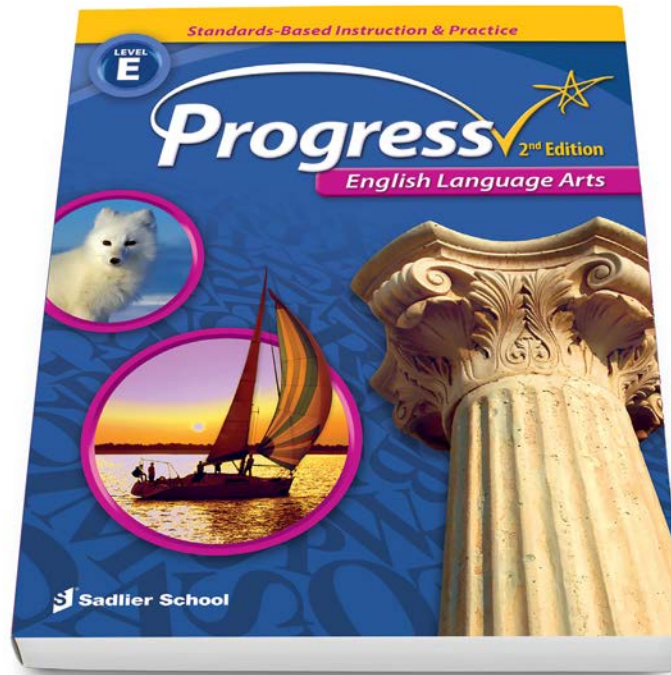


Progress

English Language Arts 2nd Edition

Correlation to the 2021 Alabama Course of Study:
English Language Arts

Grade 5



Recurring Standards

Recurring Standards for Grades 4-5.....	2
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Grade 5 Content Standards

Literacy Standards

Phonics.....	7
Fluency.....	8
Vocabulary.....	14
Comprehension.....	19
Writing.....	35

Grades 4–5 Recurring Standards

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>Students will:</p> <p>R1. Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (class discussion)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ◦ Listen carefully to others and answer questions?/Follow agreed-upon rules for discussion?—p. 170 <p><u>TEACHER’S EDITION</u></p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151
<p>R2. Use context clues to determine meanings of unfamiliar spoken or written words.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Context Clues—p. 110 • Context Clues—p. 183 <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (context clues)—TE p. 91 <p><u>TEACHER’S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (context clues)—TE p. 90 <p>Independent Practice</p> <ul style="list-style-type: none"> • Use context clues—TE p. 94 <p>Words to Know</p> <ul style="list-style-type: none"> • Context clues—TE p. 124 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p>Turn and Talk</p> <ul style="list-style-type: none"> Identify context clues with a partner—TE p. 183 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues Instructional Videos <ul style="list-style-type: none"> Context Clues
<p>R3. Use digital and electronic tools appropriately, safely, and ethically when researching and writing, both individually and collaboratively.</p>	<p><u>TEACHER'S EDITION</u></p> <p>Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Digital Storyboarding—TE p. 21 Chapter 2 Online Research—TE p. 45 Chapter 3 Digital Filmmaking—TE p. 82 Chapter 4 Video Storytelling—TE p. 117 Chapter 6 Online Research—TE p. 143 Chapter 7 Blog Entries—TE p. 172 Chapter 8 Slide Presentation—TE p. 186 Chapter 9 Web Pages—TE p. 200 Chapter 10 Digital PSAs—TE p. 214 Chapter 11 Digital Slide Presentations—TE p. 228 <p>Foundational Skills</p> <ul style="list-style-type: none"> Fluency Practice (search for images then present them on a class computer or tablet)—TE p. 141 <p>Extend Thinking</p> <ul style="list-style-type: none"> Cite Evidence (use the Internet for research)—TE p. 141 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Use a computer to check to see sources have been cited accurately—TE p. 221 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Use print or digital dictionaries—TE p. 225 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Research Tips (websites) Step 2: Drafting <ul style="list-style-type: none"> Use a computer (copy, cut, and paste text)—p. 5 Step 3: Revising <ul style="list-style-type: none"> Using a computer (print out a copy)—p. 6 Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Digital Connection—p. 9 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip—pp. 2 and 3 ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration (use a word processing program)—pp. 4 and 5 ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7 ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Assignment: Digital Presentation (digital slide show, videoconference, post to website)—pp. 8 and 9
<p>R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.</p>	<p>TEACHER'S EDITION Writing Handbook</p> <ul style="list-style-type: none"> • Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217 <p>Create: Organizational Structure Brainstorming, Planning, Drafting</p> <ul style="list-style-type: none"> • Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 <p>Introduce the Writing Process</p> <ul style="list-style-type: none"> • Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222 <p>Writing Process Summary Planning, Drafting, Rubrics</p> <ul style="list-style-type: none"> • Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning ◦ Step 2: Drafting ◦ Step 3: Revising ◦ Step 4: Editing ◦ Step 5: Producing, Publishing, and Presenting
<p>R5. Identify and explain literary devices in prose and poetry.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Understanding Figurative Language: "Witnessing the Boston Massacre" (Historical Fiction)—pp. 64–69 • "Chapter 3 Review: "Racing to the Ludington Home" (Adventure Story)—pp. 85–86 <p>Language</p> <ul style="list-style-type: none"> • Adages and Proverbs—p. 130 • Idioms—p. 168 • Figurative Language (simile, metaphor, personification)—pp. 196–197 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p><u>TEACHER'S EDITION</u></p> <p>Team Jigsaw</p> <ul style="list-style-type: none"> Figurative Language—TE p. 197 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 3 Understanding Figurative Language Additional Practice <ul style="list-style-type: none"> Chapter 3 Understanding Figurative Language: “Letters from Boston” (Letters) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction) Instructional Videos <ul style="list-style-type: none"> Understanding Figurative Language Close Reading Practice <ul style="list-style-type: none"> Chapter 3 “Treasure Trunk” (Adventure) Chapter 3 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 3 Home Connect Chapter 3 Home Connect On the Go: Similes and Metaphors (graphic organizer) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Adages and Proverbs <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Idioms Additional Practice <ul style="list-style-type: none"> Idioms Instructional Videos <ul style="list-style-type: none"> Idioms <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Figurative Language Additional Practice <ul style="list-style-type: none"> Figurative Language Instructional Videos <ul style="list-style-type: none"> Figurative Language
<p>R6. Assess the formality of occasions in order to speak or write using appropriate language and tone.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Varieties of English (formal/informal)—p. 224 <p style="text-align: right;"><i>continued</i></p>

