Progress
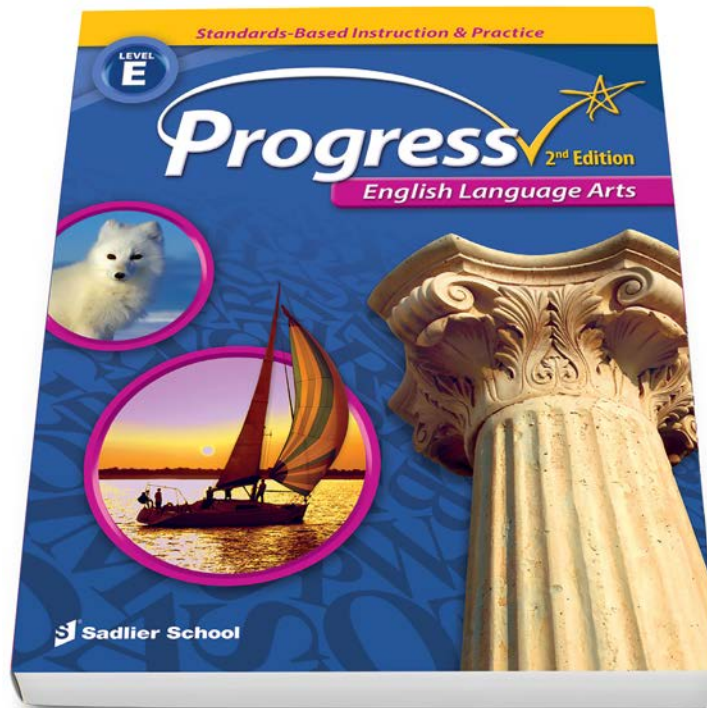## English Language Arts 2nd Edition

Correlation to the Common Core State Standards
for English Language Arts

Grade 5

Contents

Sadlier School

READING: LITERATURE

Key Ideas and Details:

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

CCSS.ELA-LITERACY.RL.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
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	• Close Reading Practice/Lesson Plan
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CCSS.ELA-LITERACY.RL.5.2 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: LITERATURE

Key Ideas and Details:

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

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	GRADE 5 DIGITAL RESOURCES
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	• Parent Resources
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	  ○ Chapter 1 Home Connect On the Go: Favorite Nursery Rhyme/Summary (graphic organizer)

CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 1 Key Ideas and Details: Literary Texts** • Progress Check/Home Connect—pp. 9–10 ○ Compare and contrast story elements. *continued*

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	GRADE 5 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
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	  ○ Comprehension Check
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Craft and Structure:

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

CCSS.ELA-LITERACY.RL.5.4
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
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	GRADE 5 DIGITAL RESOURCES
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	• Instructional Videos
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	• Parent Resources
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CCSS.ELA-LITERACY.RL.5.5
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
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	  ○ Explain how a work of literature, such as a drama or poem, is structured.
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	• Close Reading Practice/Lesson Plan
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	  ○ Chapter 3 Home Connect Activity: Structural Elements in Literature (graphic organizer)

CCSS.ELA-LITERACY.RL.5.6
Describe how a narrator's or speaker's point of view influences how events are described.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Progress Check/Home Connect—pp. 61–63
	  ○ Describe how an author's or a narrator's point of view influences how events are described.
	• Analyzing Point of View: "If–" (Poetry)—pp. 76–81
	• Connect Across Texts
	  ○ Connect to the Essential Question (point of view)—p. 83
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	GRADE 5 DIGITAL RESOURCES
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	• Instruction & Practice
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Craft and Structure:

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

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	  ○ Chapter 3 Analyzing Point of View: "Sarah of the Mills" (Radio Play)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 3 Analyzing Point of View: "What I Heard in the Apple Barrel" – adapted excerpt from *Treasure Island* by Robert Louis Stevenson (Adventure Story)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 3 "Treasure Trunk" (Adventure)
	• Parent Resources
	  ○ Chapter 3 Home Connect Conversation Starter: First-Person/Third-Person Points of View (graphic organizer)

Integration of Knowledge and Ideas:

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CCSS.ELA-LITERACY.RL.5.7
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).
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
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	  ○ Learn to analyze how visual effects contribute to the text.
	• Analyzing the Effects of Visuals: "Prometheus: Giver of Fire" (Greek Myth/Graphic Novel)—pp. 116–121
	• Connect Across Texts
	  ○ Connect to the Essential Question (analyzing visual elements)—p. 129
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	• Instruction & Practice
	  ○ Chapter 5 Analyzing the Effects of Visuals
	
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Integration of Knowledge and Ideas:

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CCSS.ELA-LITERACY.RL.5.8 Not applicable to literature.	
CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 5 Integration of Knowledge and Ideas: Literary Texts** • Progress Check/Home Connect—pp. 113–114 ○ Compare and contrast approaches to similar themes in works in the same genre. • Comparing and Contrasting Themes: "Persephone and Demeter" (Greek Myth)/"Clytie" (Greek Myth)—pp. 122–127 • Connect Across Texts ○ Compare and Contrast Texts—p. 128 ○ Connect to the Essential Question (comparing themes)—p. 129 • Chapter 5 Review: "The Boy Who Flew Too High" (Greek Myth)—pp. 131–132 **GRADE 5 TEACHER'S EDITION** **Review** • Comparing and Contrasting Themes—TE p. 220 *continued*

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Integration of Knowledge and Ideas:

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

	GRADE 5 DIGITAL RESOURCES
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
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	• 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/Lesson Plan
	  ○ Chapter 5 "How Summer and Winter Began" (Native American Myth)
	• Parent Resources
	  ○ Chapter 5 Home Connect On the Go: Compare Versions of an Adventure or Mystery (graphic organizer)

Range of Reading and Level of Text Complexity:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RL.5.10 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Literature 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 3 "Witnessing the Boston Massacre" (Historical Fiction), pp. 64–69, "Sybil Ludington's Ride" (Drama), pp. 70–75, "If–" (Poetry), pp. 76–81" • Chapter 5 "Prometheus: Giver of Fire" (Greek Myth/Graphic Novel), pp. 116–121, "Persephone and Demeter" (Greek Myth)/"Clytie" (Greek Myth), pp. 122–127 *continued*

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Range of Reading and Level of Text Complexity:

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	  ○ Chapter 3 "Letters from Boston" (Letters); "If the Walls Could Talk" (Contemporary Fiction); "Sarah of the Mills" (Radio Play)
	  ○ Chapter 5 "A Boy and His Dogs" (Graphic Novel); "Robinson Crusoe" (Adapted Story Excerpt)
	• Assessments: Comprehension Check
	  ○ Chapter 1 "If at First You Don't Succeed" (Realistic Fiction); "Tornado!" (Realistic Fiction); "The Knights' Challenge" (Realistic Fiction)
	  ○ Chapter 3 "Escape from Chateau d'If" – Adapted excerpt from *The Count of Monte Cristo* 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 *Treasure Island* by Robert Louis Stevenson (Adventure Story)
	  ○ 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)
	• Close Reading Practice
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	  ○ Chapter 3 "Treasure Trunk" (Adventure)
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	  ○ Chapter 1 "Like a Book" (Realistic Fiction)
	  ○ Chapter 3 "Witnessing the Boston Massacre" (Historical Fiction)
	  ○ Chapter 5 "Theseus and the Minotaur" (Greek Myth/Graphic Novel)

