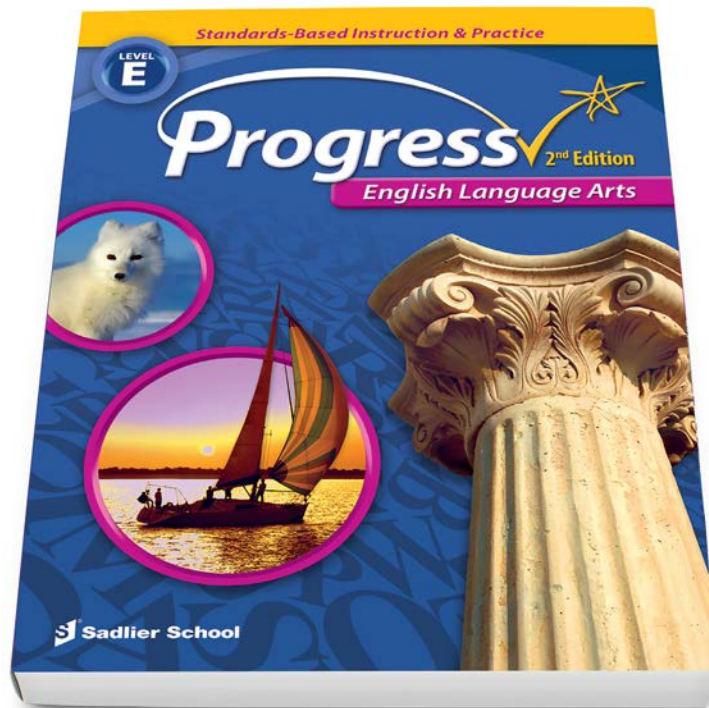


Progress

English Language Arts 2nd Edition

Correlation to the New York State Next Generation
English Language Arts Learning Standards

Grade 5



Contents

5 th Grade Reading Standards (Literary and Informational Text)	2
5 th Grade Reading Standards: Foundational Skills	13
5 th Grade Writing Standards	18
5 th Grade Speaking and Listening Standards	28
5 th Grade Language Standards	35

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5TH GRADE ELA STANDARDS

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

Key Ideas and Details

5RI: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 1 Key Ideas and Details: Literary Texts

- Drawing Inferences: "Like a Book" (Realistic Fiction)—pp. 12–17
- Chapter 1 Review: "A Different Kind of Summer School" (Realistic Fiction)—pp. 33–34

DIGITAL RESOURCES

Chapter 1 Key Ideas and Details: Literary Texts

- Instruction & Practice
 - Chapter 1 Drawing Inferences
- Additional Practice
 - Chapter 1 Drawing Inferences: "The Wind" (Folktales)
- Assessments
 - Comprehension Check
 - Chapter 1 Drawing Inferences: "If at First You Don't Succeed" (Realistic Fiction)
- Instructional Videos
 - Drawing Inferences
- Close Reading Practice
 - Chapter 1 "An Unexpected Friend" (Fantasy)
 - Chapter 1 Close Reading Lesson Plan
- Parent Resources
 - Chapter 1 Home Connect

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 2 Key Ideas and Details: Informational Texts

- Drawing Inferences: "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 38–43
- Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60

DIGITAL RESOURCES

Chapter 2 Key Ideas and Details: Informational Texts

- Instruction & Practice
 - Chapter 2 Drawing Inferences
- Additional Practice
 - Chapter 2 Drawing Inferences: "Sir Isaac Newton" (Biography)
- Assessments
 - Comprehension Check
 - Chapter 2 Drawing Inferences: "How Inertia Affects Flight" (Expository Nonfiction)
- Close Reading Practice
 - Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
 - Chapter 2 Close Reading Lesson Plan

continued

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA 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 2 Home Connect ○ Chapter 2 Home Connect Conversation Starter: Clues and Inferences (graphic organizer)
<p>5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)</p>	<p style="text-align: center;">READING 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"> • 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</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 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 style="text-align: center;">READING 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"> • Determining the Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 44–49 • Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60 <p>DIGITAL RESOURCES</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"> ○ Chapter 2 Determining the Main Idea and Summarizing • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 Determining the Main Idea and Summarizing: "Working in Weightlessness" (Science Magazine Article) <p style="text-align: center;"><i>continued</i></p>

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA 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 2 Determining the Main Idea and Summarizing: “Magic or Science?” (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 On the Go: Main Ideas and Supporting Details (graphic organizer)
<p>5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)</p> <p>In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> 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> 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 style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>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><u>DIGITAL RESOURCES</u> 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>

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA 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)

Craft and Structure

<p>5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</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>DIGITAL RESOURCES 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 style="text-align: right;"><i>continued</i></p>
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5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Word Meanings: “At Home in Thin Air” (Science Text)—pp. 90–95 • Chapter 4 Review: “An Endangered Turtle” (Explanatory Text)—pp. 111–112 <p>DIGITAL RESOURCES</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 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Creating a Natural Desert Garden” (Pamphlet) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction) • 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 ◦ Chapter 4 Home Connect Activity: Domain-Specific Words (graphic organizer)
<p>5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 70–75 • Chapter 3 Review: “Racing to the Ludington Home” (Adventure Story)—pp. 85–86 <p>DIGITAL RESOURCES</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 Explaining Dramatic Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Dramatic Structure: “If the Walls Could Talk” (Contemporary Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “Treasure Trunk” (Adventure) ◦ Chapter 3 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect Activity: Structural Elements in Literature (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION 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>DIGITAL RESOURCES 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) • 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>5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL)</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Point of View: "If—" (Poetry)—pp. 76-81 • Chapter 3 Review: "Racing to the Ludington Home" (Adventure Story)—pp. 85-86 <p>DIGITAL RESOURCES Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 3 Explaining Dramatic Structure • Additional Practice <ul style="list-style-type: none"> ○ Chapter 3 Analyzing Point of View: "Sarah of the Mills" (Radio Play) <p style="text-align: right;"><i>continued</i></p>