RECURRING STANDARDS

GRADES 4-5 RECURRING STANDARDS FOR ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<p>Chapter 10 Review</p> <ul style="list-style-type: none"> Rewrite text in informal English to formal English—p. 213 <p>TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Use formal language suitable for an academic presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 1 Create (use formal English in presentations)—TE p. 23 Chapter 1 Investigate (present to class/use formal English)—TE p. 43 Chapter 3 Research (present research to class/use formal English)—TE p. 67 Chapter 3 Investigate (formal English)—TE p. 75 Chapter 4 Research (English should be in an appropriately formal register)—TE p. 93 Chapter 4 Form Opinions (present opinions to class/use formal English)—TE p. 101 Chapter 5 Creating a New Myth (present myths to class/use formal English as appropriate)—TE p. 128 <p>DIGITAL RESOURCES</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Varieties of English (formal/informal) Additional Practice <ul style="list-style-type: none"> Varieties of English (formal/informal) Instructional Videos <ul style="list-style-type: none"> Varieties of English (formal/informal)

LITERACY FOUNDATIONS

Phonics

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>1. Apply phonics and word analysis skills to encode and decode words in grade-level texts.</p> <p>RECEPTION READING</p> <p>2. Use combined knowledge of letter-sound correspondences, appropriate blending, syllabication patterns, morphology, and word attack skills to read unfamiliar multisyllabic, grade-level words accurately in context and in isolation.</p>	<p>TEACHER'S EDITION</p> <p>Foundational Skill Review</p> <ul style="list-style-type: none"> • Final Blends—TE p. 17 • Digraphs <i>sh, wh</i>—TE p. 49 • Vowel Team <i>ie</i>—TE p. 69 • Inflectional Endings—TE p. 95 • CVCe Words—TE p. 121 • Long Vowel <i>e</i>—TE p. 147 <p>DIGITAL RESOURCES</p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Open, Closed, and Consonant + <i>-le</i> Syllables ○ Words with Consonant Variants ○ r-Controlled Vowels and VCe Syllables ○ Words with Long Vowels • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Open, Closed, and Consonant + <i>-le</i> Syllables ○ Words with Consonant Variants ○ r-Controlled Vowels and VCe Syllables ○ Words with Long Vowels • Additional Practice <ul style="list-style-type: none"> ○ Open, Closed, and Consonant + <i>-le</i> Syllables ○ Words with Consonant Variants ○ r-Controlled Vowels and VCe Syllables ○ Words with Long Vowels • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>RECEPTION READING</p> <p>3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Context Clues—p. 110 • Adages and Proverbs—p. 130 • Homographs—p. 156 • Idioms—p. 168 • Greek and Latin Affixes and Roots—p. 182 • Context Clues—p. 183 • Reference Materials—p. 225 <p>DIGITAL RESOURCES</p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Prefixes <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Phonics