READING: INFORMATIONAL TEXT

Key Ideas and Details:

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

CCSS.ELA-LITERACY.RI.5.1
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 2 Key Ideas and Details: Informational Texts
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	  ○ Quote accurately to explain what a text says directly and also when I draw inferences from the text.
	• Drawing Inferences: "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 38–43
	• Connect Across Texts
	  ○ Connect to the Essential Question (making inferences)—p. 57
	• Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60
	
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	GRADE 5 DIGITAL RESOURCES
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	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
	• Parent Resources
	  ○ Chapter 2 Home Connect Conversation Starter: Clues and Inferences (graphic organizer)

CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Key Ideas and Details:

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

	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 2 Key Ideas and Details: Informational Texts
	• Progress Check/Home Connect—pp. 35–36
	  ○ Determine main ideas and explain how they are supported by key details.
	  ○ Summarize the ideas in an informational text.
	• Determining the Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 44–49
	• Connect Across Texts
	  ○ Connect to the Essential Question (determining the main idea/summarizing)—p. 57
	• Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60
	
	GRADE 5 TEACHER'S EDITION
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	• Determining Determining Main Idea and Summarizing—TE p. 51
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 2 Key Ideas and Details: Informational Texts
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	• Additional Practice
	  ○ Chapter 2 Determining the Main Idea and Summarizing: "Working in Weightlessness" (Science Magazine Article)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 2 Determining the Main Idea and Summarizing: "Magic or Science?" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
	• Parent Resources
	  ○ Chapter 2 Home Connect On the Go: Main Ideas and Supporting Details (graphic organizer)

CCSS.ELA-LITERACY.RI.5.3 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 2 Key Ideas and Details: Informational Texts** • Progress Check/Home Connect—pp. 35–36 ○ Explain relationships between ideas or concepts in texts. *continued*

READING: INFORMATIONAL TEXT

Key Ideas and Details:

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

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	• Connect Across Texts
	  ○ Connect to the Essential Question (explaining the relationships or interactions between ideas or concepts)—p. 57
	• Chapter 2 Review: "Sidewalk Surfing" (Explanatory Text)—pp. 59–60
	
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	• Explaining Relationships Between Ideas—TE p. 178
	
	GRADE 5 DIGITAL RESOURCES
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	  ○ Chapter 2 Explaining Relationships Between Ideas: "Newton's Laws of Curling" (Science Explanatory Text)
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	  ○ Comprehension Check
	    ◦ Chapter 2 Explaining Relationships Between Ideas: "On the Shoulders of Giants" (Expository Nonfiction)
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	  ○ Explaining Relationships Between Ideas
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
	• Parent Resources
	  ○ Chapter 2 Home Connect Activity: Relationships Between Ideas, Events, or People (graphic organizer)

Craft and Structure:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 4 Craft and Structure: Informational Texts** • Progress Check/Home Connect—pp. 87–88 ○ Determine the meanings of academic and domain-specific words. *continued*

READING: INFORMATIONAL TEXT

Craft and Structure:

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

	• Determining Word Meanings: "At Home in Thin Air" (Science Text)—pp. 90–95
	  ○ Connect to the Essential Question (academic and domain-specific words)—p. 109
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	GRADE 5 TEACHER'S EDITION
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	• 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
	
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	GRADE 5 DIGITAL RESOURCES
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	• Instruction & Practice
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	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 4 Determining Word Meanings: "Education Is Key" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 4 "Help Save the Coral Reefs" (Editorial)/ "Defending My Right to Fish" (Letter to the Editor)
	• Parent Resources
	  ○ Chapter 4 Home Connect Activity: Domain-Specific Words (graphic organizer)

CCSS.ELA-LITERACY.RI.5.5 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Craft and Structure:

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

	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 4 Craft and Structure: Informational Texts
	• Progress Check/Home Connect—pp. 87–88
	  ○ Compare and contrast the overall structure of two or more informational texts.
	• Comparing and Contrasting Text Structures: "Life in the Rainforest Canopy and Below the Rainforest Canopy" (Science Magazine Article)—pp. 96–101
	• Connect Across Texts
	  ○ Connect to the Essential Question (comparing text structures)—p. 109
	• Chapter 4 Review: "An Endangered Turtle" (Explanatory Text)—pp. 111–112
	
	GRADE 5 TEACHER'S EDITION
	Review
	• Comparing and Contrasting Text Structures—TE p. 103
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Chapter 4 Comparing and Contrasting Text Structures
	• Additional Practice
	  ○ Chapter 4 Comparing and Contrasting Text Structures: "Weekly Foliage Report" (Travel Blog)/"Zoe's Nature Journal" (Journal)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 4 Comparing and Contrasting Text Structures: "Education Is Key" (Expository Nonfiction)/"Save the Orangutan!" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 4 "Help Save the Coral Reefs" (Editorial)/ "Defending My Right to Fish" (Letter to the Editor)
	• Parent Resources
	  ○ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 4 Craft and Structure: Informational Texts** • Progress Check/Home Connect—pp. 87–88 ○ Analyze points of view represented in different texts on the same topic. *continued*

READING: INFORMATIONAL TEXT

Craft and Structure:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	• Analyzing Multiple Accounts: "Undersea Thermal Vents" (Informational Article)/"The Importance of Studying Thermal Vents" (Scientific Text)—pp. 102–107 • Connect Across Texts 　○ Compare and Contrast Texts—p. 108 　○ Connect to the Essential Question (comparing points of view)—p. 109 • Chapter 4 Review: "An Endangered Turtle" (Explanatory Text)—pp. 111–112 **GRADE 5 TEACHER'S EDITION** **Review** • Comparing/Contrasting Events and Topics—TE p. 206 **GRADE 5 DIGITAL RESOURCES** **Chapter 4 Craft and Structure: Informational Texts** • Instruction & Practice 　○ Chapter 4 Analyzing Multiple Accounts • Additional Practice 　○ Chapter 4 Analyzing Multiple Accounts: "Sea Otters at the Aquarium!" (Brochure)/"No-Otter Zone" (Petition) • Assessments 　○ Comprehension Check 　　◦ Chapter 4 Analyzing Multiple Accounts: "Save the Orangutan!" (Expository Nonfiction)/"Responsible Farming" (Expository Nonfiction) • Close Reading Practice/Lesson Plan 　○ Chapter 4 "Help Save the Coral Reefs" (Editorial)/"Defending My Right to Fish" (Letter to the Editor) • Parent Resources 　○ Chapter 4 Home Connect Conversation Starter: Author's Point of View (graphic organizer)

Integration of Knowledge and Ideas:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RI.5.7 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION **Chapter 6 Integration of Knowledge and Ideas: Informational Texts** • Progress Check/Home Connect—pp. 133–134 　○ Learn to locate information in multiple sources. • Finding Information in Multiple Sources: "Citizenship and Naturalization" (Informational Text)—pp. 136–141 • Connect Across Texts 　○ Connect to the Essential Question (locating information in multiple sources)—p. 155 • Chapter 6 Review: "Seward's Folly" (Explanatory Text)—pp. 157–158 **GRADE 5 TEACHER'S EDITION** **Review** • Finding Information in Multiple Sources—TE p. 143 **GRADE 5 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) • Assessments 　○ Comprehension Check 　　◦ Chapter 6 Finding Information in Multiple Sources: "Gold Mountain" (Expository Nonfiction)/"The Transcontinental Railroad" (Expository Nonfiction) • Close Reading Practice/Lesson Plan 　○ Chapter 6 "Letters Home" (Letters) • Parent Resources 　○ Chapter 6 Home Connect Conversation Starter: How to combine information from many sources (graphic organizer)
CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