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p>	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) • 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 Activity: Structural Elements in Literature (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL 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"> • Analyzing Multiple Accounts: “Undersea Thermal Vents” (Informational Article)/“The Importance of Studying Thermal Vents” (Scientific Text)—pp. 102-107 • 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 Analyzing Multiple Accounts • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Multiple Accounts: “Sea Otters at the Aquarium!” (Brochure)/“No-Otter Zone” (Petition) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Multiple Accounts: “Save the Orangutan!” (Expository Nonfiction)/“Responsible Farming” (Expository Nonfiction) • 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 ◦ Chapter 4 Home Connect Conversation Starter: Author’s Point of View (graphic organizer)

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5TH GRADE ELA STANDARDS

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

Integration of Knowledge and Ideas

5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)

READING LITERARY TEXTS

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
- Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132

DIGITAL RESOURCES

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Instruction & Practice
 - Chapter 5 Analyzing the Effects of Visuals
- Additional Practice
 - Chapter 5 Analyzing the Effects of Visuals: “A Boy and His Dogs” (Graphic Novel)
- Assessments
 - Comprehension Check
 - Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel)
- Close Reading Practice
 - Chapter 5 “How Summer and Winter Began” (Native American Myth)
 - Chapter 5 Close Reading Lesson Plan
- Parent Resources
 - Chapter 5 Home Connect
 - Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text)—pp. 136–141
- Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158

DIGITAL RESOURCES

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- Instruction & Practice
 - Chapter 6 Finding Information in Multiple Sources
- Additional Practice
 - Chapter 6 Finding Information in Multiple Sources: “Puerto Rican Migration” (Web Article)/“Spanish Harlem: A Self-Guided Tour” (Brochure)

continued

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA 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 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>5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)</p>	<p style="text-align: center;"><i>READING INFORMATIONAL TEXTS</i></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"> • Chapter 6 Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text) • 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) • 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) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Reasons and Evidence • 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 On the Go: Author’s Point of View/Strength of Argument (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5TH GRADE ELA STANDARDS

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

See the following instructional and practice opportunities for students to cite evidence from complex texts in response to text-dependent questions—

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- 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

Guided Practice

- Cite Evidence—pp. 14, 20, 26, 66, 72, 78, 118, 124
- Comprehension Check—pp. 15, 21, 27, 67, 73, 79, 119, 125

Independent Practice

- Cite Evidence—pp. 16, 22, 28, 68, 74, 80, 120, 126
- Comprehension Check—pp. 17, 23, 29, 69, 75, 81, 121, 127

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 31, 83, 129

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Guided Instruction

- 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

Guided Practice

- Cite Evidence—pp. 40, 46, 52, 92, 98, 104, 138, 144, 150
- Comprehension Check—pp. 41, 47, 53, 93, 99, 105, 139, 145, 151

Independent Practice

- Cite Evidence—pp. 42, 48, 54, 94, 100, 106, 140, 146, 152
- Comprehension Check—pp. 43, 49, 55, 95, 101, 107, 141, 147, 153

Connect Across Text

- Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—pp. 57, 109, 155

TEACHER'S EDITION

Independent Practice

- Critical Comprehension (support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5TH GRADE ELA STANDARDS

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

5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)

READING LITERARY TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- 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

DIGITAL RESOURCES

Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Instruction & Practice
 - Chapter 5 Comparing and Contrasting Themes
- Additional Practice
 - Chapter 5 Comparing and Contrasting Themes: “Robinson Crusoe” (Adapted Story Excerpt)/”The Jungle Book” (Adapted Story Excerpt)
- Assessments
 - Comprehension Check
 - 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
 - Chapter 5 “How Summer and Winter Began” (Native American Myth)
 - Chapter 5 Close Reading Lesson Plan
- Parent Resources
 - Chapter 5 Home Connect
 - Chapter 5 Home Connect On the Go: Compare Versions of an Adventure or Mystery (graphic organizer)

See also

Connect Across Tests

- Compare and Contrast Texts—pp. 30, 82, 128

READING INFORMATIONAL TEXTS

STUDENT EDITION/TEACHER'S EDITION

Chapter 6 Integration of Knowledge and Ideas: Informational Texts

- 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

TEACHER'S EDITION

Evaluate a Writer’s Work

- TE pp. 164, 178, 192, 206, 220

5TH Grade Reading Standards (Literary and Informational Text) | 5R

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 6 Integration of Knowledge and Ideas:</p> <p>Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Texts • Additional Practice <ul style="list-style-type: none"> ◦ 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 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) <p><i>See also</i></p> <p>Connect Across Tests</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—pp. 56, 108, 154

5TH Grade Reading Standards: Foundational Skills | 5RF

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>Print Concepts</p>	
<p>RF1: <i>There is not a grade 5 standard for this concept. Please see preceding grades for more information.</i></p>	
<p>Phonological Awareness</p>	
<p>RF2: <i>There is not a grade 5 standard for this concept. Please see preceding grades for more information.</i></p>	