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> ○ Suffixes ○ Greek and Latin Roots ● Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Greek and Latin Roots ● Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>EXPRESSION WRITING</p> <p>4. Write familiar and unfamiliar multisyllabic, grade-level appropriate words accurately in context and in isolation.</p>	<p><i>See Level C / Grade 3</i></p> <p>DIGITAL RESOURCES Foundational Skills Handbook</p> <ul style="list-style-type: none"> ● Instruction & Practice <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -le ● Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -le ● Additional Practice <ul style="list-style-type: none"> ○ Multisyllable Words: VCV ○ Multisyllable Words: VCCV ○ Multisyllable Words: -le ● Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5. Demonstrate fluency when independently reading, writing, and speaking in response to grade-level literary and informational text, including stories, dramas, poetry, and cross-curricular texts.</p>	
<p>RECEPTION READING</p> <p>6. Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.</p>	<p>TEACHER'S EDITION Foundational Skills</p> <ul style="list-style-type: none"> ● Fluency—TE pp. 15, 73 ● Fluency Practice—TE pp. 41, 99, 119, 139 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> • Fluency Practice <ul style="list-style-type: none"> ◦ Chapter Fluency Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Like a Book” (Realistic Fiction) ◦ Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text) ◦ Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction) ◦ Chapter 4 “Tundra: The Frozen Ecosystem” (Science Text) ◦ Chapter 5 “Theseus and the Minotaur” (Greek Myth/ Graphic Novel) ◦ Chapter 6 “Laura Ingalls Wilder: Eyes on the Frontier” (Biography) ◦ Fluency Practice Teaching Suggestions <ul style="list-style-type: none"> • Teacher’s Guide to Fluency <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ “Bellowing Sal Fink” (American Tall Tale) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Practicing Fluency • Additional Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ “The Oven Bird” by Robert Frost (Poem) • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook <p><i>For additional oral reading opportunities with grade-level text, see the following—</i></p> <ul style="list-style-type: none"> • Chapter Reading Selections (chapters 1 through 6) • Additional Practice (online only) • Assessments: Comprehension Check (online only) • Close Reading (online only)
<p>EXPRESSION WRITING</p> <p>7. Write routinely and independently for varied amounts of time.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Writing Lessons</p> <ul style="list-style-type: none"> • Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative—pp. 162–165 • Chapter 8 Text Types and Purposes: Write an Informative/ Explanatory Text—pp. 176–179 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay—pp. 190–193 Chapter 10 Text Types and Purposes: Write an Opinion Piece—pp. 204–207 Chapter 11 Research to Build and Present Knowledge: Write a Research Report—pp. 218–222 <p>Writing Activities</p> <ul style="list-style-type: none"> Write About It—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 <p>TEACHER’S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> Write About It Rubric—TE pp. 34, 60, 86, 112, 132, 158 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 5 Creating a New Myth (write a myth)—TE p. 128 Chapter 6 Synthesize (write a brief report)—TE p. 154
<p>EXPRESSION SPEAKING</p> <p>8. Orally present information and original ideas clearly.</p>	<p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> Use language that fits your audience and the occasion. If necessary, use visuals to support what you say. Speak loudly and clearly so that everyone can hear and understand you. Speak in complete sentences, and pause between sentences to show the break in ideas. Change the pitch, rate, and loudness of your voice to express your ideas. When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions. Take time to think before you respond.
<p>EXPRESSION SPEAKING</p> <p>9. Express ideas clearly and effectively to diverse partners or groups.</p>	<p>TEACHER’S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 170; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> ○ Speak loudly and clearly so that everyone can hear and understand you. ○ Speak in complete sentences, and pause between sentences to show the break in ideas. ○ Change the pitch, rate, and loudness of your voice to express your ideas.
<p>a. Pose and respond to explicit questions in ways that contribute to the discussion and elaborate on the remarks of others.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ○ Ask questions to check my understanding?—p. 170 <p><u>TEACHER’S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Listen carefully/ask clarifying questions/build on each other’s reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively/ask questions—TE pp. 29, 55, 81, 107, 127, 153 <p><u>DIGITAL RESOURCES</u> Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ○ Speaking and Listening: Presentation of Knowledge and Ideas (ask questions and respond to other’s questions and comments)
<p>b. Verbally summarize information read aloud or presented in diverse media and formats.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question <ul style="list-style-type: none"> ○ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>TEACHER'S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> Place the other person's statement in their own words—TE p. 53 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Summarize how visuals help them understand how the character being described looks or feels—TE p. 65 Understand meaning of words summarize and paraphrase—TE p. 191 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (summarize and explain speaker's main points, reasons, and evidence) <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 2 Home Connect On the Go: Summarize Then Identify Main Ideas and Supporting Details (graphic organizer)
<p>c. Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> Back up what I say with reasons and evidence?—p. 170 <p><u>TEACHER'S EDITION</u></p> <p>Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> Prepare and make a formal presentation (state topic clearly, present appropriate facts)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 1 Create (storyboards for an adventure movie/ present to class)—TE p. 23 Chapter 1 Compare (create a presentation/make a word web)—TE p. 30 Chapter 1 Investigate (create a visual/present to class)—TE p. 43 Chapter 2 Hypothesize (create a presentation)—TE p. 56 Chapter 3 Research (present research to class)—TE p. 67 Chapter 3 Investigate (present to class/speak clearly, in complete sentences, and at a reasonable rate)—TE p. 75 Chapter 4 Research (present research to class)—TE p. 93 Chapter 4 Form Opinions (present opinions to class)—TE p. 101 Chapter 4 Compare and Contrast (share ideas in small groups)—TE p. 108 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Chapter 5 Creating a New Myth (present myths to class)—TE p. 128 Chapter 6 Cite Evidence (use the Internet or library/present findings to class)—TE p. 141 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Speaking Tips (giving an oral presentation)—p. 9
<p>d. Speak clearly at an understandable rate.</p>	<p>TEACHER'S EDITION Speaking and Listening: Presentation</p> <ul style="list-style-type: none"> Prepare and make a formal presentation (use formal language, speak clearly, in complete sentences, and at a reasonable rate)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153 <p>DIGITAL RESOURCES Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> Use language that fits your audience and the occasion. If necessary, use visuals to support what you say. Speak loudly and clearly so that everyone can hear and understand you. Speak in complete sentences, and pause between sentences to show the break in ideas. Change the pitch, rate, and loudness of your voice to express your ideas. When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions. Take time to think before you respond.
<p>EXPRESSION SPEAKING</p> <p>10. Respond directly to specific information shared by others in classroom discussion, using facts to support the ideas being discussed.</p> <p>a. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from discussion.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question (small group or class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 Good Speaker/Good Listener Checklist - Did I: <ul style="list-style-type: none"> Back up what I say with reasons and evidence?—p. 170 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Fluency

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>TEACHER'S EDITION Discussion Skills</p> <ul style="list-style-type: none"> Ask clarifying questions, revoice ideas, examine reasons and evidence, raise challenges or provide a counterexample, make useful connections and build on those ideas, draw conclusions and provide solid reasons, present those ideas to the class—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226

Vocabulary

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>11. Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.</p>	
<p>RECEPTION READING</p> <p>12. Interpret the meaning of words, phrases, and patterns as they are used in texts, including domain-specific and academic vocabulary and figurative language.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>Language</p> <ul style="list-style-type: none"> Figurative Language (simile, metaphor, personification)—pp. 196–197 <p>TEACHER'S EDITION Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 37; Chapter 3, TE p. 63; Chapter 4, TE p. 89; Chapter 5, TE p. 115; Chapter 6, TE p. 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 40, 42, 44, 46, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150 Domain-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152 Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>TEACHER'S EDITION</u> Team Jigsaw</p> <ul style="list-style-type: none"> Figurative Language—TE p. 197 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Figurative Language Additional Practice <ul style="list-style-type: none"> Figurative Language Instructional Videos <ul style="list-style-type: none"> Figurative Language
<p>a. Locate similes, metaphors, personification, hyperbole, imagery, alliteration, onomatopoeia, and idioms and interpret their meanings in context.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Idioms—p. 168 Figurative Language (simile, metaphor, personification)—pp. 196–197 <p><u>TEACHER'S EDITION</u> Team Jigsaw</p> <ul style="list-style-type: none"> Figurative Language—TE p. 197 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Idioms Additional Practice <ul style="list-style-type: none"> Idioms Instructional Videos <ul style="list-style-type: none"> Idioms <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Figurative Language Additional Practice <ul style="list-style-type: none"> Figurative Language Instructional Videos <ul style="list-style-type: none"> Figurative Language
<p>b. Explain the meanings of common idioms, adages, and proverbs.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Adages and Proverbs—p. 130 Idioms—p. 168 <p><u>TEACHER'S EDITION</u> Language Skills Summary</p> <ul style="list-style-type: none"> Idioms—TE p. 171 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>DIGITAL RESOURCE</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Adages and Proverbs • Additional Practice <ul style="list-style-type: none"> ○ Adages and Proverbs <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Idioms • Additional Practice <ul style="list-style-type: none"> ○ Idioms • Instructional Videos <ul style="list-style-type: none"> ○ Idioms
<p>c. Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Synonyms and Antonyms—p. 32 • Reference Materials (use a thesaurus to find synonyms)—p. 225 <p><u>TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (synonyms and antonyms)—TE pp. 80, 122, 138 <p><u>DIGITAL RESOURCE</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Synonyms and Antonyms <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Reference Materials (synonyms) • Additional Practice <ul style="list-style-type: none"> ○ Reference Materials (synonyms)
<p>d. Explain how an author's vocabulary and style influence the tone and mood of a text and support his/her purpose for writing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (sacrastic tone)—TE p. 52; <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence (figurative language)—p. 65 • Cite Evidence (express a strong feeling)—p. 102 • Cite Evidence (words that reflect mood)—p. 122 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence (word choice expresses point of view)—p. 104 • Cite Evidence (express feelings)—p. 150 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence (strong feeling or judgment)—p. 106 <p>Language</p> <ul style="list-style-type: none"> • Interjections (express feelings or emotions)—p. 169 • Figurative Language—p. 196
<p>e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meanings of words.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Greek and Latin Affixes and Roots—p. 182 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes and Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Greek and Latin Roots • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Greek and Latin Roots • Additional Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Greek and Latin Roots • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook
<p>RECEPTION LISTENING</p> <p>13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Context Clues—p. 110 • Adages and Proverbs—p. 130 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Vocabulary