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

	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Progress Check/Home Connect—pp. 133–134
	  ○ Analyze an author's argument to see how reasons and evidence are used to support points.
	• Analyzing Reasons and Evidence: "What Built the Sun Belt?" (Explanatory Text)
	• Connect Across Texts
	  ○ Connect to the Essential Question (analyzing an author's arguments)—p. 155
	• Chapter 6 Review: "Seward's Folly" (Explanatory Text)—pp. 157–158
	
	GRADE 5 TEACHER'S EDITION
	Review
	• Analyzing Reasons and Evidence—TE p. 149
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Chapter 6 Analyzing Reasons and Evidence
	• Additional Practice
	  ○ Chapter 6 Analyzing Reasons and Evidence: "What Built the Sun Belt?" (Explanatory Text)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 6 Analyzing Reasons and Evidence: "Gold Mountain" (Expository Nonfiction)
	• Instructional Videos
	  ○ Analyzing Reasons and Evidence
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 6 "Letters Home" (Letters)
	• Parent Resources
	  ○ Chapter 6 Home Connect On the Go: Author's Point of View/Strength of Argument (graphic organizer)

CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Integration of Knowledge and Ideas:

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

	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Progress Check/Home Connect—pp. 133–134
	  ○ Learn to integrate information on the same topic that comes from multiple sources and different media.
	• Integrating Information from Texts: "A Century of Change: The U.S. Population Since 1900" (Informational Article)—pp. 148–153
	• Connect Across Texts
	  ○ Connect to the Essential Question (integrating information)—p. 155
	• Chapter 6 Review: "Seward's Folly" (Explanatory Text)—pp. 157–158
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Chapter 6 Integrating Information from Texts
	• Additional Practice
	  ○ Chapter 6 Integrating Information from Texts: "On This Day in History: May 10, 1869" (Blog)/"A Journey West: Rebecca's Journal" (Journal)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 6 Integrating Information from Texts: "Gold Mountain" (Expository Nonfiction)/"San Francisco's Chinatown" (Expository Nonfiction)
	• Close Reading Practice/Lesson Plan
	  ○ Chapter 6 "Letters Home" (Letters)
	• Parent Resources
	  ○ Chapter 6 Home Connect Activity: Research Report: Sources of Information (graphic organizer)

Range of Reading and Level of Text Complexity:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RI.5.10 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

READING: INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity:

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

	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Informational Text Reading Selections
	• Chapter 2 "Sir Isaac Newton" (Biography); "Working in Weightlessness" (Science Magazine Article); "Newton's Laws of Curling" (Science Explanatory Text)
	• Chapter 4 "Creating a Natural Desert Garden" (Pamphlet); "Weekly Foliage Report" (Journal); "Sea Otters at the Aquarium!" (Petition)
	• 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)
	GRADE 5 DIGITAL RESOURCES
	Chapters 2, 4, 6
	• Additional Practice
	  ○ Chapter 2 "Sir Isaac Newton" (Biography); "Working in Weightlessness" (Science Magazine Article); "Newton's Laws of Curling" (Science Explanatory Text)
	  ○ Chapter 4 "Creating a Natural Desert Garden" (Pamphlet); "Weekly Foliage Report" (Journal); "Sea Otters at the Aquarium!" (Petition)
	  ○ 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: Comprehension Check
	  ○ Chapter 2 "How Inertia Affects Flight" (Expository Nonfiction); "Magic or Science?" (Expository Nonfiction); "On the Shoulders of Giants" (Expository Nonfiction)
	  ○ 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 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
	  ○ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
	  ○ Chapter 4 "Help Save the Coral Reefs" (Editorial)/"Defending My Right to Fish" (Letter to the Editor)
	  ○ Chapter 6 "Letters Home" (Letters)
	continued

READING: INFORMATIONAL TEXT

Range of Reading and Level of Text Complexity:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	• Fluency Practice 　○ Chapter 2 "Understanding Newton's Three Laws of Motion" (Technical Text) 　○ Chapter 4 "Tundra: The Frozen Ecosystem" (Science Text) 　○ Chapter 6 "Laura Ingalls Wilder: Eyes on the Frontier" (Biography) • Assessments: Comprehension Check 　○ Chapter 1 "If at First You Don't Succeed" (Realistic Fiction); "Tornado!" (Realistic Fiction); "The Knights' Challenge" (Realistic Fiction) 　○ Chapter 3 "Escape from Chateau d'If" – Adapted excerpt from *The Count of Monte Cristo* 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 *Treasure Island* by Robert Louis Stevenson (Adventure Story) 　○ 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) • Close Reading Practice 　○ Chapter 1 "An Unexpected Friend" (Fantasy) 　○ Chapter 3 "Treasure Trunk" (Adventure) 　○ Chapter 5 "How Summer and Winter Began" (Native American Myth) • Fluency Practice 　○ Chapter 1 "Like a Book" (Realistic Fiction) 　○ Chapter 3 "Witnessing the Boston Massacre" (Historical Fiction) 　○ Chapter 5 "Theseus and the Minotaur" (Greek Myth/Graphic Novel)

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

READING: FOUNDATIONAL SKILLS

Phonics and Word Recognition:

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

CCSS.ELA-LITERACY.RF.5.3.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.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Greek and Latin Roots—p. 58
	• Greek and Latin Affixes and Roots—p. 182
	
	GRADE 5 TEACHER'S EDITION
	Foundational Skill Review
	• Chapter 1 Final Blends–TE p. 21
	• Chapter 2 Digraphs *sh, wh*–TE p. 49
	• Chapter 3 Vowel Team *ie*–TE p. 69
	• Chapter 4 Inflectional Endings–TE p. 95
	• Chapter 5 CVCe Words–TE p. 121
	• Chapter 6 Long Vowel *e*–TE p. 147
	
	GRADE 5 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/Lesson Plans/Additional Practice
	  ○ Base Words
	  ○ Prefixes
	  ○ Suffixes
	  ○ Greek and Latin Roots
	  ○ Open, Closed, and Consonant + *-le* Syllables
	  ○ Words with Consonant Variants
	  ○ *r*-Controlled Vowels and VC*e* Syllables
	  ○ Words with Long Vowels
	
	Other grade
	
	GRADE 3 DIGITAL RESOURCES
	Foundational Skills Handbook
	• Instruction & Practice/Lesson Plans/Additional Practice
	  ○ Multisyllable Words: VCV
	  ○ Multisyllable Words: VCCV
	  ○ Multisyllable Words: *-le*

READING: FOUNDATIONAL SKILLS

Fluency:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.RF.5.4.A
Read grade-level text with purpose and understanding.
	GRADE 5 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 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"
	   ○ 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
	