5TH Grade Reading Standards: Foundational Skills | 5RF

5TH GRADE ELA STANDARDS

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

Phonics and Word Recognition

5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

STUDENT EDITION/TEACHER'S EDITION

Language

- Greek and Latin Roots—p. 58
- Greek and Latin Affixes and Roots—p. 182

DIGITAL RESOURCES

Chapter 2 Key Ideas and Details: Informational Texts

- Instruction & Practice
 - Language: Greek and Latin Roots

Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts

- Instruction & Practice
 - Language: Greek and Latin Affixes and Roots

Foundational Skills Handbook

- Instruction & Practice
 - Base Words
 - Prefixes
 - Suffixes
 - Greek and Latin Roots
 - Open, Closed, and Consonant + -le Syllables
 - Words with Consonant Variants
 - r-Controlled Vowels and VCe Syllables
 - Words with Long Vowels
- Instruction & Practice Lesson Plans
 - Base Words
 - Prefixes
 - Suffixes
 - Greek and Latin Roots
 - Open, Closed, and Consonant + -le Syllables
 - Words with Consonant Variants
 - r-Controlled Vowels and VCe Syllables
 - Words with Long Vowels
- Additional Practice
 - Base Words
 - Prefixes
 - Suffixes
 - Greek and Latin Roots
 - Open, Closed, and Consonant + -le Syllables
 - Words with Consonant Variants
 - r-Controlled Vowels and VCe Syllables
 - Words with Long Vowels
- Teacher Resources
 - How to Use the Handbook

5TH Grade Reading Standards: Foundational Skills | 5RF

5TH GRADE ELA STANDARDS

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

Fluency

5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.

DIGITAL RESOURCES

Each Chapter (Chapters 1–6)

- Fluency Practice
 - Chapter Fluency Practice
 - 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
 - Teacher’s Guide to Fluency

Foundational Skills Handbook

- Instruction & Practice
 - Practicing Fluency
 - “Bellowing Sal Fink” (American Tall Tale)
- Instruction & Practice Lesson Plans
 - Practicing Fluency
- Additional Practice
 - Practicing Fluency
 - “The Oven Bird” by Robert Frost (Poem)
- Teacher Resources
 - How to Use the Handbook

See additional multi-genre, oral reading opportunities—

STUDENT EDITION/TEACHER’S EDITION

Each Chapter (Chapters 1–6)

- Chapter Reading Selections
 - Chapter 1 “Like a Book” (Realistic Fiction), pp. 12–17, “Hurricane Taylor” (Adventure Story), pp. 18–23, “Running for Hearts” (Fictional Narrative), pp. 24–29
 - Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text), pp. 38–43, “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text), pp. 44–49, “Experiments with Motion” (Science Procedural), pp. 50–55
 - “Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction), pp. 64–69, “Sybil Ludington’s Ride” (Drama), pp. 70–75, “If-” (Poetry), pp. 76–81”

continued

5TH Grade Reading Standards: Foundational Skills | 5RF

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> ○ Chapter 4 “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article), pp. 96–101, “Undersea Thermal Vents” (Informational Article)/“The Importance of Studying Thermal Vents” (Scientific Text), pp. 102–107 ○ Chapter 5 “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel), pp. 116–121, “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth), pp. 122–127 ○ Chapter 6 “These Walls Can Talk” (Historical Nonfiction), pp. 142–147, “A Century of Change: The U.S. Population Since 1900” (Informational Article), pp. 148–153 <p>DIGITAL RESOURCES</p> <p>Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 1—“The Wind” (Folktale); “Lady Caroline to the Rescue” (Fantasy); “Escaping East Berlin” (Historical Fiction) ○ Chapter 2—“Sir Isaac Newton” (Biography); “Working in Weightlessness” (Science Magazine Article); “Newton’s Laws of Curling” (Science Explanatory Text) ○ Chapter 3—“Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play) ○ Chapter 4—“Creating a Natural Desert Garden” (Pamphlet); “Weekly Foliage Report” (Journal); “Sea Otters at the Aquarium!” (Petition) ○ Chapter 5—“A Boy and His Dogs” (Graphic Novel); “Robinson Crusoe” (Adapted Story Excerpt) ○ Chapter 6—“Puerto Rican Migration” (Web Article)/ “Spanish Harlem: A Self-Guided Tour” (Brochure); “What Built the Sun Belt?” (Explanatory Text); “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 1—“If at First You Don’t Succeed” (Realistic Fiction); “Tornado!” (Realistic Fiction); “The Knights’ Challenge” (Realistic Fiction) ○ Chapter 2—“How Inertia Affects Flight” (Expository Nonfiction); “Magic or Science?” (Expository Nonfiction); “On the Shoulders of Giants” (Expository Nonfiction) ○ Chapter 3—“Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction); “The Spider and the Fly” – by Mary Howitt (Narrative Poetry); “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) <p style="text-align: right;"><i>continued</i></p>

