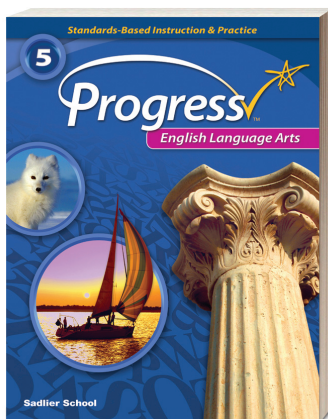SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

Colorado
Academic Standards in Reading, Writing & Communicating

Fifth Grade

Contents

Sadlier

William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

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1. Oral Expression and Listening

Prepared Graduates:
- ➢ Use language appropriate for purpose and audience
- ➢ Deliver organized and effective oral presentations for diverse audiences and varied purposes audience

Concepts and skills students master:
1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Describe a process and persuade an audience	
i. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230
ii. Use appropriate eye contact and speak clearly at an understandable pace. (CCSS: SL.5.4)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (using text features, visuals, or audio)/Digital Connection (present writing on the Internet)—p. 283
	See also **Home Connect**—pp. 40 (use pictures), 178 (use video), 192 (make illustrations)
c. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that fits your audience and occasion)—p. 283
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

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	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	See also **Home Connect** (discussions with family members)— pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
d. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.	

1. Oral Expression and Listening

Prepared Graduates:
➢   Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:
2.   Listening strategies are techniques that contribute to understanding different situations and serving different purposes

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Listen to other's ideas and form their own opinions	
b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)	
i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a)	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Come to the discussion prepared?), 94, 138, 188, 226
	Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)— pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)	**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Follow agreed-upon rules for discussion?), 94, 138, 188, 226
	Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)	**Speaking and Listening:** Discuss the Essential Question: 50 (*Did I*: Ask questions to check my understanding/answer questions?); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226

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	Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips (take notes, including questions to ask)—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)	
i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.5.2)	**Summarize**—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online
	Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283
	See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)	**Summarize**—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

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	Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)

Unit 3 Reading Informational Text: Key Ideas and Details
Determining Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67

SEE ALSO
Introducing Unit 3/Home Connect/Essential Question—pp. 61–63
Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78
Unit 3 Review—pp. 81–82
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Analyzing Reasons and Evidence: "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243

SEE ALSO
Introducing Unit 11/Home Connect/Essential Question—pp. 229–231
Close Reading: "Letters Home" (Letters)—pp. 250–254
Unit 11 Review—pp. 257–258
Performance Task—Online

Writing Handbook
Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283

See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

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2. Reading for All Purposes

Prepared Graduates:
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

Concepts and skills students master:
1. Literary texts are understood and interpreted using a range of strategies

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge	
b. Use Key Ideas and Details to:	
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	**Unit 1 Reading Literature: Key Ideas and Details** **Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12– 17 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online
ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)	**Unit 1 Reading Literature: Key Ideas and Details** **Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online
iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)	**Unit 1 Reading Literature: Key Ideas and Details** **Comparing and Contrasting Story Elements: "**Running for Hearts" (Fictional Narrative)—pp. 24–29 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online
c. Use Craft and Structure to:	
i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)	**Unit 5 Reading Literature: Craft and Structure** **Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122

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	Unit 5 Review—pp. 125–126 Performance Task—Online
ii. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)	
iii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)	**Unit 5 Reading Literature: Craft and Structure** **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online
iv. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)	**Unit 5 Reading Literature: Craft and Structure** **Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)— pp. 112–117 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online
v. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme	
vi. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)	**Unit 5 Reading Literature: Craft and Structure** **Language:** Varieties of English—p. 124 SEE ALSO Introducing Unit 5/Home Connect—pp. 97–98 Unit 5 Review—pp. 125–126
	Unit 10 Research to Build and Present Knowledge: Write a Research Report **Language:** Varieties of English—p. 224 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—pp. 227–228
d. Use Integration of Knowledge and Ideas to:	
i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online

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ii. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)	**Unit 1 Reading Literature: Key Ideas and Details** **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 5 Reading Literature: Craft and Structure** **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 **Connect Across Texts:** Compare and Contrast Texts—p. 210 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online
iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.	
e. Use Range of Reading and Complexity of Text to:	
i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RL.5.10)	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17 **Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23 **Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29 **Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 1 Review:** "A Different Kind of Summer School" (Realistic Fiction)—pp. 37–38 **Unit 5 Reading Literature: Craft and Structure** **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure:** Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105 **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 **Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)—pp. 112–117 **Close Reading:** "Treasure Trunk" (Adventure)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 5 Review:** "Racing to the Ludington Home" (Adventure)—pp. 125–126