	GRADE 5 DIGITAL RESOURCES
	Each Chapter (Chapters 1–6)
	• Additional Practice
	   ○ 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)
	
	 continued

READING: FOUNDATIONAL SKILLS

Fluency:

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

	○ 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
	○ Comprehension Check
	  ◦ 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 6 "Biomimicry: Inventions from Nature" (Expository Text); "How Prosthetics Work" (Expository Text); "How Prosthetics Work" (Expository Text)/"The Wonders of Self-Healing Plastic" (Expository Text)
	  ◦ Chapter 3 "Escape from Chateau d'If" – Adapted excerpt from *The Count of Monte Cristo* 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 *Treasure Island* by Robert Louis Stevenson (Adventure Story)
	  ◦ 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)
	
	continued

READING: FOUNDATIONAL SKILLS

Fluency:

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

	• Close Reading Practice
	  ○ Close Reading
	    ◦ 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)

CCSS.ELA-LITERACY.RF.5.4.B
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
	GRADE 5 TEACHER'S EDITION
	Foundational Skills
	Use expression when reading dialogue. Record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks. For poetry, pay attention to the line breaks, stanza breaks, and the rhythm structure
	• Chapter 1 Fluency (read with expression)—TE p. 15
	• Chapter 2 Fluency Practice (unfamiliar vocabulary)—TE p. 41
	• Chapter 3 Fluency (reading poetry)—TE p. 67
	• Chapter 4 Fluency Practice (pay attention to punctuation)—TE p. 93
	• Chapter 5 Fluency Practice (read expressively and with emotion)—TE p. 119
	• Chapter 6 Fluency Practice (listen for reading fluency)—TE p. 145
	GRADE 5 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
	      • Phrasing
	      • Expression and Intonation
	      • Punctuation
	      • Rate
	      • Accuracy
	continued

READING: FOUNDATIONAL SKILLS

Fluency:

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

	Foundational Skills Handbook
	• Instruction & Practice
	  ○ Practicing Fluency—p. 10
	    ◦ "Bellowing Sal Fink" (American Tall Tale)
	• Instruction & Practice Lesson Plans
	  ○ Practicing Fluency—p. 10
	    ◦ Reading "Aloud" to Yourself
	    ◦ Fluency Skills
	      • Attend to punctuation
	      • Read in phrases
	      • Read with emotion
	      • Reflect change in characters while reading dialogue
	      • Use context to self-correct or reread as necessary
	    ◦ Speaking and Listening
	      • Audio recordings
	    ◦ Partner Practice
	• Additional Practice
	  ○ Practicing Fluency
	    ◦ "The Oven Bird" by Robert Frost (Poem)
	• Teacher Resources
	  ○ How to Use the Handbook

CCSS.ELA-LITERACY.RF.5.4.C
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 4 Craft and Structure: Informational Texts
	• Progress Check/Home Connect—pp. 87–88
	  ○ Use context to determine the meanings of certain words.—p. 90
	• Determining Word Meanings: "At Home in Thin Air" (Science Text)—pp. 90–95
	  ○ Cite Evidence (context clues)—pp. 91, 92, 94
	Language
	• Context Clues—pp. 110, 183
	
	GRADE 5 TEACHER'S EDITION
	Support English Language Learners
	• Identifying and using context clues—TE p. 110
	
	Words to Know
	• Context clues—TE p. 124
	
	Turn and Talk
	• Identify context clues with a partner—TE p. 183
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Language: Context Clues
	
	continued

READING: FOUNDATIONAL SKILLS

Fluency:

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

	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Context Clues
	• Instructional Videos
	  ○ Context Clues

WRITING

Text Types and Purposes:

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

CCSS.ELA-LITERACY.W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–202
	  ○ Write an opinion piece that uses the structure of an introduction, a clear statement of the opinion, and a concluding statement.
	• Analyze a student model then outline and write a first draft—pp. 204–207
	• Assignment: Write the final draft—p. 214
	
	GRADE 5 TEACHER'S EDITION
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Learning Progressions—TE p. 203A
	• Genre: Opinion Piece—TE p. 203
	• Analyze a Student Model—TE pp. 204–206
	• Evaluate a Writer's Work—TE p. 206
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Parent Resources
	  ○ Chapter 10 Home Connect On the Go: Opinion and Reasons for My Opinion (graphic organizer)
	
	continued

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	Additional online instructional support for Chapter 10— • Instruction & Practice • Additional Practice • Instructional Videos

CCSS.ELA-LITERACY.W.5.1.A
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 204, 207
	• Introduction (present the topic/writer's opinion)—pp. 204, 207
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Does the beginning introduce the topic clearly?
	      • Is the information grouped in a logical order?

CCSS.ELA-LITERACY.W.5.1.B
Provide logically ordered reasons that are supported by facts and details.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Reason 1, Reason 2, Reason 3 (provide strong reasons to support the opinion)—pp. 205, 207
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Ideas and Voice
	      • Have I developed my ideas by including enough details and supporting facts?

CCSS.ELA-LITERACY.W.5.1.C
Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Linking Words and Phrases (use words and phrases to link the opinion and reasons)—pp. 205, 207
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Have I used linking words to link ideas across categories?

CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Concluding Statement (relate to information presented earlier/restate opinion)—pp. 206, 207 *continued*

WRITING

Text Types and Purposes:

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

	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Do I have a strong concluding section that relates to my opinion?

CCSS.ELA-LITERACY.W.5.2
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	INFORMATIVE/EXPLANATORY TEXTS
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175
	  ○ Learn to write an informative or explanatory text that groups information logically and ends with a conclusion.
	  ○ Use facts, definitions, details, and quotations to develop a topic.
	• Analyze a student model then outline and write a first draft—pp. 176–179
	• Assignment: Write the final draft—p. 186
	GRADE 5 TEACHER'S EDITION
	• Learning Progressions—TE p. 175A
	• Genre: Informative/Explanatory Text—TE p. 176
	• Analyze a Student Model—TE pp. 176–178
	• Evaluate a Writer's Work—TE p. 178
	GRADE 5 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Parent Resources
	  ○ Chapter 8 Home Connect Activity: Steps in a Process (graphic organizer)
	
	Additional online instructional support for Chapter 8—
	
	• Instruction & Practice
	• Additional Practice
	• Instructional Videos
	continued

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	EVIDENCE-BASED ESSAYS

(right column continued)

EVIDENCE-BASED ESSAYS

STUDENT EDITION/TEACHER'S EDITION
**Chapter 9 Research to Build and Present Knowledge::
Write Evidence-Based Essays**
- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189
  - Write an evidence-based essay that draws evidence from literary texts to support an analysis.
- Analyze a student model then outline and write a first draft—pp. 190–193
- Assignment: Write the final draft—p. 200

GRADE 5 TEACHER'S EDITION
- Learning Progressions—TE p. 189A
- Genre: Evidence-Based Essays—TE p. 190
- Analyze a Student Model—TE pp. 190–192
- Evaluate a Writer's Work—TE p. 192

GRADE 5 DIGITAL RESOURCES
**Chapter 9 Research to Build and Present Knowledge::
Write Evidence-Based Essays**
- Parent Resources
  - Chapter 9 Home Connect Activity: Paraphrase: In My Own Words (graphic organizer)