5TH Grade Reading Standards: Foundational Skills | 5RF

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> ◦ Chapter 4—"Education Is Key" (Expository Nonfiction); "Education Is Key" (Expository Nonfiction)"/"Save the Orangutan!" (Expository Nonfiction); "Save the Orangutan!" (Expository Nonfiction)"/"Responsible Farming" (Expository Nonfiction) ◦ Chapter 5—"A Little Princess" - Adapted excerpt from the novel by Frances Hodgson Burnett (Novel); "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) ◦ Chapter 6—"Gold Mountain" (Expository Nonfiction)"/"The Transcontinental Railroad" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction)"/"San Francisco's Chinatown" (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Chapter 1—"An Unexpected Friend" (Fantasy) ◦ Chapter 2—"Amazing Octopuses and Squids" (Science Magazine Article) ◦ Chapter 3—"Treasure Trunk" (Adventure) ◦ Chapter 4—"Help Save the Coral Reefs" (Editorial)"/"Defending My Right to Fish" (Letter to the Editor) ◦ Chapter 5—"How Summer and Winter Began" (Native American Myth) ◦ Chapter 6—"Letters Home" (Letters)
<p>5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</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>TEACHER'S EDITION</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>Turn and Talk</p> <ul style="list-style-type: none"> • Identify context clues with a partner—TE p. 183 <p>DIGITAL RESOURCES</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

5TH Grade Reading Standards: Foundational Skills | 5RF

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
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Text Types and Purposes

<p>5W1: Write arguments to support claims with clear reasons and relevant evidence.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • 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 <p>TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 203A • Genre: Opinion Piece—TE p. 204 <p>DIGITAL RESOURCES Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Additional Practice <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Opinion Pieces • 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>See also</p> <p>TEACHER'S EDITION Differentiate Instruction</p> <ul style="list-style-type: none"> • Identify most convincing reasons in support of opinions/hold a mock debate—TE p. 207
<p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 204, 207 • Choosing a Descriptive Title—pp. 204, 207 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Introducing the Topic—pp. 204, 207 • Stating an Opinion—pp. 204, 207 <p><i>See also</i></p> <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I clearly conveyed my point of view toward the subject?—p. 5
<p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Providing Reasons That Support the Opinion—pp. 205, 207 <p><i>See also</i></p> <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I developed my ideas by including enough details and supporting facts?—p. 5
<p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p>	<p>TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> • Domain/Content-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 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> • Reference Materials (check precise meanings of words)—p. 225 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used words correctly and checked their definitions?—p. 5
<p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Using Linking Words and Phrases—pp. 205, 207 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases—p. 210 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used linking words to link ideas across categories?—p. 5

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5W1e: Provide a concluding statement or section related to the argument presented.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Concluding Statement—pp. 206, 207 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that relates to my topic?—p. 5
<p>5W1f: Maintain a style and tone appropriate to the writing task.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ◦ Set a formal tone—p. 218 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> • Varieties of English (formal/informal)—p. 224
<p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></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><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 175A • Genre: Informative/Explanatory Text—TE p. 176 <p><u>DIGITAL RESOURCES</u></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: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p>Chapter 9 Text Types and Purposes: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 187-189 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Writing Standards | 5W

5TH GRADE ELA STANDARDS

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

- 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)

RESEARCH REPORTS

Chapter 11 Text Types and Purposes: Write Research Reports

- 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
-

TEACHER'S EDITION

- Learning Progressions—TE p. 217A
- Genre: Informative/Explanatory Text—TE p. 218

DIGITAL RESOURCES

Chapter 11 Text Types and Purposes: Write Research Reports

- Instruction & Practice
 - Writing Research Reports
- Additional Practice
 - Writing Research Reports
- Instructional Videos
 - Writing Research Reports
- Parent Resources
 - Chapter 11 Home Connect
 - Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer)

continued

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Creating an Organizational Structure—pp. 176, 179, 190, 193, 218, 222 • Introducing a Topic—pp. 176, 179, 190, 193, 218, 222 • Providing a Focus—pp. 176, 179, 190, 193, 218, 222 • Grouping Related Information—pp. 177, 179, 219, 222 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Does the beginning introduce the topic clearly?—p. 5
<p>5W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include text features, illustrations, and multimedia to aid comprehension.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Developing the Topic with Facts and Concrete Details—pp. 177, 179 • Drawing Evidence from the Text—pp. 190, 193 • Supporting Ideas with Text Evidence—pp. 191, 193, 219, 222 • Paraphrasing Evidence/Using Direct Quotations—pp. 191, 193 • Summarizing/Paraphrasing Information in Notes—pp. 219, 222 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I developed my ideas by including enough details and supporting facts?—p. 5 ◦ Step 5 Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Would images add interest or important information?/ Would other text features make your ideas easier to understand?—p. 5
<p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Precise Language Related to the Topic—pp. 177, 179 <p><u>TEACHER'S EDITION</u> Words to Know</p> <ul style="list-style-type: none"> • Domain/Content-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 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> • Reference Materials (check precise meanings of words)—p. 225 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used words correctly and checked their definitions?—p. 5

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Using Linking Words and Phrases to Show How Ideas Are Related—pp. 177, 179 <p><i>See also</i></p> <p>Language</p> <ul style="list-style-type: none"> Transitional Words and Phrases—p. 210 <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Have I used linking words to link ideas across categories?—p. 5
<p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Providing a Concluding Statement—pp. 178, 179, 220, 222 Providing a Sense of Closure—pp. 192, 193 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> Do I have a concluding section that relates to my topic?—p. 5
<p>5W2f: Establish a style aligned to a subject area or task.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Varieties of English (formal and informal English)—p. 224
<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>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 Analyze a student model/outline then write a fictional narrative—pp. 162-165 Assignment: Final draft—p. 172 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> Learning Progressions—TE p. 161A Genre: Fictional Narrative—TE p. 162 <p><u>DIGITAL RESOURCES</u></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 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • 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>5W3a: Establish a situation and introduce a narrator and/or characters.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Establishing a Situation—pp. 162, 165 • Introducing a Narrator or Characters—pp. 162, 165
<p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Dialogue to Show How Characters Think and Feel—pp. 163, 165 <p><i>See also</i> Language</p> <ul style="list-style-type: none"> • Varieties of English (realistic dialogue)—p. 84
<p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Transitional Words and Phrases That Show the Sequence of Events—pp. 163, 165 <p><i>See also</i> Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases—p. 210 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used linking words to link ideas across categories?—p. 5
<p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Using Sensory Details to Involve the Reader's Five Senses—pp. 163, 165 <p><i>See also</i> Language</p> <ul style="list-style-type: none"> • Reference Materials (check precise meanings of words)—p. 225 <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Have I used words correctly and checked their definitions?/Have I used vivid words to make the text interesting?—p. 5