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Homographs—p. 156 • Idioms—p. 168 • Greek and Latin Affixes and Roots—p. 182 • Context Clues—p. 183 • Reference Materials—p. 225 <p><u>DIGITAL RESOURCES</u></p> <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Greek and Latin Roots • Additional Practice <ul style="list-style-type: none"> ○ Base Words ○ Prefixes ○ Suffixes ○ Greek and Latin Roots • Teacher Resources <ul style="list-style-type: none"> ○ How to Use the Handbook
<p>EXPRESSION WRITING</p> <p>14. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p> <p>EXPRESSION SPEAKING</p> <p>15. Use grade-appropriate general academic and domain-specific words and phrases during presentations and discussion.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p><u>TEACHER'S EDITION</u></p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 37; Chapter 3, TE p. 63; Chapter 4, TE p. 89; Chapter 5, TE p. 115; Chapter 6, TE p. 135 <p>Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 40, 42, 44, 46, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150 • Domain-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152 • Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>16. Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 12–13, 18–19, 24–25, 64–65, 70–71, 76–77, 116–117, 122–123 • Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124 • Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126 • Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129 <p><u>TEACHER’S EDITION</u></p> <p>Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–149 • Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 <p>Guided Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150 • Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151 <p>Independent Practice</p> <ul style="list-style-type: none"> • Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152 • Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>TEACHER'S EDITION Independent Practice</p> <ul style="list-style-type: none"> • Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>DIGITAL RESOURCES Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check
<p>17. Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.</p> <p><i>Examples: theme, plot, point of view</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Story Elements: "Running for Hearts" (Fictional Narrative)—pp. 24–29 • Chapter 1 Review: "A Different Kind of Summer School" (Realistic Fiction)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: "Escaping East Berlin" (Historical Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: "The Knights' Challenge" (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 "An Unexpected Friend" (Fantasy) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Compare Versions of a Story or Book (graphic organizer)
<p>RECEPTION READING</p> <p>18. Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Explaining Relationships Between Ideas: "Experiments with Motion" (Science Procedural)—pp. 50–55 • Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60 <p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Explaining Relationships Between Ideas <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Explaining Relationships Between Ideas: “Newton’s Laws of Curling” (Science Explanatory Text) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Explaining Relationships Between Ideas: “On the Shoulders of Giants” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ○ Explaining Relationships Between Ideas • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) ○ Chapter 2 Close Reading Lesson Plan) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 2 Home Connect ○ Chapter 2 Home Connect Activity: Relationships Between Ideas, Events, or People (graphic organizer)
<p>RECEPTION READING</p> <p>19. Interpret how authors use literary elements throughout a text, including character, setting, conflict, dialogue, and point of view.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Comparing and Contrasting Story Elements • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Comparing and Contrasting Story Elements: “Escaping East Berlin” (Historical Fiction) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: “The Knights’ Challenge” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) ○ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Conversation Starter: Compare Versions of a Story or Book (graphic organizer)

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RECEPTION READING</p> <p>20. Explain how the author’s use of character types throughout a narrative helps drive its plot.</p> <p><i>Examples: static, dynamic, and stock characters</i></p>	<p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Literary Texts Narratives, drama, or poetry featuring interaction of a narrator/speaker or main and supporting characters.</p> <ul style="list-style-type: none"> Chapter 1 Key Ideas and Details: Literary Texts—“Like a Book” (Realistic Fiction), pp. pp. 12-17; “Hurricane Taylor” (Adventure Story), pp. pp. 18-23; “Running for Hearts” (Fictional Narrative), pp. pp. 24-29 Chapter 3 Craft and Structure: Literary Texts—“Witnessing the Boston Massacre” (Historical Fiction), pp. 64-69; “Sybil Ludington’s Ride” (Drama), pp. 70-75; “If-” (Poetry), pp. 76-81 Chapter 5 Integration of Knowledge and Ideas: Literary Texts—“Prometheus: Giver of Fire” (Greek Myth/Graphic Novel), pp. pp. 116-121; “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth), pp. pp. 122-127 <p>DIGITAL RESOURCES</p> <p>Chapters 1, 3, and 5 Additional literary texts featuring interaction of a narrator/speaker or main and supporting characters.</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Chapter 1 Key Ideas and Details: Literary Texts—“The Wind” (Folktale); “Lady Caroline to the Rescue” (Fantasy); “Escaping East Berlin” (Historical Fiction) Chapter 3 Craft and Structure: Literary Texts—“Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play) Chapter 5 Integration of Knowledge and Ideas: Literary Texts—“A Boy and His Dogs” (Graphic Novel); “Robinson Crusoe” (Adapted Story Excerpt)
<p>RECEPTION READING</p> <p>21. Compare and contrast characters, points of view, or events in two or more literary texts.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24-29 Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33-34 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 1 Comparing and Contrasting Story Elements Additional Practice <ul style="list-style-type: none"> Chapter 1 Comparing and Contrasting Story Elements: “Escaping East Berlin” (Historical Fiction) <p style="text-align: right;"><i>continued</i></p>

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Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: “The Knights’ Challenge” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “An Unexpected Friend” (Fantasy) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Compare Versions of a Story or Book (graphic organizer)
<p>RECEPTION READING</p> <p>22. Determine the implied and/or explicit main idea in literary and informational texts.</p>	<p style="text-align: center;">LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Wind” (Folktale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “An Unexpected Friend” (Fantasy) ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect <p style="text-align: center;">INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 38–43 • Chapter 2 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 59–60 <p style="text-align: right;"><i>continued</i></p>