Additional online instructional support for Chapter 9—

- Instruction & Practice
- Additional Practice
- Instructional Videos

RESEARCH REPORTS

GRADE 5 STUDENT EDITION/TEACHER'S EDITION
**Chapter 11 Research to Build and Present Knowledge:
Write Research Reports**
- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217
  - Learn to write a research report that builds knowledge about different aspects of a topic.
- Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222
- Assignment: Write the final draft—p. 228

GRADE 5 TEACHER'S EDITION
- Learning Progressions—TE p. 217A
- Genre: Research Report—TE p. 218
- Analyze a Student Model—TE pp. 218–220
- Evaluate a Writer's Work—TE p. 220

continued

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	GRADE 5 DIGITAL RESOURCES **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Parent Resources ○ Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer) Additional online instructional support for Chapter 11— • Instruction & Practice • Additional Practice • Instructional Videos

CCSS.ELA-LITERACY.W.5.2.A
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure—pp. 176, 179, 190, 193, 218, 222
	• Introduction (introduce the topic/provide a focus)—pp. 176, 179, 190, 193, 218, 222
	• Grouping Related Information—pp. 177, 179
	• Organize Information (use subheads)—pp. 219, 222
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Does my introduction state my topic clearly?
	      • Have I grouped related ideas to support my purpose?
	  ○ Step 5 Producing, Publishing, and Presenting—p. 9
	    ◦ Use images to add interest
	    ◦ Use text features to make ideas easier to understand

CCSS.ELA-LITERACY.W.5.2.B
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Facts and Concrete Details—pp. 177, 179
	• Supporting Ideas with Text Evidence—pp. 191, 193
	• Direct Quotations—pp. 191, 193
	• Recall Relevant Information—pp. 219, 222
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Ideas and Voice
	      • Have I developed my ideas by including enough details and supporting facts?

WRITING

Text Types and Purposes:

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

CCSS.ELA-LITERACY.W.5.2.C
Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Linking Ideas (use words to show how ideas are related)—pp. 177, 179
	
	Language
	• Transitional Words and Phrases—p. 210
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Transitional Words and Phrases
	• Additional Practice
	  ○ Transitional Words and Phrases
	• Instructional Videos
	  ○ Transitional Words and Phrases
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Have I used linking words to link ideas across categories?
	  ○ Step 4: Editing: Editing Checklist—p. 7
	    ◦ Grammar
	      • Linking words and phrases are used correctly to show relationships between ideas.

CCSS.ELA-LITERACY.W.5.2.D
Use precise language and domain-specific vocabulary to inform about or explain the topic.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Precise Language (use precise language to explain about your topic)—pp. 177, 179
	
	GRADE 5 TEACHER'S EDITION
	Words to Know
	• General Academic Vocabulary/Working with Word Meaning—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
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Word Choice
	    ◦ Step 3 Revising: Revising Checklist—p. 5
	      • Have I used words correctly and checked their definitions?
	
	continued

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	Other grade **GRADE 4 DIGITAL RESOURCES** **Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts** • Instruction & Practice ○ Language: Precise Words and Phrases • Additional Practice ○ Precise Words and Phrases • Instructional Videos ○ Precise Words and Phrases
CCSS.ELA-LITERACY.W.5.2.E Provide a concluding statement or section related to the information or explanation presented	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Concluding Statement—pp. 178, 179, 192, 193 • Conclusion (wrap up finding and summarize the analysis)—pp. 220, 222 **GRADE 5 DIGITAL RESOURCES** **Writing Handbook** • Instruction & Practice/Lesson Plans ○ Step 3 Revising: Revising Checklist—p. 5 ◦ Organization and Coherence • Do I have a concluding section that relates to my topic?
CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161 ○ Learn to write a nonfictional narrative that introduces a narrator and/or characters, includes an organized sequence of events, and ends with a conclusion. ○ Learn to use dialogue, description, and pacing to develop the events. • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 *continued*

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	GRADE 5 TEACHER'S EDITION • Learning Progressions—TE p. 161A • Genre: Nonfictional Narrative—TE p. 162 • Analyze a Student Model—TE pp. 162–164 • Evaluate a Writer's Work—TE p. 164 **GRADE 5 DIGITAL RESOURCES** **Chapter 7 Text Types and Purposes: Write Fictional Narratives** • Parent Resources ○ Chapter 7 Home Connect Conversation Starter: Sequence of Events (graphic organizer) Additional online instructional support for Chapter 7— • Instruction & Practice • Additional Practice • Instructional Videos

CCSS.ELA-LITERACY.W.5.3.A
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Read/Analyze the Student Model
	• Creating an Organizational Structure (introduce the narrator, show the sequence of events, and includes a conclusion)—pp. 162, 165
	• Introduction (introduce the narrator/establish the situationr)—pp. 162, 165
	• Sequencing Events (provide events that build up tension)—pp. 162, 165
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 1: Planning—p. 3
	    ◦ Ask yourself: "What problem does my character face, and how will he or she solve it?"

CCSS.ELA-LITERACY.W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Dialogue (use dialogue to show how other characters think and feel, and how they interact with the narrator/try to make your dialogue sound natural, the way people really speak)—pp. 163, 165 • Sequencing Events (develop events and show how the characters respond to situations)—pp. 163, 165 • Figurative Language—p. 196
CCSS.ELA-LITERACY.W.5.3.C Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Transitional Words (use transitional words and phrases to show the sequence of events)—pp. 163, 165

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	Language • Transitional Words and Phrases—p. 210 **GRADE 5 DIGITAL RESOURCES** **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Instruction & Practice ○ Language: Transitional Words and Phrases • Additional Practice ○ Transitional Words and Phrases • Instructional Videos ○ Transitional Words and Phrases **Writing Handbook** • Instruction & Practice ○ Step 3 Revising: Revising Checklist—p. 5 ◦ Organization and Coherence • Have I used linking words to link ideas across categories? ○ Step 4: Editing: Editing Checklist—p. 7 ◦ Grammar • Linking words and phrases are used correctly to show relationships between ideas.
CCSS.ELA-LITERACY.W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Sensory Details (use vivid sensory details to involve the reader's five senses)—pp. 163, 165 **GRADE 5 DIGITAL RESOURCES** **Writing Handbook** • Instruction & Practice/Lesson Plans ○ Step 3 Revising: Revising Checklist ◦ Word Choice—p. 5 • Have I used words correctly and checked their definitions? • Have I used vivid words to make the text interesting? ◦ Peer Collaboration—pp. 6 and 7 • What is another word you could use to say that?
CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Read/Analyze the Student Model** • Concluding Statement—pp. 164, 165 **GRADE 5 DIGITAL RESOURCES** **Writing Handbook** • Instruction & Practice Lesson Plan ○ Step 3 Revising: Revising Checklist—p. 5 ◦ Organization and Coherence • Do I have a concluding section that relates to my topic? *continued*

WRITING

Text Types and Purposes:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	○ Peer Collaboration—pp. 6 and 7 　◦ Can the conclusion provide a better sense of closure?