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Providing a Conclusion That Wraps Up the Narrative—pp. 164, 165 <p><i>See also</i></p> <p><u>DIGITAL RESOURCE</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> ◦ Do I have a concluding section that relates to my topic?—p. 5
<p>5W4: Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter Review</p> <ul style="list-style-type: none"> • Write About It (create a response to the text)—pp. 34, 60, 86, 112, 132, 158 <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Analyze a student model then outline and write a nonfictional narrative based on personal experiences—pp. 162–165 • Assignment: Final draft—p. 172 <p><u>TEACHER'S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (create visuals/present to class)—TE p. 23 • Chapter 1 Compare (make a word web)—TE p. 30 • Chapter 3 Research (create visual aids/present to class)—TE p. 82 • Chapter 4 Research (create visual aids/present to class)—TE p. 93 • Chapter 4 Form Opinions (prepare a visual/present to class)—TE p. 101 • Chapter 4 Compare and Contrast (prepare a T-chart)—TE p. 108 • Chapter 5 Creating a New Myth (include a multimedia component)—TE p. 128
<p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>	<p><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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><i>continued</i></p>

5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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>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 style="text-align: center;">READING 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>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. 43, 49, 55, 95, 101, 107, 141, 147, 153

Research to Build and Present Knowledge

<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <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. Home Connect (searching for answers/researching on the Internet/gathering facts and details from multiple sources)—p. 216 Use Several Sources/Paraphrase—p. 219 <p>TEACHER'S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Chapter 1 Investigate—p. 43 Chapter 3 Research—p. 67 Chapter 3 Investigate—p. 75 Chapter 4 Research—p. 93 <p style="text-align: right;"><i>continued</i></p>
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5TH Grade Writing Standards | 5W

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 2 Online Research—p. 45 • Chapter 6 Online Research—p. 143 <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"> ◦ Collecting Sources—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><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—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 also</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></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” (Informational Text)—pp. 136–141
<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 11 Text Types and Purposes: Write Research Reports</p> <ul style="list-style-type: none"> • Use index cards (record source/summarize or paraphrase information)—p. 221 <p><u>TEACHER'S EDITION</u></p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Have students work in teams on research reports/share list of sources—TE p. 139 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 6 Cite Evidence—TE p. 141 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> • Paraphrase Evidence (avoid plagiarism)—TE p. 191 • Use Several Sources/Paraphrase—TE p. 219 • Provide a List of Sources—TE p. 220 <p>Conduct Research</p> <ul style="list-style-type: none"> • Create: Note-Taking¹ <ul style="list-style-type: none"> ◦ Taking Notes—TE p. 221 ◦ Summarizing and Paraphrasing Information—TE p. 221

5TH Grade Speaking and Listening Standards | 5SL

5TH GRADE ELA STANDARDS

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

Comprehension and Collaboration

5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

TEACHER'S EDITION

Peer Collaboration

- 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

Discussion Skills

- 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

Turn and Talk

- 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

5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

STUDENT EDITION/TEACHER'S EDITION

Connect Across Texts

- 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

Speaking and Listening

- 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:
 - Come to the discussion prepared?—p. 170

DIGITAL RESOURCES

Chapters 7–11

- Instructional Videos
 - Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)

5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

STUDENT EDITION/TEACHER'S EDITION

Connect Across Texts

- 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

Speaking and Listening

- 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:
 - Follow agreed-upon rules for discussion?—p. 170

continued

5TH Grade Speaking and Listening Standards | 5SL

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>TEACHER'S EDITION</u> Peer Collaboration</p> <ul style="list-style-type: none"> Discuss responses to questions/revise based on the outcome of discussion with a partner/pairs report answers to the whole class—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><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 (follow agreed-upon rules for discussion/choose discussion leader)
<p>5SL1c: Pose and respond to specific questions by making comments 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>5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</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 style="text-align: right;"><i>continued</i></p>

5TH Grade Speaking and Listening Standards | 5SL

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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 <p>Turn and Talk</p> <ul style="list-style-type: none"> Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—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>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listen attentively and ask questions—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><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 (acknowledge new information/changing viewpoints)
<p>5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>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>Taking Notes</p> <ul style="list-style-type: none"> Summarize or paraphrase information (graphic organizer/note cards)—p. 221 <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 pp. 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> 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)

5TH Grade Speaking and Listening Standards | 5SL

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>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 <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 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Author's Point of View/Strength of Argument (graphic organizer)
<p>Presentation of Knowledge and Ideas</p>	
<p>5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—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"> ◦ Stay on topic?/Speak in complete sentences?/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/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>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Create (storyboards for an adventure movie/present to class)—p. 23 • Chapter 1 Compare (create a presentation/make a word web)—p. 30 • Chapter 1 Investigate (create a visual/present to class)—p. 43 • Chapter 2 Hypothesize (create a presentation)—p. 56 • Chapter 3 Research (present research to class)—p. 67 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Speaking and Listening Standards | 5SL

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Chapter 3 Investigate (present to class/speak clearly, in complete sentences, and at a reasonable rate)—p. 75 • Chapter 4 Research (present research to class)—p. 93 • Chapter 4 Form Opinions (present opinions to class)—p. 101 • Chapter 4 Compare and Contrast (share ideas in small groups)—p. 108 • Chapter 5 Creating a New Myth (present myths to class)—p. 128 • Chapter 6 Cite Evidence (use the Internet or library/present findings to class)—p. 141 <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 (back up what I say with reasons and evidence) <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><i>See related content</i></p> <p>Fluency Practice (Chapters 1–6)</p> <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 The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.