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GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Sir Isaac Newton” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) ◦ Chapter 2 Close Reading Lesson Plan) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Clues and Inferences (graphic organizer)
<p>RECEPTION READING 23. Determine and analyze themes of various culturally-diverse literary texts, supporting analysis with textual evidence.</p>	
<p>a. Analyze common themes of diverse texts with support from textual evidence.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth)—pp. 122–127 • Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132 <p>DIGITAL RESOURCES Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: “Robinson Crusoe” (Adapted Story Excerpt)/“The Jungle Book” (Adapted Story Excerpt) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: “The Old, Rough Stone and the Gnarled Tree” – A Retelling of a Friendly Fairies Tale (Fable)/“The Young Blue Jay Who Was Not Brave Enough to Be Afraid” (Fable) <p style="text-align: right;"><i>continued</i></p>

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GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 5 “How Summer and Winter Began” (Native American Myth) ○ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 5 Home Connect ○ Chapter 5 Home Connect On the Go: Compare Versions of an Adventure or Mystery (graphic organizer)
<p>b. Summarize a story or drama, describing how the plot unfolds and how characters respond to challenges or change their thoughts and actions and citing textual evidence.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme and Summarizing • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme and Summarizing: “Lady Caroline to the Rescue” (Fantasy) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) ○ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Activity: Characters’ Words and Actions/Theme (graphic organizer) ○ Chapter 1 Home Connect On the Go: Favorite Nursery Rhyme/Summary (graphic organizer)
<p>RECEPTION READING</p> <p>24. Determine and evaluate the effectiveness of digital and print text features and structures, including comparison and contrast, problem and solution, and cause and effect.</p>	
<p>a. Identify various text features used in diverse forms of text.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect: Activity (sidebar, heading, graph, and hyperlink)—p. 134 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>TEACHER’S EDITION</u></p> <p>Listening and Viewing Skills Text features: make connections between the text and bullet points, charts, illustrations, and photos.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 19; Chapter 2, TE p. 51; Chapter 3, TE p. 71; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 6, TE p. 149 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> Scan the headings—TE p. 150 <p>Critical Comprehension</p> <ul style="list-style-type: none"> Why did the author include headings in the article?—TE p. 153 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Create a chart with headings—TE p. 166 <p>Digital Connection</p> <ul style="list-style-type: none"> Slide Presentation (bullet points, outlines/find images online)—TE p. 186 Digital Slide Presentation (bullet points)—TE p. 228 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Using text features (headings and subheadings, diagrams, graphs, charts, maps)
<p>b. Compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Text Structures: “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article)—pp. 96–101 Chapter 4 Review: “An Endangered Turtle” (Explanatory Text)—pp. 111–112 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 4 Comparing and Contrasting Text Structures Additional Practice <ul style="list-style-type: none"> Chapter 4 Comparing and Contrasting Text Structures: “Weekly Foliage Report” (Travel Blog)/“Zoe’s Nature Journal” (Journal) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 4 Comparing and Contrasting Text Structures: “Education Is Key” (Expository Nonfiction)/“Save the Orangutan!” (Expository Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect
<p>RECEPTION READING</p> <p>25. Determine credibility and appropriateness of a research source by distinguishing between fact and the author’s opinion in informational text.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Provide a List of Sources (to help readers know information is reliable)—p. 220 <p><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 6 Cite Evidence (use reliable sources)—TE p. 141 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tips (evaluating sources: should have authority, be accurate, be relatively unbiased or fair)—p. 3 ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I included accurate information from my research?—p. 5
<p>RECEPTION READING</p> <p>26. Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.</p>	
<p>a. Explain how visual and multimedia elements contribute to the overall meaning and tone of a text.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing the Effects of Visuals: “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel)—pp. 116–121 • Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132 <p><u>DIGITAL RESOURCES</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing the Effects of Visuals <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 5 Analyzing the Effects of Visuals: “A Boy and His Dogs” (Graphic Novel) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 5 “How Summer and Winter Began” (Native American Myth) ○ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 5 Home Connect ○ Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)
<p>b. Compare and contrast the approaches to theme in several stories within a genre.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth)—pp. 122–127 • Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132 <p><u>DIGITAL RESOURCES</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 5 Comparing and Contrasting Themes • Additional Practice <ul style="list-style-type: none"> ○ Chapter 5 Comparing and Contrasting Themes: “Robinson Crusoe” (Adapted Story Excerpt)/“The Jungle Book” (Adapted Story Excerpt) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: “The Old, Rough Stone and the Gnarled Tree” – A Retelling of a Friendly Fairies Tale (Fable)/“The Young Blue Jay Who Was Not Brave Enough to Be Afraid” (Fable) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 5 “How Summer and Winter Began” (Native American Myth) ○ Chapter 5 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 5 Home Connect ○ Chapter 5 Home Connect On the Go: Compare Versions of an Adventure or Mystery (graphic organizer)

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<p>c. Locate information quickly within a text and apply information from multiple sources to analysis of the topics.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text)—pp. 136–141 • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 6 Finding Information in Multiple Sources • Additional Practice <ul style="list-style-type: none"> ○ Chapter 6 Finding Information in Multiple Sources: “Puerto Rican Migration” (Web Article)/”Spanish Harlem: A Self-Guided Tour” (Brochure) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources: “Gold Mountain” (Expository Nonfiction)/”The Transcontinental Railroad” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 6 “Letters Home” (Letters) ○ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect ○ Chapter 6 Home Connect Conversation Starter: Topic and Multiple Sources of Information (graphic organizer)
<p>d. Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Reasons and Evidence: “These Walls Can Talk” (Historical Nonfiction)—pp. 142–147 • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p><u>DIGITAL RESOURCES</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 6 Analyzing Reasons and Evidence • Additional Practice <ul style="list-style-type: none"> ○ Chapter 6 Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect On the Go: Author’s Point of View/Strength of Argument (graphic organizer)
<p>e. Compare the approaches of several authors of articles about the same or similar topics.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 • Connect to the Essential Question—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>TEACHER’S EDITION</p> <p>Theme Wrap Up Group discussion of the chapter theme.</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Compare and Contrast (use a chart/share ideas in small groups)—TE p. 108
<p>RECEPTION READING</p> <p>27. Review the key ideas expressed in a text and draw conclusions, using facts to support them.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Cite Evidence</p> <ul style="list-style-type: none"> • Cite evidence from complex texts to respond to text-dependent questions and support critical thinking—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 <p>Comprehension Check</p> <ul style="list-style-type: none"> • Review key ideas then answer using supporting details from the text—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153
<p>RECEPTION LISTENING</p> <p>28. Use audio and/or visual sources of information to obtain the answer to a question.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing the Effects of Visuals: “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel)—pp. 116–121 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131-132 <p>TEACHER’S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> Digital Slide Presentations (use visuals and audio)—TE p. 228 <p>DIGITAL RESOURCES</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 5 Analyzing the Effects of Visuals Additional Practice <ul style="list-style-type: none"> Chapter 5 Analyzing the Effects of Visuals: “A Boy and His Dogs” (Graphic Novel) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel) Close Reading Practice <ul style="list-style-type: none"> Chapter 5 “How Summer and Winter Began” (Native American Myth) Chapter 5 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 5 Home Connect Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)
<p>EXPRESSION WRITING</p> <p>29. Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.</p> <ol style="list-style-type: none"> Use textual evidence to support summarization. Cite appropriately when summarizing. 	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18-23 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Determining the Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 44-49 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Summarize text—p. 190 Paraphrase Evidence—p. 191 <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> Summarize—p. 219 Use index cards (summarize or paraphrase information)—p. 221 <p style="text-align: right;"><i>continued</i></p>