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	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–192 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 **Close Reading:** "How Summer and Winter Began" (Native American Myth)—pp. 206–209 **Connect Across Texts:** Compare and Contrast Texts—p. 211 **Unit 9 Review:** "The Boy Who Flew Too High" (Greek Myth)— pp. 213–214
	Performance Task 1 **Part 1: Literary Analysis**—pp. 141–143 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 1: Literary Analysis**—pp. 259–261 **Part 2: Narrative Writing**—pp. 259, 262

2. Reading for All Purposes

Prepared Graduates:
➢ Demonstrate comprehension of a variety of informational, literary, and persuasive texts
➢ Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Concepts and skills students master:
2. Ideas found in a variety of informational texts need to be compared and understood

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Use Key Ideas and Details to:	
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online

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ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)— pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
iv. Distinguish between fact and opinion, providing support for judgments made	
b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)	**Unit 7 Reading Informational Text:** Craft and Structure **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)	**Unit 7 Reading Informational Text: Craft and Structure** **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online

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iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	
c. Use Integration of Knowledge and Ideas to:	
i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online

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d.   Use Range of Reading and Complexity of Text to:

   i.   By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78
Drawing Inferences: "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61
Determining Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67
Explaining Relationships Between Ideas: "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73
Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78
Connect Across Texts: Compare and Contrast—p. 79
Unit 3 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

Unit 7 Reading Informational Text: Craft and Structure
Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172
Determining Word Meanings: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155
Comparing and Contrasting Text Structures: "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161
Analyzing Multiple Accounts: "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167
Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172
Connect Across Texts: Support a Claim—p. 198
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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
Finding Information in Multiple Sources: "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237
Analyzing Reasons and Evidence: "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243
Integrating Information from Texts: "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249
Close Reading: "Letters Home" (Letters)—pp. 250–254
Connect Across Texts: Compare and Contrast Texts—p. 255
Unit 11 Review: "Seward's Folly" (Explanatory Text)—pp. 257–258

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2. Reading for All Purposes

Prepared Graduates:
➢ Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:
3.   Knowledge of morphology and word relationships matters when reading

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5

Students can:

a. 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. (CCSS: RF.5.3a)	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Greek and Latin Roots**—p. 269 **Open, Closed, and C+ *-le* Syllables**—p. 270 **Words with Consonant Variants**—p. 271 ***r*-Controlled Vowels and VC*e* Syllables**—p. 272 **Words with Long Vowels**—p. 273
b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4)	
i. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Context Clues—p. 93 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96 **Unit 7 Reading Informational Text: Craft and Structure** **Language:** Context Clues—p. 174 SEE ALSO Introducing Unit 7/Home Connect—pp. 147–148 Unit 7 Review—pp. 175–176
ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). (CCSS: L.5.4b)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Greek and Latin Roots—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54 Unit 3 Review—pp. 81–82 **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Greek and Latin Affixes and Roots—p. 92 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96

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	Foundational Skills Handbook: Phonics and Word Recognition **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Greek and Latin Roots**—p. 269
iii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.3c)	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Reference Materials—p. 225 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—pp. 227–228
	Writing Handbook **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 281
	Glossary—pp. 284–287
	See also **Use a dictionary**—pp. 148, 150, 151, 227
c. Read and identify the meaning of words with sophisticated prefixes and suffixes	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Greek and Latin Affixes and Roots—p. 92 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
	Foundational Skills Handbook: Phonics and Word Recognition **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Greek and Latin Roots**—p. 269
d. Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity)	**Foundational Skills Handbook: Phonics and Word Recognition** **Suffixes**—p. 268
e. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Context Clues—p. 93 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96

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	Unit 7 Reading Informational Text: Craft and Structure **Language:** Context Clues—p. 174 SEE ALSO Introducing Unit 7/Home Connect—pp. 147–148 Unit 7 Review—pp. 175–176
f. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Greek and Latin Roots—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54 Unit 3 Review—pp. 81–82
g. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "Bellowing Sal Fink: Retelling of an American Tall Tale"—p. 274
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)	**Foundational Skills Handbook: Fluency** **Practicing Fluency:** "Bellowing Sal Fink: Retelling of an American Tall Tale"—p. 274
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Context Clues—p. 93
	Unit 7 Reading Informational Text: Craft and Structure **Language:** Context Clues—p. 174