5TH Grade Speaking and Listening Standards | 5SL

5TH GRADE ELA STANDARDS

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

5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.

TEACHER'S EDITION

Speaking and Listening Presentation

- Use 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

Extend Thinking

- Chapter 1 Create (create visuals/present to class)—TE p. 23
- Chapter 1 Compare (make a word web)—TE p. 30
- Chapter 1 Investigate (create a visual/present to class)—TE p. 43
- Chapter 3 Research (present research to class/use visual aids)—TE p. 67
- Chapter 3 Investigate (present to class)—TE p. 75
- Chapter 4 Research (include at least one visual/present research to class)—TE p. 93
- least one visual)—TE p. 101
- Chapter 4 Compare and Contrast (use a chart/share ideas in small groups)—TE p. 108
- Chapter 5 Creating a New Myth (present myths to class/ include a multimedia component)—TE p. 128

Digital Connection

- Chapter 1 Digital Storyboarding—TE p. 21
- Chapter 2 Online Research—TE p. 45
- Chapter 4 Form Opinions (present opinions to class/use atChapter 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

DIGITAL RESOURCES

Writing Handbook

- Instruction & Practice
 - Step 5: Producing, Publishing, and Presenting
 - Use visuals to support what you say.—p. 9

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)

5TH Grade Speaking and Listening Standards | 5SL

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Varieties of English (formal/informal)—p. 224 <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)

5TH Grade Language Standards | 5L

5TH GRADE ELA STANDARDS

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

Conventions of Academic English/Language for Learning

ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.

*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.

See Level C / Grade 3

STUDENT EDITION/TEACHER'S EDITION
Language

- Simple Sentences—p. 211
- Compound Sentences—p. 223
- Complex Sentences—p. 224

DIGITAL RESOURCES

Chapter 10 Text Types and Purposes: Write Opinion Pieces

- Instruction & Practice
 - Language: Simple Sentences
- Additional Practice
 - Simple Sentences
- Instructional Videos
 - Sentences: Compound, and Complex

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

- Instruction & Practice
 - Language: Compound Sentences
 - Language: Complex Sentences
- Additional Practice
 - Compound Sentences
 - Complex Sentences

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.

See Level C / Grade 3

STUDENT EDITION/TEACHER'S EDITION
Language

- Nouns—p. 166
- Pronouns—p. 180
- Verbs and Verb Tenses—p. 194
- Adjectives—p. 208
- Adverbs—p. 209

continued

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>DIGITAL RESOURCES</u></p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Nouns • Additional Practice <ul style="list-style-type: none"> ○ Nouns • Instructional Videos <ul style="list-style-type: none"> ○ Nouns <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: Pronouns • Additional Practice <ul style="list-style-type: none"> ○ Pronouns • Instructional Videos <ul style="list-style-type: none"> ○ Pronouns <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: Verbs and Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verbs and Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verbs and Verb Tenses <p>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: Adjectives ○ Language: Adverbs • Additional Practice <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Adjectives ○ Adverbs
<ul style="list-style-type: none"> • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Relative Pronouns—p. 195 • Relative Adverbs—p. 196 <p><u>DIGITAL RESOURCES</u></p> <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: Relative Pronouns ○ Language: Relative Adverbs <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA 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"> ○ Relative Pronouns ○ Relative Adverbs • Instructional Videos <ul style="list-style-type: none"> ○ Relative Pronouns ○ Relative Adverbs
<ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Interjections—p. 169 • Conjunctions—p. 194 • Prepositions and Prepositional Phrases—p. 209 <p><u>DIGITAL RESOURCES</u></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"> ○ Language: Interjections • Additional Practice <ul style="list-style-type: none"> ○ Interjections <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: Conjunctions • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions <p>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: Prepositions and Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases
<ul style="list-style-type: none"> • Form and use regular and irregular plural nouns. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Regular and Irregular Plural Nouns—p. 167 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Regular and Irregular Plural Nouns • Additional Practice <ul style="list-style-type: none"> ○ Regular and Irregular Plural Nouns • Instructional Videos <ul style="list-style-type: none"> ○ Regular and Irregular Plural Nouns

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<ul style="list-style-type: none"> Use abstract nouns. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Nouns (abstract nouns)—p. 166 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Nouns (abstract nouns) Additional Practice <ul style="list-style-type: none"> Nouns (abstract nouns) Instructional Videos <ul style="list-style-type: none"> Nouns (abstract nouns)
<ul style="list-style-type: none"> Form and use regular and irregular verbs. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Regular and Irregular Verbs—p. 195 <p><u>DIGITAL RESOURCES</u> 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: Regular and Irregular Verbs Additional Practice <ul style="list-style-type: none"> Regular and Irregular Verbs Instructional Videos <ul style="list-style-type: none"> Regular and Irregular Verbs
<ul style="list-style-type: none"> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Verbs and Verb Tenses—p. 194 <p><u>DIGITAL RESOURCES</u> 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: Verbs and Verb Tenses Additional Practice <ul style="list-style-type: none"> Verbs and Verb Tenses Instructional Videos <ul style="list-style-type: none"> Verbs and Verb Tenses