Production and Distribution of Writing:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.).)	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161 • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175 • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 **Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189 • Analyze a student model then outline and write a first draft—pp. 190–193 • Assignment: Write the final draft—p. 200 **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203 • Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 *continued*

WRITING

Production and Distribution of Writing:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217 • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 • Assignment: Write the final draft—p. 228

CCSS.ELA-LITERACY.W.5.5
With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	GRADE 5 TEACHER'S EDITION
	Writing Handbook
	Direct students to the online *Writing Handbook* for detailed instruction on planning, drafting, revising, editing, and producing, publishing, and presenting their writing.
	• Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217
	
	Evaluate a Writer's Work
	Students work in pairs/group discussions.
	• Chapter 7, TE p. 164; Chapter 8, TE p. 178; Chapter 9, TE p. 192; Chapter 10, TE p. 206; Chapter 11, TE p. 220
	
	Create: Organizational Structure
	Brainstorming, Planning, Drafting.
	• Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222
	
	Introduce the Writing Process
	Steps of the writing process.
	• Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222
	
	Writing Process Summary
	Planning, Drafting, Rubrics.
	• Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice/Lesson Plans
	  ○ Step 1: Planning
	  ○ Step 2: Drafting
	  ○ Step 3: Revising
	  ○ Step 4: Editing
	  ○ Step 5: Producing, Publishing, and Presenting

Progress: English Language Arts 2ⁿᵈ **Edition Correlation to the Common Core State Standards for English Language Arts**

Sadlier School

WRITING

Production and Distribution of Writing:

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

CCSS.ELA-LITERACY.W.5.6
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.

GRADE 5 INSTRUCTIONAL GUIDE
Full Access*
Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

GRADE 5 TEACHER'S EDITION
Digital Connection
- Digital Storyboarding—TE p. 21
- Online Research—TE p. 45
- Digital Filmmaking—TE p. 82
- Video Storytelling—TE p. 117
- Online Research—TE p. 143
- Blog Entries—TE p. 172
- Slide Presentation—TE p. 186
- Web Pages—TE p. 200
- Digital PSAs—TE p. 214
- Digital Slide Presentations—TE p. 228

Foundational Skills
- Fluency Practice (search for images then present them on a class computer or tablet)—TE p. 141

Extend Thinking
- Cite Evidence (use the Internet for research)—TE p. 141

Differentiate Instruction
- Use a computer to check to see sources have been cited accurately—TE p. 221

Support English Language Learners
- Use print or digital dictionaries—TE p. 225

GRADE 5 DIGITAL RESOURCES
Writing Handbook
- Instruction & Practic
  - Step 1: Planning
    - Research Tips (websites)
  - Step 2: Drafting
    - Use a computer (copy, cut, and paste text)—p. 5
  - Step 3: Revising
    - Using a computer (print out a copy)—p. 6
  - Step 5: Producing, Publishing, and Presenting
    - Digital Connection—p. 9
- Instruction & Practice Lesson Plans
  - Step 1: Planning
    - Digital Integration: Research Tip—pp. 2 and 3
  - Step 2: Drafting
    - Digital Integration (use a word processing program)—pp. 4 and 5

WRITING

Production and Distribution of Writing:

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

	○ Step 4: Editing
	  ◦ Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7
	○ Step 5: Producing, Publishing, and Presenting
	  ◦ Assignment: Digital Presentation (digital slide show, videoconference, post to website)—pp. 8 and 9

Research to Build and Present Knowledge:

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

CCSS.ELA-LITERACY.W.5.7
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Progress Check—p. 222
	  ○ Conduct a research project.
	• Graphic organizer and outline
	  ○ Plan and organize a research project—p. 222
	
	GRADE 5 TEACHER'S EDITION
	Extend Thinking
	• Investigate—TE pp. 43, 75
	• Hypothesize (conduct experiments)—TE p. 56
	• Research—TE pp. 67, 93
	• Form Opinions (research)—TE p. 101
	• Cite Evidence (use the Internet the Internet and the resources at the library to find at least two reliable sources to corroborate their facts)—TE p. 141
	• Synthesize (consult multiple sources)—TE p. 154
	
	Digital Connection
	• Online Research–TE pp. 45, 143
	
	Speaking and Listening Presentation
	• Research renewable energy—TE p. 153
	
	Genre
	• Research Report (consult many sources to find relevant and interesting information about the topic)—TE p. 218
	
	continued

WRITING

Research to Build and Present Knowledge:

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

	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning
	    ◦ Research Tips—p. 3
	• Instruction & Practice Lesson Plans
	  ○ Step 1: Planning
	• Digital Integration: Research Tip—pp. 2 and 3 *continued*
	
	Related content
	
	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

CCSS.ELA-LITERACY.W.5.8
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.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Use index cards (record source/summarize or paraphrase information)—p. 221
	
	GRADE 5 TEACHER'S EDITION
	Peer Collaboration
	• Have students work in teams on research reports/share list of sources—TE p. 139
	
	Extend Thinking
	• Cite Evidence (use the Internet the Internet and the resources at the library to find at least two reliable sources to corroborate their facts)—TE p. 141
	
	Analyze a Student Model
	• Paraphrase Evidence (avoid plagiarism)—TE p. 191
	• Use Several Sources/Paraphrase—TE p. 219
	• Provide a List of Sources—TE p. 220
	
	Conduct Research
	• Create: Note-Taking1
	  ○ Taking Notes—TE p. 221
	  ○ Summarizing and Paraphrasing Information—TE p. 221
	
	 continued

WRITING

Research to Build and Present Knowledge:

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

	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 1: Planning
	    ◦ Research Tips—p. 3
	      • Take notes from multiple sources
	      • Sort information
	• Instruction & Practice Lesson Plans
	  ○ Step 1: Planning
	    ◦ Digital Integration: Research Tip (conduct research online using a child-friendly search engine)—pp. 2 and 3

CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
CCSS.ELA-LITERACY.W.5.9.A 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]").	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Literary Texts: Chapters 1, 3, 5** • Cite Evidence (examining evidence to answer text-dependent questions)—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 116–117, 118, 120, 122–123, 124, 126 • Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 13, 19, 25, 65, 71, 77, 117, 123 • Check Comprehension (multiple-choice and short essay questions)—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 65, 67, 69, 71, 73, 75, 77, 79, 81, 117, 119, 121, 123, 125, 127 **Connect Across Texts** • Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 1, pp. 30–31; Chapter 3, pp. 82–83; Chapter 5, pp. 128–129 **GRADE 5 TEACHER'S EDITION** **Literary Texts: Chapters 1, 3, 5** • Cite Evidence (strategies for discovery)—TE pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 116–117, 118, 120, 122–123, 124, 126 • Check Comprehension: Sample Answer/Answer Explanation—TE pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 65, 67, 69, 71, 73, 75, 77, 79, 81, 117, 119, 121, 123, 125, 127 • Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127

WRITING

Research to Build and Present Knowledge:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.W.5.9.B 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]"").	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Informational Texts: Chapters 2, 4, 6** • Cite Evidence (examining evidence to answer text-dependent questions)—pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 • Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 • Check Comprehension (multiple-choice and short essay questions)—pp. 41, 43, 47, 49, 53, 55, 93, 95, 99, 101, 105, 107, 139, 141, 145, 147, 151, 153 **Connect Across Texts** • Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 2, pp. 56–57; Chapter 4, pp. 108–109; Chapter 6, pp. 154—155 **GRADE 5 TEACHER'S EDITION** **Informational Texts: Chapters 2, 4, 6** • Cite Evidence (strategies for discovery)—TE pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 • Check Comprehension: Sample Answer/Answer Explanation—TE pp. 39, 41, 43, 45, 47, 49, 51, 53, 55, 91, 93, 95, 97, 99, 101, 103, 105, 107, 137, 139, 141, 143, 145, 147, 149, 151, 153 • Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153