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GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>TEACHER'S EDITION</p> <p>Review: Drawing Inferences</p> <ul style="list-style-type: none"> Use clues in the text to draw an inference—TE p. 19 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Review Reading Selections (summarize)—Chapter 1, TE p. 30; Chapter 2, TE p. 56; Chapter 3, TE p. 82; Chapter 4, TE p. 108; Chapter 5, TE p. 128; Chapter 6, TE p. 154 <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 6 Cite Evidence—TE p. 141 <p>Evaluate a Writer's Work</p> <ul style="list-style-type: none"> Summarize/restate in own words—TE pp. 164, 178, 192, 206, 220 <p>Review: Summarizing</p> <ul style="list-style-type: none"> Chapter 7, TE pp. 164, <p>Analyze a Student Model</p> <ul style="list-style-type: none"> Summarize Text (summarize literary text that is the topic of the essay)—TE p. 190 <p>Genre</p> <ul style="list-style-type: none"> Research Report(summarize and paraphrase information)—TE p. 218 <p>Conduct Research</p> <ul style="list-style-type: none"> Create: Note-Taking <ul style="list-style-type: none"> Summarizing and Paraphrasing Information—TE p. 221
<p>EXPRESSION WRITING</p> <p>30. Quote literary and informational texts accurately to support conclusions and inferences drawn from them.</p>	<p>LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence—pp. 12-13, 18-19, 24-25, 64-65, 70-71, 76-77, 116-117, 122-123 Comprehension Check—pp. 13, 19, 25, 65, 71, 77, 117, 123 <p>Guided Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124 Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125 <p>Independent Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126 Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme (support conclusions using evidence from the chapter texts)—pp. 31, 83, 129 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Write About It Quote accurately from the text</p> <ul style="list-style-type: none"> Chapter 1, TE p. 34; Chapter 3, TE p. 86; Chapter 5, TE p. 132 <p>TEACHER'S EDITION</p> <p>Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127 <p>DIGITAL RESOURCES</p> <p>Chapters 1, 3, 5</p> <ul style="list-style-type: none"> Additional Practice Assessments <ul style="list-style-type: none"> Comprehension Check <p>INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence—pp. 38–39, 44–45, 50–51, 90–91, 96–97, 102–103, 136–137, 142–143, 148–149 Comprehension Check—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 <p>Guided Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150 Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151 <p>Independent Practice</p> <ul style="list-style-type: none"> Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152 Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155 <p>Write About It Quote accurately from the text</p> <ul style="list-style-type: none"> Chapter 2, TE p. 60; Chapter 4, TE p. 112; Chapter 6, TE p. 158 <p>TEACHER'S EDITION</p> <p>Independent Practice</p> <ul style="list-style-type: none"> Critical Comprehension (support conclusions with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153 <p>DIGITAL RESOURCES</p> <p>Chapters 2, 4, 6</p> <ul style="list-style-type: none"> Additional Practice Assessments <ul style="list-style-type: none"> Comprehension Check

LITERACY FOUNDATIONS

Comprehension

GRADE 5 CONTENT STANDARDS

EXPRESSION | SPEAKING

31. Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate.

Examples: graphics, sounds

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5

TEACHER'S EDITION

Extend Thinking

- Chapter 1 Create (storyboards for an adventure movie/present to class)—TE p. 23
- Chapter 1 Compare (create a presentation/make a word web)—TE p. 30
- Chapter 1 Investigate (create a visual/present to class)—TE p. 43
- Chapter 3 Research (use visual aids for short presentation)—TE p. 67
- Chapter 4 Research (present research to class/use a visual)—TE p. 93
- Chapter 4 Form Opinions (present opinions to class/use at least one visual)—TE p. 101
- Chapter 5 Creating a New Myth (present myths to class/include a multimedia component)—TE p. 128

Speaking and Listening Presentation

- Provide engaging visuals to enhance presentations—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153

Digital Connection

- Chapter 1 Digital Storyboarding—TE p. 21
- Chapter 4 Video Storytelling—TE p. 117
- Chapter 11 Digital Slide Presentations (use visuals and audio)—TE p. 228

DIGITAL RESOURCES

Writing Handbook

- Speaking Tips (giving an oral presentation)—p. 9
 - If necessary, use visuals to support what you say.

