Language Arts

CURRICULUM CORRELATIONS
Discover some of the most well-regarded authors in Great Storytellers. Each title in this new series illustrates the biography and works of a well-known writer. The vivid images and easy-to-read text will inspire even reluctant readers to explore the world of literature.

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- **The Wonderful World of Roald Dahl**  
- **The Quirky World of Robert Munsch**  
- **Great Storytellers, 2017 copyright**  
  MEB and Digital ISBN: 978-1-5105-1217-7
- **Great Storytellers, 2018 copyright**  
  MEB and Digital ISBN: 978-1-5105-4848-0

**CURRICULUM CORRELATIONS**

**NATIONAL STANDARDS CURRICULUM CORRELATIONS**

**National Standards for the English Language Arts (NSELA)**

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

(NSELA, Standard 2)

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

(NSELA, Standard 3)

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

(NSELA, Standard 6)

**COMMON CORE STANDARDS CURRICULUM CORRELATIONS**

**Common Core State Standards (CCSS)**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

(RI - Grade 5, Standard 2)

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

(RI - Grade 5, Standard 3)

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

(RI - Grade 5, Standard 5)

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES**

Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level stories with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

($110.16. English Language Arts and Reading, Grade 5)

Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas.

($110.16. English Language Arts and Reading, Grade 5)

Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity.

($110.16. English Language Arts and Reading, Grade 5)

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The Learning to Write series guides readers through the basic parts of speech and paragraph writing. Using curriculum-based content as a guide, students learn about American sites and symbols, as well as the culture, heroes, and history of Native Americans. Pictures that relate to the text provide interest and stimulation for students and they read about each step in the writing process.

**CURRICULUM CORRELATIONS**

**NATIONAL STANDARDS CURRICULUM CORRELATIONS**

**National Council for Social Studies (NCSS)**

Students will understand the study of the past provides a representation of the history of communities, nations, and the world.

(Theme 2: Time, Continuity, and Change. The origins and influence of social, cultural, political, and economic systems)

Students will understand key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems.

(Theme 2: Time, Continuity, and Change. The origins and influence of social, cultural, political, and economic systems)

Students will understand the origins and influences of social, cultural, political, and economic systems.

(Theme 2: Time, Continuity, and Change. The origins and influence of social, cultural, political, and economic systems)

**COMMON CORE STANDARDS CURRICULUM CORRELATIONS**

**Common Core State Standards (CCSS)**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

(RI - Grade 6, Standard 3)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

(RI - Grade 6, Standard 5)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

(RI - Grade 6, Standard 7)

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SOCIAL STUDIES**

The student understands that historical events influence contemporary events.

($113.18. Social Studies, Grade 6)

The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.

($113.18. Social Studies, Grade 6)

The student understands how geographic factors influence the economic development, political relationships, and policies of societies.

($113.18. Social Studies, Grade 6)
Explore some of the English language’s most important literary works in *Lightbox Literature Studies*. This series uses engaging text to help guide readers through well-known novels and plays.

**TITLES IN SERIES**

- **Animal Farm**, 2017 copyright  

- **The Great Gatsby**, 2017 copyright  
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- **Night**, 2017 copyright  

- **Nineteen Eighty-Four**, 2017 copyright  

- **To Kill a Mockingbird**, 2017 copyright  
  MEB and Digital ISBN: 978-1-5105-5132-9

- **Lightbox Literature Studies Series Set**, 2017 copyright  

**CURRICULUM CORRELATIONS**

**NATIONAL STANDARDS CURRICULUM CORRELATIONS**

**National Standards for the English Language Arts (NSELA)**

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.  
  (NSELA, Standard 2)
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).  
  (NSELA, Standard 3)
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.  
  (NSELA, Standard 6)

**COMMON CORE STANDARDS CURRICULUM CORRELATIONS**

**Common Core State Standards (CCSS)**

- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  
  (RI - Grade 9–10, Standard 2)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  
  (RI - Grade 6, Standard 4)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  
  (RI - Grade 6, Standard 6)

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR ENGLISH LANGUAGE ARTS AND READING**

- Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.  
  (§110.31. English Language Arts and Reading, English I)
- Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  
  (§110.31. English Language Arts and Reading, English I)
- Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the function of symbolism, allegory, and allusions in literary works.

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Lightbox Literature Studies

READING LEVEL: Grades 9–10  INTEREST LEVEL: Grades 9–12

Explore some of the English language’s most important literary works in Lightbox Literature Studies. This series uses engaging text to help guide readers through well-known novels and plays.

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Lightbox Literature Studies Series Set, 2018 copyright
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CURRICULUM CORRELATIONS

NATIONAL STANDARDS CURRICULUM CORRELATIONS

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(NSELA, Standard 3)

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(NSELA, Standard 6)

COMMON CORE STANDARDS CURRICULUM CORRELATIONS

Common Core State Standards (CCSS)

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
(RI - Grade 9–10, Standard 2)

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www.openlightbox.com
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**TITLES IN SERIES**

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**CURRICULUM CORRELATIONS**

**NATIONAL STANDARDS CURRICULUM CORRELATIONS**

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  (NSELA, Standard 3)
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  (NSELA, Standard 6)

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  (RI - Grade 6, Standard 4)
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  
  (RI - Grade 6, Standard 6)

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Early readers will explore the concept of opposites with the Opposites series. Fascinating facts and vibrant images illustrate the differences between common things in a child’s world. Each title in the series has been developed for children ages 5 to 7 and is designed to inspire beginning readers to become independent readers. The titles promote literacy and fluency through a focus on key concepts and sight words. All sight and content words used in a title are listed for quick reference on page 24.

TITLES IN SERIES

Big and Small

Hard and Soft
MEB and Digital ISBN: 978-1-5105-4644-8

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MEB and Digital ISBN: 978-1-5105-4648-6

Light and Dark
MEB and Digital ISBN: 978-1-5105-4647-9

Loud and Quiet

Wet and Dry
Media Enhanced Book (MEB) ISBN: 978-1-5105-4626-4

Opposites Series Set
Media Enhanced Books (MEB) ISBN: 978-1-5105-4826-8
The Show What You Know! series provides readers with the tools they need to find, organize, and share information clearly and effectively. Whether working on a school project or just plain curious, the books offer valuable advice on how to gather information from books, the internet, and other sources as well as how to organize and present the information to an audience.

TITLES IN SERIES

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MEB and Digital ISBN: 978-1-5105-4267-9

Finding the Right Words with Dictionaries

Giving an Oral Presentation
MEB and Digital ISBN: 978-1-5105-4264-8

Researching with Videos
Media Enhanced Book (MEB) ISBN: 978-1-5105-3973-0
MEB and Digital ISBN: 978-1-5105-4262-4

Taking and Organizing Notes
MEB and Digital ISBN: 978-1-5105-4263-1

Show What You Know! set
MEB and Digital ISBN: 978-1-5105-5043-8

CURRICULUM CORRELATIONS

NATIONAL STANDARDS CURRICULUM CORRELATIONS

National Standards for the English Language Arts (NSELA)

They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
(NSELA, Standard 3)

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
(NSELA, Standard 4)

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
(NSELA, Standard 7)

COMMON CORE STANDARDS CURRICULUM CORRELATIONS

Common Core State Standards (CCSS)

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
(RI - Grade 3, Standard 4)

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
(RI - Grade 3, Standard 5)

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
(RI - Grade 3, Standard 7)

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR SCIENCE

The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.
(§110.5. Language Arts and Reading, Grade 3)

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.
(§110.5. Language Arts and Reading, Grade 3)

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.
(§110.5. Language Arts and Reading, Grade 3)