Range of Writing:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. *continued*

WRITING

Range of Writing:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION **Chapters 1–6** • Comprehension Check In addition to multi-choice questions, Comprehension Check activities include a comprehension question requiring a thoughtful, written answer. ○ Chapter 1, pp. 13, 15, 17, 19, 21, 23, 25, 27, 29; Chapter 2, pp. 39, 41, 43, 45, 47, 49, 51, 53, 55; Chapter 3, pp. 65, 67, 69, 71, 73, 75, 77, 79, 81; Chapter 4, pp. 91, 93, 95, 97, 99, 101, 103, 105, 107; Chapter 5, pp. 117, 119, 121, 123, 125, 127; Chapter 6, pp., 137, 139, 141, 143, 145, 147, 149, 151, 153 **Connect Across Texts** • Connect to the Essential Question/Connect to the Theme (answer short essay questions, drawing evidence from chapter texts)—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 **Write About It** • Write a short response to the Chapter Review reading selection(s)—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 **Speaking and Listening** • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives** • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts** • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 **Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays** • Analyze a student model then outline and write a first draft—pp. 190–193 • Assignment: Write the final draft—p. 200 **Chapter 10 Text Types and Purposes: Write Opinion Pieces** • Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 *continued*

WRITING

Range of Writing:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 • Assignment: Write the final draft—p. 228 **GRADE 5 TEACHER'S EDITION** **Chapter Review** • Write About It Rubric—Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158 **Extend Thinking** • Creating a New Myth (write a myth)—TE p. 128 • Synthesize (write a brief report)—TE p. 154 **Chapter 11 Research to Build and Present Knowledge: Write Research Reports** • Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 • Assignment: Write the final draft—p. 228 **GRADE 5 TEACHER'S EDITION** **Writearound** • Students in a group of four complete sentence starters to produce summaries of the text—TE p. 27, 53 **Write About It Rubric** • Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.SL.5.1 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.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 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

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	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. 169; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 **Theme Wrap-Up** • Lead students in a group discussion on the chapter theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 **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

CCSS.ELA-LITERACY.SL.5.1.A
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.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Compare and Contrast Texts (be prepared to discuss your ideas)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154
	• Connect to the Essential Question (small group/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
	
	GRADE 5 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)

CCSS.ELA-LITERACY.SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.	**GRADE 5 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 *continued*

SPEAKING & LISTENING

Comprehension and Collaboration:

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

	• Good Speaker/Good Listener Checklist—p. 170
	  ○ Did I: Follow agreed-upon rules for discussion?
	
	GRADE 5 TEACHER'S EDITION
	Reciprocal Teaching
	• Form groups of four students and assign one of the following roles to each group member: Summarizer, Questioner, Clarifier, and Predictor.
	  ○ Chapter 3, TE p. 73; Chapter 9, TE p. 99
	
	Discussion Skills
	• Work in pairs/exchange roles—TE p. 79
	• Be respectful to one another's ideas—TE p. 151
	• Understand roles of speaker and listener—TE p. 184
	
	GRADE 5 DIGITAL RESOURCES
	Chapters 7–11
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas
	    ◦ Follow agreed-upon rules for discussion.
	    ◦ Decide on a group leader.
	    ◦ Establish an order for speaking.

CCSS.ELA-LITERACY.SL.5.1.C
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Connect Across Texts
	• Connect to the Essential Question/Connect to the Theme (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—p. 170
	    ◦ Did I?
	      • Follow the agreed-upon rules for discussions?
	  ○ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226
	    ◦ Ideas I Agree or Disagree With
	    ◦ New Ideas I Had During Discussion
	    ◦ Questions I Asked
	    ◦ Questions I Answered
	
	GRADE 5 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
	
	continued

SPEAKING & LISTENING

Comprehension and Collaboration:

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

	Discussion Skills
	• Listen carefully/ask clarifying questions/build on each other's reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226
	
	Speaking and Listening Presentation
	• Listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153
	
	GRADE 5 DIGITAL RESOURCES
	Chapters 7–10
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas
	    ◦ Ask and respond to questions that clarify ideas.

CCSS.ELA-LITERACY.SL.5.1.D
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	GRADE 5 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
	
	GRADE 5 TEACHER'S EDITION
	Peer Collaboration
	Ask students to think independently about each Comprehension Check question and form their own ideas for answering them. Then have students discuss their responses to the questions with a partner, adjusting their ideas when warranted.
	• 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
	
	Turn and Talk
	• 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
	
	GRADE 5 DIGITAL RESOURCES
	Chapters 7–11
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas
	    ◦ Summarize and explain a speaker's points, reasons, and evidence.
	    ◦ Draw conclusions based on information and knowledge discussed.

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Model and Teach** The teacher reads aloud each chapter reading selection as students follow along in their books. • Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148 **Cite Evidence** Students cite evidence from complex texts to respond to text-dependent questions. • Details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 **Comprehension Check** Discussion-based Comprehension Checks provide students an opportunity to engage in collaborative and meaningful discourse concerning key ideas in the text. • Key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 **Connect Across Texts** In small groups or as a class, answer the Essential Question using evidence from the chapter texts. • Connect to the Essential Question—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 **Speaking and Listening** • Discuss the Essential Question ○ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226 **Taking Notes** • Summarize or paraphrase information—p. 221 **GRADE 5 TEACHER'S EDITION** **Discussion Skills** • Students revoice/place the other person's statement in their own words—TE pp. 105, 125 *continued*

SPEAKING & LISTENING

Comprehension and Collaboration:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ⁿᵈ ED., LEVEL E / GRADE 5
	GRADE 5 DIGITAL RESOURCES **Chapter 2 Key Ideas and Details: Informational Texts** • Parent Resources ○ Chapter 2 Home Connect Conversation Starter: Main Ideas and Summary (graphic organizer)

CCSS.ELA-LITERACY.SL.5.3
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 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
	  ○ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226
	
	Taking Notes
	• Summarize or paraphrase information (graphic organizer/note cards)—p. 221
	
	GRADE 5 TEACHER'S EDITION
	Discussion Skills
	• Place the other person's statement in their own words—TE pp. 53,
	
	Support English Language Learners
	• 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
	
	GRADE 5 DIGITAL RESOURCES
	Chapters 7–11
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (summarize and explain speaker's main points, reasons, and evidence)
	
	Chapter 2 Key Ideas and Details: Informational Texts
	• Parent Resources
	  ○ Chapter 2 Home Connect On the Go: Summarize Then Identify Main Ideas and Supporting Details (graphic organizer)

