 435, 440, 441, 444, 445; Active Reading & Lesson Summary: 356, 357, 388, 389, 438, 439</p>

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<p><i>2.2 This indicator does not begin until Grade 6. Grade 6: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</i></p>	
<p><i>2.4 Students are expected to build upon and continue applying previous learning.</i></p>	<p>Students are given the opportunity to build and apply previous knowledge with speaking activities.</p>
<p>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</p>	
<p>3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.</p>	<p>SE: Reading Skill: Compare and Contrast: xiv; Compare and Contrast: 318, 353, 357, 371, 374, 381, 456, 565, 599; Venn Diagram: 339, 346, 361, 437, 525 TG: Compare and Contrast: 255, 261, 263, 264, 268, 270, 352; Make Comparisons: 238, 281, 293, 302, 310, 321, 331, 335, 343, 361, 372, 386, 395, 397, 401, 414, 420, 443, 445</p>
<p>3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.</p>	<p>SE: Write Speech: 239, 260, 389, 419 TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437</p>
<p>Language, Craft, and Structure (LCS)</p>	
<p>Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.</p>	
<p>4.1 Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim.</p>	<p>For opportunities to address this standard please see: TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Deliver Speech: 239, 260, 389, 419; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Debate: 270, 325, 416</p>

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<p>4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.</p>	<p>For opportunities to address this standard please see: SE: Reading Skill: Compare and Contrast: xiv; Reading Skills: Cause and Effect: SSH3; Reading Skills: Sequence: SSH6 TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Deliver Speech: 239, 260, 389, 419; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Debate: 270, 325, 416</p>
<p>4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.</p>	<p>For opportunities to address this standard please see: TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Deliver Speech: 239, 260, 389, 419; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Debate: 270, 325, 416; Act Out: 324; Role-Play: 313, 377, 392, 437; Perform Reader’s Theatre: 264</p>
<p>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</p>	
<p>5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.</p>	<p>TG: Presentation: 223, 229, 234, 239, 246, 247, 264, 270, 284, 310, 330, 342, 369, 392, 396, 409, 419, 424, 441, 447; Deliver Speech: 239, 260, 389, 419; Report/Share Research: 239, 264, 277, 280, 287, 310, 314, 330, 335, 342, 373, 385, 400, 419, 424, 437; Debate: 270, 325, 416</p>
<p>5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.</p>	<p>SE: Write Dialogue: 321, 557 TG: Perform Reader’s Theatre: 264; Role-Play: 313, 377, 392, 437; Act Out: 324; Write Song: 447; Write Poem: 243, 251, 260, 270, 292, 330, 369, 447</p>
<p>5.3 <i>This indicator does not begin until English 1.</i> English 1 <i>Develop messages that use logical, emotional, and ethical appeals.</i></p>	