See related content

STUDENT EDITION/TEACHER'S EDITION

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Analyzing the Effects of Visuals: "Prometheus: Giver of Fire" (Greek Myth/Graphic Novel)—pp. 116-121

DIGITAL RESOURCES

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Parent Resources
 - Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>32. Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Writing About It Respond in writing to literature and informational texts. • Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158</p> <p>Writing Chapters</p> <ul style="list-style-type: none"> • Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative <ul style="list-style-type: none"> ○ Analyze a student model then write a nonfictional narrative—pp. 162–165 • Chapter 8 Text Types and Purposes: Write an Informative/ Explanatory Text <ul style="list-style-type: none"> ○ Analyze a student model then write an informative/ explanatory text—pp. 176–179 • Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay—pp. 190–193 <ul style="list-style-type: none"> ○ Analyze a student model then write an evidence-based essay—pp. 190–193 • Chapter 10 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> ○ Analyze a student model then write an opinion piece—pp. 204–207 • Chapter 11 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> ○ Analyze a student model then write a research report—pp. 218–222 <p>TEACHER'S EDITION Chapter Review</p> <ul style="list-style-type: none"> • Write About It Rubric—TE pp. 34, 60, 86, 112, 132, 158 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 5 Creating a New Myth (respond to literature: write your own myth)—TE p. 128
<p>EXPRESSION WRITING</p> <p>33. Write fluently and legibly in cursive, using correctly formed letters with appropriate spacing and placing text elements correctly on the page. <i>Examples: headings, titles, paragraph indentions</i></p>	<p>N/A</p>
<p>EXPRESSION WRITING</p> <p>34. Write personal or fictional narratives incorporating literary elements (characters, plot, setting, conflict), dialogue, strong voice, and clear event sequences.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 159–161 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Analyze a student model/outline then write a fictional narrative—pp. 162–165 Assignment: Final draft—p. 172 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 161A Genre: Fictional Narrative—TE p. 162 <p>DIGITAL RESOURCES</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Write Nonfictional Narratives Additional Practice <ul style="list-style-type: none"> Write Nonfictional Narratives Instructional Videos <ul style="list-style-type: none"> Write Nonfictional Narratives Parent Resources <ul style="list-style-type: none"> Chapter 7 Home Connect Chapter 7 Home Connect Conversation Starter: Sequence of Events (graphic organizer)
<p>EXPRESSION WRITING</p> <p>35. Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.</p>	<p>INFORMATIVE/EXPLANATORY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 173–175 Analyze a student model then outline and write an informative/explanatory first draft—pp. 176–179 Assignment: Final draft—p. 186 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 175A Genre: Informative/Explanatory Text—TE p. 176 <p>DIGITAL RESOURCES</p> <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Write Informative/Explanatory Text Additional Practice <ul style="list-style-type: none"> Write Informative/Explanatory Text Instructional Videos <ul style="list-style-type: none"> Writing Informative/Explanatory Text Parent Resources <ul style="list-style-type: none"> Chapter 8 Home Connect Chapter 8 Home Connect Activity: Steps in a Process (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5

EVIDENCE-BASED ESSAYS

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187–189
- Analyze a student model then outline and write an informative/explanatory first draft—pp. 190–193
- Assignment: Final draft—p. 200

TEACHER'S EDITION

- Learning Progressions—TE p. 189A
- Genre: Evidence-Based Essays—TE p. 224

DIGITAL RESOURCES

Chapter 9 Text Types and Purposes: Write Evidence-Based Essays

- Instruction & Practice
 - Writing Evidence-Based Essays
- Additional Practice
 - Writing Evidence-Based Essays
- Instructional Videos
 - Writing Evidence-Based Essays
- Parent Resources
 - Chapter 9 Home Connect
 - Chapter 9 Home Connect Activity: Paraphrase: In My Own Words (graphic organizer)

EXPRESSION | WRITING

36. Write an argument to persuade the reader to take an action or adopt a position, stating a claim, supporting the claim with relevant evidence from sources, using connectives to link ideas, and presenting a strong conclusion.

Examples: first, as a result, therefore, in addition

STUDENT EDITION/TEACHER'S EDITION

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 201–203
- Analyze a student model then outline and draft an opinion piece—pp. 204–207
- Assignment: Final draft—p. 214

TEACHER'S EDITION

- Learning Progressions—TE p. 203A
- Genre: Opinion Piece—TE p. 204

DIGITAL RESOURCES

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Instruction & Practice
 - Writing Opinion Pieces
- Additional Practice
 - Writing Opinion Pieces
- Instructional Videos
 - Writing Opinion Pieces

continued

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 10 Home Connect ○ Chapter 10 Home Connect On the Go: Opinion and Reasons for My Opinion (graphic organizer)
<p>EXPRESSION WRITING</p> <p>37. Write about research findings independently over short and/or extended periods of time.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 215–217 • Analyze a student model then outline and write a first draft of a research report—pp. 218–222 • Assignment: Final draft—p. 228 <p>TEACHER'S EDITION Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Investigate—TE p. 43 • Chapter 3 Research—TE p. 67 • Chapter 3 Investigate—TE p. 75 • Chapter 4 Research—TE p. 93 • Chapter 6 Synthesize (consult multiple sources/write a brief report)—TE p. 154 <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 217A • Genre: Research Report—TE p. 218 <p>DIGITAL RESOURCES Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ○ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ○ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ○ Chapter 11 Home Connect ○ Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer)

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>EXPRESSION WRITING</p> <p>38. Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.</p> <ol style="list-style-type: none"> Locate information in print and digital sources. Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources. Integrate information from several texts on the same topic into presentations of research. 	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Comprehension Check: Quote accurately from the text—p. 41 Write About It (quote from the article)—p. 60 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> Direct Quotations—p. 191 <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> Progress Check—p. 215 <ul style="list-style-type: none"> Conduct a research project. <p>Genre</p> <ul style="list-style-type: none"> Research Report (consult many sources to find relevant and interesting information about the topic)—TE p. 218 <p>Conduct Research</p> <ul style="list-style-type: none"> Create: Note-Taking <ul style="list-style-type: none"> Taking Notes—TE p. 221 Summarizing and Paraphrasing Information—TE p. 221 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Helping students not yet ready to research on their own—TE p. 222 <p>DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Research Tips—p. 3 Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 1: Planning <ul style="list-style-type: none"> Digital Integration: Research Tip—pp. 2 and 3 <p><i>See related content</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Finding Information in Multiple Sources: “Citizenship and Naturalization”—pp. 136–141 Integrating Information from Texts: “A Century of Change: The U.S. Population Since 1900” (Informational Article)—pp. 148–153 Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>DIGITAL RESOURCES Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources ◦ Chapter 6 Integrating Information from Texts • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources: “Puerto Rican Migration” (Web Article)/”Spanish Harlem: A Self-Guided Tour” (Brochure) ◦ Chapter 6 Integrating Information from Texts: “On This Day in History: May 10, 1869” (Blog)/”A Journey West: Rebecca’s Journal” (Journal) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources: “Gold Mountain” (Expository Nonfiction)/”The Transcontinental Railroad” (Expository Nonfiction) ◦ Chapter 6 Integrating Information from Texts: “Gold Mountain” (Expository Nonfiction)/”San Francisco’s Chinatown” (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “Letters Home” (Letters) ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Activity: Research Report: Sources of Information (graphic organizer) ◦ Chapter 6 Home Connect Conversation Starter: Topic and Multiple Sources of Information (graphic organizer)
<p>EXPRESSION WRITING 39. Demonstrate command of the conventions of standard English grammar and usage in writing.</p>	
<p>a. Evaluate the usage of pronouns for the proper case. <i>Examples: subjective, objective, possessive</i></p>	<p><i>See Level F / Grade 6</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Language</p> <ul style="list-style-type: none"> • Case of Pronouns—pp. 200–202 <p>DIGITAL RESOURCES Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Case of Pronouns • Additional Practice <ul style="list-style-type: none"> ◦ Case of Pronouns • Instructional Videos <ul style="list-style-type: none"> ◦ Case of Pronouns