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<ul style="list-style-type: none"> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Progressive Forms of Verbs—p. 181 <p><u>DIGITAL RESOURCES</u> Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Progressive Forms of Verbs Additional Practice <ul style="list-style-type: none"> Progressive Forms of Verbs Instructional Videos <ul style="list-style-type: none"> Progressive Forms of Verbs
<ul style="list-style-type: none"> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<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
<ul style="list-style-type: none"> Use verb tense to convey various times, sequences, states, and conditions. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Verb Tenses—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
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. 	<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 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA 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"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses
<ul style="list-style-type: none"> • Ensure subject-verb and pronoun-antecedent agreement. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Pronoun-Antecedent Agreement—p. 181 • Subject-Verb Agreement—p. 196 <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: 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
<ul style="list-style-type: none"> • Use coordinating and subordinating conjunctions. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Conjunctions—p. 194 • Sentence Combining (use conjunctions)—p. 195 <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 ○ Language: Sentence Combining (use conjunctions) • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use conjunctions) • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use conjunctions) <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><i>See also Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Complex Sentences (subordinating conjunctions)—p. 224 <p><u>DIGITAL RESOURCES</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ○ Sentences: Compound and Complex (subordinating conjunctions) <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: Complex Sentences (subordinating conjunctions) • Additional Practice <ul style="list-style-type: none"> ○ Complex Sentences (subordinating conjunctions) <p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas in Compound Sentences (use a coordinating conjunction)—p. 223 <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: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ○ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Compound Sentences
<ul style="list-style-type: none"> • Use and identify prepositional phrases. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases—p. 209 <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: Prepositions and Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prepositional Phrases—p. 180 <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: Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositional Phrases
<ul style="list-style-type: none"> • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Complete Sentences—p. 166 • Fragments—p. 167 • Run-on Sentences—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Complete Sentences ○ Language: Fragments ○ Language: Run-on Sentences • Additional Practice <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Complete Sentences ○ Fragments ○ Run-on Sentences
<ul style="list-style-type: none"> • Correctly use frequently confused words (e.g., to, too, two; there, their). 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Frequently Confused Words—p. 209 <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: Frequently Confused Words • Additional Practice <ul style="list-style-type: none"> ○ Frequently Confused Words • Instructional Videos <ul style="list-style-type: none"> ○ Frequently Confused Words

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p> <p>Core Punctuation and Spelling Skills for Grades 3→5:</p>	
<ul style="list-style-type: none"> Capitalize appropriate words in titles. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Capitalization (titles)—p. 225 <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: Capitalization Additional Practice <ul style="list-style-type: none"> Capitalization Instructional Videos <ul style="list-style-type: none"> Capitalization
<ul style="list-style-type: none"> Use correct capitalization. 	<p><i>See Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Capitalization (first word in a sentence, titles, names, proper nouns)—p. 224 <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: Capitalization Additional Practice <ul style="list-style-type: none"> Capitalization Instructional Videos <ul style="list-style-type: none"> Capitalization
<ul style="list-style-type: none"> Use commas in addresses. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> Commas in Addresses—p. 183 <p><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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: Commas in Addresses • Additional Practice <ul style="list-style-type: none"> ○ Commas in Addresses • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Addresses
<ul style="list-style-type: none"> • Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas (set off words in dialogue within quotation)—p. 167 <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: Commas • Additional Practice <ul style="list-style-type: none"> ○ Commas • Instructional Videos <ul style="list-style-type: none"> ○ Commas <p><i>See also Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas and Quotation Marks in Dialogue—p. 169 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Dialogue • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue <p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas and Quotation Marks in Dialogue—p. 169 • Commas and Quotation Marks in Direct Quotations—p. 194 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas and Quotation Marks in Dialogue <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA 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"> ○ Commas and Quotation Marks in Dialogue • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Dialogue <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: Commas and Quotation Marks in Direct Quotations • Additional Practice <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Direct Quotations • Instructional Videos <ul style="list-style-type: none"> ○ Commas and Quotation Marks in Direct Quotations
<ul style="list-style-type: none"> • Use a comma before a coordinating conjunction in a compound sentence. 	<p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas in Compound Sentences—p. 223 <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: Commas in Compound Sentences • Additional Practice <ul style="list-style-type: none"> ○ Commas in Compound Sentences • Instructional Videos <ul style="list-style-type: none"> ○ Commas in Compound Sentences
<ul style="list-style-type: none"> • Use a comma to separate an introductory element from the rest of the sentence. 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Commas (used to separate introductory words or phrases from the rest of the sentence)—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 • Additional Practice <ul style="list-style-type: none"> ○ Commas • Instructional Videos <ul style="list-style-type: none"> ○ Commas
<ul style="list-style-type: none"> • Use punctuation to separate items in a series. 	<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 style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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)
<ul style="list-style-type: none"> • Form and use possessives. 	<p><i>See Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Possessives—p. 168 <p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Possessives • Additional Practice <ul style="list-style-type: none"> ○ Possessives • Instructional Videos <ul style="list-style-type: none"> ○ Possessives
<ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Guided Practice</p> <ul style="list-style-type: none"> • Words to Know (studied words)—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"> • Greek and Latin Affixes and Roots—p. 182 <p><u>TEACHER'S EDITION</u> Vocabulary Overview</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—TE pp. 11, 37, 63, 89, 115, 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 <p>Inflectional Skill Review: Inflectional Endings</p> <ul style="list-style-type: none"> • TE p. 95 <p style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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: Greek and Latin Affixes and Root • Additional Practice <ul style="list-style-type: none"> ○ Greek and Latin Affixes and Root • Instructional Videos <ul style="list-style-type: none"> ○ Greek and Latin Affixes and Root <p><i>See also Level C / Grade 3</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Prefixes and Suffixes—p. 110 • Roots—p. 130 • Spelling High-Frequency Words—p. 182 • Suffixes—p. 197 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prefixes and Suffixes <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: 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: Spelling High-Frequency Words • Additional Practice <ul style="list-style-type: none"> ○ Spelling High-Frequency Words <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: Suffixes • Additional Practice <ul style="list-style-type: none"> ○ Suffixes • Instructional Videos <ul style="list-style-type: none"> ○ Suffixes
<ul style="list-style-type: none"> • Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. 	<p><i>See also Level D / Grade 4</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Spelling—p. 225 <p style="text-align: right;"><i>continued</i></p>