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3. Writing and Composition

Prepared Graduates:
> ➤ Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:
1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52
	Performance Task 1 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 2: Narrative Writing**—pp. 259, 262
i. Create personal and fictional narratives with a strong personal voice	
ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Creating an Organizational Structure/Introducing the Narrator/ Establishing the Situation/Providing Events That Build Up Tension—pp. 42–45
iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Dialogue to Show How Characters Think/Showing How Characters Respond to Events—pp. 42–45
iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Transitional Words and Phrases to Sequence of Events—pp. 43–45
v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Vivid Sensory Details—pp. 43–45
vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Providing a Conclusion that Wraps Up the Narratives—pp. 44–45

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Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)	

3. Writing and Composition

Prepared Graduates:
➢   Implement the writing process successfully to plan, revise, and edit written work written work

Concepts and skills students master:
2.   The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96 SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 83–85
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 127–129
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217
	Performance Task 1 **Part 1: Literary Analysis** (write a two-paragraph explanation)—pp. 141–143 **Part 3: Research Simulation** (write two-three paragraphs explaining how people can protect marine ecosystems)—pp. 141, 145–146

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Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
	Performance Task 2 **Part 1: Literary Analysis** (write a two-paragraph explanation of how the main character's actions and the story events are related)—pp. 259–261 **Part 3: Research Simulation** (write two or three paragraphs comparing and contrasting point of view and information in each text)—pp. 259, 263–264
i. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.4.2a)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing a Topic/Getting the Reader's Attention/Giving Background/ Stating Purpose—pp. 86–87, 89 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Introducing the Topic/Stating a Claim—pp. 130, 133 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Research Topic/Organizing Information Using Subheads—pp. 218–219, 222
ii. Choose planning strategies to support text structure and intended outcome	
iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast	
iv. Organize relevant ideas and details to convey a central idea or prove a point	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure—pp. 86, 89 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure—pp. 130, 133 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure—pp. 218–219, 222
v. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.4.2b)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Grouping Information Around Subtopics—pp. 87, 89

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Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Supporting Ideas with Text Evidence/Using Quotations/ Describing Characters—pp. 131, 133
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Details and Relevant Information—pp. 219, 222
vi. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). (CCSS: W.4.2c)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Linking Words and Phrases—pp. 87, 89
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions (soon after, before this time, then)—p. 219
vii. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.4.2d)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Using Specific Vocabulary (carriages, military, determination)—p. 132
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (geology, minerals, environment, spacecraft)—pp. 218–220
viii. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.4.2e)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Concluding Statement That Restates the Opening Statement in Slightly Different Words—pp. 88–89
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Using Earlier-Stated Evidence in the Conclusion—pp. 132–133
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Wrapping Up Research in the Concluding Statement—p. 218

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3. Writing and Composition

Prepared Graduates:
➢ Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:
3. Conventions apply consistently when evaluating written texts

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)	
i. Use punctuation to separate items in a series. (CCSS: L.5.2a)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Commas—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Commas—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
iii. Use a comma to set off the words *yes* and *no* (e.g., *Yes*, *thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). (CCSS: L.5.2c)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Use of Commas—p. 47 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Titles of Works—p. 91 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Reference Materials—p. 225
b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)	
i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Interjections—p. 49 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52

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	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Language:** Conjunctions—p. 134 **Language:** Sentence Combining (use of conjunctions)—p. 135 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Language:** Prepositions and Prepositional Phrases—p. 185 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
ii. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses. (CCSS: L.5.1b)	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Perfect Verb Tenses—p. 90 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Verb Tenses—p. 46 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Verb Tenses—p. 46 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
v. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (CCSS: L.5.1e)	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Conjunctions—p. 134 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140
c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f)	
d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

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	Read a Student Model/Outline an Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
e. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Draft a Nonfictional Narrative**—p. 45 **Unit 2 Review:** Write the final draft—p. 52
	Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts **Draft an Informative/Explanatory Essay**—p. 89 **Unit 4 Review:** Write the final draft—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Draft an Evidence-Based Essay**—p. 133 **Unit 8 Review:** Write the final draft—p. 140
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Draft an Opinion Piece**—p. 183 **Unit 8 Review:** Write the final draft—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Draft a Research Report**—p. 222 **Unit 10 Review:** Write the final draft—p. 228
	Writing Handbook **Step 1: Planning**—pp. 276–277 **Step 2: Drafting**—p. 278 **Step 3: Revising**—pp. 279–280