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>b. Identify inappropriate shifts in pronoun number and person.</p>	<p><i>See Level F / Grade 6</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person—pp. 228–239 <p>DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person • Additional Practice <ul style="list-style-type: none"> ○ Pronoun Number and Person • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person
<p>c. Use varied pronouns and their antecedents correctly in composing and revising writing.</p>	<p><i>See Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Pronoun-Antecedent Agreement—p. 181 <p>DIGITAL RESOURCES Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun-Antecedent Agreement • Additional Practice <ul style="list-style-type: none"> ○ Pronoun-Antecedent Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun-Antecedent Agreement ○ Subject-Verb Agreement <p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Subject-Verb Agreement • Additional Practice <ul style="list-style-type: none"> ○ Subject-Verb Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Subject-Verb Agreement
<p>d. Use subject-verb agreement correctly when composing and revising writing.</p>	<p><i>See Level C / Grade 3</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Subject-Verb Agreement—p. 196 <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Subject-Verb Agreement • Additional Practice <ul style="list-style-type: none"> ○ Subject-Verb Agreement • Instructional Videos <ul style="list-style-type: none"> ○ Subject-Verb Agreement
<p>e. Use verb tenses to convey various times, sequences, states, and conditions.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verb Tenses (show sequence of events)—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses
<p>f. Recognize and correct inappropriate shifts in verb tense, including subject-verb agreement.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Verb Tenses (avoid shifts in verb tense)—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses
<p>g. Use perfect verb tenses to compose and revise writing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Perfect Verb Tenses—p. 180 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Perfect Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Perfect Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Perfect Verb Tenses

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>h. Use correlative conjunctions correctly when composing and revising writing.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Conjunctions—p. 194 <p><u>DIGITAL RESOURCES</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conjunctions • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions
<p>EXPRESSION WRITING</p> <p>40. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Use commas to separate items in a series, separate introductory elements from the rest of a sentence, set off tag questions, and indicate direct address.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas (separate items in a series)—p. 208 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas (separate items in a series) • Additional Practice <ul style="list-style-type: none"> ○ Commas (separate items in a series) • Instructional Videos <ul style="list-style-type: none"> ○ Commas (separate items in a series)
<p>b. Use underlining, quotation marks, or italics to indicate the titles of different types of works.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Titles of Works (italics, underlining, or quotation marks)—p. 181 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Titles of Works (italics, underlining, or quotation marks) • Additional Practice <ul style="list-style-type: none"> ○ Titles of Works (italics, underlining, or quotation marks) • Instructional Videos <ul style="list-style-type: none"> ○ Titles of Works (italics, underlining, or quotation marks)

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>c. Spell grade-level words correctly, consulting references as needed.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Reference Materials (use a dictionary/glossary to check the spellings of words)—p. 225 <p>Glossary</p> <ul style="list-style-type: none"> Cumulative list of boldfaced Words to Know (from reading selections)—pp. 229–235 <p><u>TEACHER’S EDITION</u> Test-Taking Tips</p> <ul style="list-style-type: none"> Check for spelling mistakes—TE pp. 185, 227 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Use reference materials to learn new words and spell them correctly—TE p. 225 <p>Language Skills Summary</p> <ul style="list-style-type: none"> Use reference materials—TE p. 227 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary—TE pp. 229 and 230, 231 and 232 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Reference Materials (use a dictionary, glossary) Additional Practice <ul style="list-style-type: none"> Reference Materials (use a dictionary, glossary) <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 4: Editing <ul style="list-style-type: none"> Editing Checklist—p. 7 <ul style="list-style-type: none"> I have used a dictionary to check spellings I am unsure about. I have correctly used frequently confused words, such as homophones (words that sound the same, such as their, there, they’re). Proofreading Marks—p. 8 <ul style="list-style-type: none"> Spelling error Instruction & Practice Lesson Plans <ul style="list-style-type: none"> Step 4: Editing <ul style="list-style-type: none"> Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>EXPRESSION WRITING</p> <p>41. Write using grade-appropriate general academic and domain-specific words and phrases accurately, including those that signal contrasting ideas, additional information, and other logical relationships.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 37; Chapter 3, TE p. 63; Chapter 4, TE p. 89; Chapter 5, TE p. 115; Chapter 6, TE p. 135 <p>Words to Know</p> <ul style="list-style-type: none"> General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 40, 42, 44, 46, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150 Domain-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152 Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152
<p>EXPRESSION WRITING</p> <p>42. Consult print and digital reference materials to find the pronunciation and to determine or clarify the precise meaning of key words and phrases. <i>Examples: dictionaries, glossaries</i></p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Reference Materials—p. 225 <p>Guided Instruction</p> <ul style="list-style-type: none"> Words to Know (consult a dictionary)—p. 90 Cite Evidence: D Consult a dictionary—p. 91 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> Glossary—pp. 229–232 <p>TEACHER'S EDITION</p> <p>Drawing Inferences</p> <ul style="list-style-type: none"> Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Consult a dictionary—TE pp. 51, 110, 177, 219 <p>Glossary</p> <ul style="list-style-type: none"> How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230 <p>DIGITAL RESOURCES</p> <p>Student Resources (each chapter)</p> <ul style="list-style-type: none"> Glossary <p style="text-align: right;"><i>continued</i></p>

LITERACY FOUNDATIONS

Writing

GRADE 5 CONTENT STANDARDS

PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5

Chapter 11 Research to Build and Present Knowledge: Write Research Reports

- Instruction & Practice
 - Language: Reference Materials
- Additional Practice
 - Reference Materials