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5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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: Spelling • Additional Practice <ul style="list-style-type: none"> ○ Spelling • Instructional Videos <ul style="list-style-type: none"> ○ Spelling
<ul style="list-style-type: none"> • Use quotation marks or italics to indicate titles of works. 	<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)
<p>Knowledge of Language</p>	
<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> • Sentence Combining—p. 195 • Sentence Variety—p. 223 <p><u>TEACHER’S EDITION</u> Writearound</p> <ul style="list-style-type: none"> • Revise sentences—TE p. 223 <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: Sentence Combining • Additional Practice <ul style="list-style-type: none"> ○ Sentence Combining • Instructional Videos <ul style="list-style-type: none"> ○ Sentence Combining <p style="text-align: right;"><i>continued</i></p>

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5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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: Sentence Variety • Additional Practice <ul style="list-style-type: none"> ◦ Additional Practice: Sentence Variety <p>Writing Handbook</p> <ul style="list-style-type: none"> • Step 3: Revising
<p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Varieties of English—p. 84 • Varieties of English—p. 224 <p><u>TEACHER'S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Maintain a formal style and tone in presentations—TE p. 232 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Different tone and different styles—TE p. 243 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Varieties of English <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 • Additional Practice <ul style="list-style-type: none"> ◦ Additional Practice: Varieties of English • Instructional Videos <ul style="list-style-type: none"> ◦ Varieties of English
<p>Vocabulary Acquisition and Use</p>	
<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p>	
<p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> 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 style="text-align: right;"><i>continued</i></p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>TEACHER'S EDITION Guided Instruction <ul style="list-style-type: none"> Cite Evidence (context clues)—TE p. 90 Independent Practice <ul style="list-style-type: none"> Use context clues—TE p. 94 Words to Know <ul style="list-style-type: none"> Context clues—TE p. 124 Turn and Talk <ul style="list-style-type: none"> Identify context clues with a partner—TE p. 183 DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts <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>
<p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language <ul style="list-style-type: none"> Greek and Latin Roots—p. 58 Greek and Latin Affixes and Roots—p. 182 DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Roots Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Affixes and Roots </p>
<p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language <ul style="list-style-type: none"> Reference Materials—p. 225 Guided Instruction <ul style="list-style-type: none"> Words to Know (consult a dictionary)—p. 90 Cite Evidence: D Consult a dictionary—p. 91 </p>
<p>5L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>End-of-Book Resource <ul style="list-style-type: none"> Glossary—pp. 229–232 TEACHER'S EDITION Drawing Inferences <ul style="list-style-type: none"> Cite Evidence (use dictionary to check inference)—TE p. 14 <p style="text-align: right;"><i>continued</i></p> </p>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<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>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 Additional Practice <ul style="list-style-type: none"> Reference Materials
<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>5L5a: Interpret figurative language, including personification, in context.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> Adages and Proverbs—p. 130 Figurative Language (simile, metaphor, personification)—pp. 196–197 <p>TEACHER'S EDITION</p> <p>Team Jigsaw</p> <ul style="list-style-type: none"> Figurative Language—TE p. 197 <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"> Language: Adages and Proverbs <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

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>5L5b: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</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>5L5c: Distinguish among the connotations of words with similar denotations (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p><i>Related content</i></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 (find synonyms/shades of meaning)—TE p. 16, 26 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Synonyms/shades of meaning—TE p. 32 <p><i>See also Level F / Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Figures of Speech/Connotations—p. 102 <p><u>DIGITAL RESOURCES</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Figures of Speech/Connotations
<p>5L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Guided Practice</p> <ul style="list-style-type: none"> • Words to Know (studied words)—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>

5TH Grade Language Standards | 5L

5 TH GRADE ELA STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Language</p> <ul style="list-style-type: none"> • Synonyms and Antonyms—p. 32 • Greek and Latin Roots—p. 58 • Context Clues—pp. 110, 183 • Homographs—p. 156 • Greek and Latin Affixes and Roots—p. 182 • Figurative Language—p. 196 <p>TEACHER'S EDITION</p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 37; Chapter 3, p. 63; Chapter 4, p. 89; Chapter 5, p. 115; Chapter 6, 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