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	Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282
f. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS: W.5.6)	**Writing Handbook** **Step 1: Planning** (use websites for information)—pp. 276–277 **Step 2: Drafting** (writing on a computer)—p. 278 **Step 3: Revising** (using a computer)—pp. 279–280 **Step 4: Editing** (using a computer)—pp. 281–282 **Step 5: Producing, Publishing, and Presenting** (using a computer)—p. 283
	See also **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10 (Web search), 40 (use pictures), 84 (go online), 128 (product reviews on websites), 178 (use video), 192 (Web search), 216 (search credible Internet sources), 230 (Web search)

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4. Research and Reasoning

Prepared Graduates:
➢ Use primary, secondary, and tertiary written sources to generate and answer research questions

Concepts and skills students master:
1. High-quality research requires information that is organized and presented with documentation

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 **Writing Handbook** **Step 1: Planning:** Planning and Research/Researching Your Topic—pp. 276–277
i. Summarize and support key ideas	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
ii. Demonstrate comprehension of information with supporting logical and valid inferences	
iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience	
b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Recalling Relevant Information/Providing a List of Sources—pp. 219–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 **Performance Task 1** **Part 3: Research Simulation**—pp. 141, 145–146 **Performance Task 2** **Part 3: Research Simulation**—pp. 259, 263–264 **Writing Handbook** **Step 1: Planning** (Research Tips)—pp. 276–277 **Step 2: Drafting**—p. 278

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Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
i. Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models)	
ii. Provide documentation of sources used in a grade-appropriate format	

4. Research and Reasoning

Prepared Graduates:
➢ Articulate the position of self and others using experiential and material logic

Concepts and skills students master:
2. Identifying and evaluating concepts and ideas have implications and consequences

Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
Students can:	
a. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)	
i. Accurately explain the implications of concepts they use	
ii. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose	
iii. Analyze concepts and draw distinctions between related but different concepts	
iv. Demonstrate use of language that is careful and precise while holding others to the same standards	
v. Distinguish clearly and precisely the difference between an implication and consequence	
vi. Distinguish probable from improbable implications and consequences	
vii. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a)	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17 **Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23 **Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29 **Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35 **Unit 1 Review:** "A Different Kind of Summer School" (Realistic Fiction)—pp. 37–38

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	Unit 5 Reading Literature: Craft and Structure **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure:** Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105 **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 **Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)—pp. 112–117 **Close Reading:** "Treasure Trunk" (Adventure)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 5 Review:** "Racing to the Ludington Home" (Adventure)—pp. 125–126
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–192 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 **Close Reading:** "How Summer and Winter Began" (Native American Myth)—pp. 206–209 **Connect Across Texts:** Compare and Contrast Texts—p. 211 **Unit 9 Review:** "The Boy Who Flew Too High" (Greek Myth)—pp. 213–214
	Performance Task 1 **Part 1: Literary Analysis**—pp. 141–143 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 1: Literary Analysis**—pp. 259–261 **Part 2: Narrative Writing**—pp. 259, 262
viii. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79 **Unit 3 Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

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Fifth Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 5
	Unit 7 Reading Informational Text: Craft and Structure **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149 **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172 **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 **Close Reading:** "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 **Connect Across Texts:** Support a Claim—p. 198 **Unit 7 Review:** "An Endangered Turtle" (Magazine Article)—pp. 175–176
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Introducing Unit 11/Home Connect**—pp. 261–262 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254 **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 **Close Reading:** "Letters Home" (Letters)—pp. 250–254 **Connect Across Texts:** Compare and Contrast Texts—p. 255 **Unit 11 Review:** "Seward's Folly" (Explanatory Text)—pp. 257–258
	Performance Task 1 **Part 3: Research Simulation**—pp. 141, 145–146
	Performance Task 2 **Part 3: Research Simulation**—pp. 259, 263–264

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4. Research and Reasoning

Prepared Graduates:

➢ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning material logic

Concepts and skills students master:

3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints

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Students can:	
a. Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth	
b. Acknowledge the need to treat all viewpoints fair-mindedly	
c. Recognize what they know and don't know (intellectual humility)	
d. Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)	