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.SL.5.4 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; speak clearly at an understandable pace.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Speaking and Listening** • 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—p. 170 　○ Did I? 　　◦ Stay on topic? 　　◦ Back up what I say with reasons and evidence? **GRADE 5 TEACHER'S EDITION** **Speaking and Listening Presentation** • 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 **Extend Thinking** • Create (storyboards for an adventure movie/present to class)—p. 23 • Compare (create a presentation/make a word web)—p. 30 • Investigate (create a visual/present to class)—p. 43 • Hypothesize (create a presentation)—p. 56 • Research (present research to class)—p. 67 • Investigate (present to class/speak clearly, in complete sentences, and at a reasonable rate)—p. 75 • Research (present research to class)—p. 93 • Form Opinions (present opinions to class)—p. 101 • Compare and Contrast (share ideas in small groups)—p. 108 • Creating a New Myth (present myths to class)—p. 128 • Cite Evidence (use the Internet or library/present findings to class)—p. 141 **GRADE 5 DIGITAL RESOURCES** **Chapters 1–6** • Fluency Practice (Chapters 1—6) 　○ Fluency Practice: Teaching Suggestions 　　◦ Teacher's Guide to Fluency 　　　• Phrasing 　　　• Expression and Intonation *continued*

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

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

	• Punctuation
	• Rate
	• Accuracy
	
	Chapters 7–11
	• Instructional Videos
	  ○ Speaking and Listening: Presentation of Knowledge and Ideas (back up what I say with reasons and evidence)
	
	Writing Handbook
	• Speaking Tips (giving an oral presentation)—p. 9
	  ○ 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.
	
	Related content
	
	Fluency Practice (Chapters 1—6)
	• 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
	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.

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

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

CCSS.ELA-LITERACY.SL.5.5
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 TEACHER'S EDITION
	Extend Thinking
	• Create (storyboards for an adventure movie/present to class)—TE p. 23
	• Compare (create a presentation/make a word web)—TE p. 30
	• Investigate (create a visual/present to class)—TE p. 43
	• Research (use visual aids for short presentation)—TE p. 67
	• Research (present research to class/use a visual)—TE p. 93
	• Form Opinions (present opinions to class/use at least one visual)—TE p. 101
	• Creating a New Myth (present myths to class/include a multimedia component)—TE p. 128
	
	Speaking and Listening Presentation
	• Provide engaging visuals to enhance presentations—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153
	
	Digital Connection
	• Video Storytelling—TE p. 117
	• Online Research—TE p. 143
	• Slide Presentation—TE p. 186
	• Web Pages—TE p. 200
	• Digital PSAs—TE p. 214
	• Digital Slide Presentations—TE p. 228
	
	GRADE 5 DIGITAL RESOURCES
	Writing Handbook
	• Instruction & Practice
	  ○ Step 5: Producing, Publishing, and Presenting
	    ◦ Speaking Tips—p. 9
	      • Use visuals as needed to support what you say
	  ○ If necessary, use visuals to support what you say.
	
	Related content
	
	GRADE 5 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
	
	continued

SPEAKING & LISTENING

Presentation of Knowledge and Ideas:

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

CCSS.ELA-LITERACY.SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)
	GRADE 5 INSTRUCTIONAL GUIDE
	Full Access*
	Full Access is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.
	
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Varieties of English (formal/informal)—p. 224
	GRADE 5 TEACHER'S EDITION
	Extend Thinking
	• Create (use formal English in presentations)—TE p. 23
	• Investigate (present to class/use formal English)—TE p. 43
	• Research (present research to class/use formal English)—TE p. 67
	• Investigate (formal English)—TE p. 75
	• Research (English should be in an appropriately formal register)—TE p. 93
	• Form Opinions (present opinions to class/use formal English)—TE p. 101
	• Creating a New Myth (present myths to class/use formal English as appropriate)—TE p. 128=
	
	Speaking and Listening Presentation
	• 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 6, TE p. 153
	GRADE 5 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Varieties of English (formal/informal)
	• Additional Practice
	  ○ Varieties of English (formal/informal)
	• Instructional Videos
	  ○ Varieties of English (formal/informal)

LANGUAGE

Conventions of Standard English:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.5.1.A
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Interjections—p. 169
	• Conjunctions—p. 194
	• Prepositions and Prepositional Phrases—p. 209
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Interjections
	• Additional Practice
	  ○ Interjections
	
	Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays
	• Instruction & Practice
	  ○ Language: Conjunctions
	• Additional Practice
	  ○ Conjunctions
	• Instructional Videos
	  ○ Conjunctions
	
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Prepositions and Prepositional Phrases
	• Additional Practice
	  ○ Prepositions and Prepositional Phrases
	• Instructional Videos
	  ○ Prepositions and Prepositional Phrases

CCSS.ELA-LITERACY.L.5.1.B Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Language** • Perfect Verb Tenses—p. 180 **GRADE 5 DIGITAL RESOURCES** **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts** • Instruction & Practice ○ Language: Perfect Verb Tenses *continued*

LANGUAGE

Conventions of Standard English:

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

	• Additional Practice
	  ○ Perfect Verb Tenses
	• Instructional Videos
	  ○ Perfect Verb Tenses

CCSS.ELA-LITERACY.L.5.1.C
Use verb tense to convey various times, sequences, states, and conditions.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Verb Tenses—p. 166
	GRADE 5 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Verb Tenses
	• Additional Practice
	  ○ Verb Tenses
	• Instructional Videos
	  ○ Verb Tenses

CCSS.ELA-LITERACY.L.5.1.D
Recognize and correct inappropriate shifts in verb tense.*
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Verb Tenses (avoid shifts in verb tense)—p. 166
	GRADE 5 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Verb Tenses
	• Additional Practice
	  ○ Verb Tenses
	• Instructional Videos
	  ○ Verb Tenses

CCSS.ELA-LITERACY.L.5.1.E
Use correlative conjunctions (e.g., *either/or, neither/nor*).
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Conjunctions (common conjunctions/correlative conjunctions)—p. 194
	• Sentence Combining (use common/correlative conjunctions)—p. 195
	GRADE 5 DIGITAL RESOURCES
	Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays
	• Instruction & Practice
	  ○ Language: Conjunctions
	  ○ Language: Sentence Combining (use common/correlative conjunctions)
	continued

LANGUAGE

Conventions of Standard English:

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

	• Additional Practice
	  ○ Conjunctions
	  ○ Sentence Combining (use common/correlative conjunctions)
	• Instructional Videos
	  ○ Conjunctions
	  ○ Sentence Combining (use common/correlative conjunctions)

CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.5.2.A
Use punctuation to separate items in a series.*
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Commas (separate items in a series)—p. 208
	GRADE 5 TEACHER'S EDITION
	Differentiate Instruction
	• Punctuate nouns, verbs, or adjectives in a series—p. 208
	GRADE 5 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Commas (separate items in a series)
	• Additional Practice
	  ○ Commas (separate items in a series)
	• Instructional Videos
	  ○ Commas (separate items in a series)

CCSS.ELA-LITERACY.L.5.2.B
Use a comma to separate an introductory element from the rest of the sentence.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Commas (used to separate introductory words or phrases from the rest of the sentence)—p. 208
	GRADE 5 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Commas
	• Additional Practice
	  ○ Commas
	• Instructional Videos
	  ○ Commas

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Conventions of Standard English:

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

CCSS.ELA-LITERACY.L.5.2.C
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?*).
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Commas (set off words in dialogue/a tag question/direct address)—p. 167
	GRADE 5 DIGITAL RESOURCES
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Commas
	• Additional Practice
	  ○ Commas
	• Instructional Videos
	  ○ Commas

CCSS.ELA-LITERACY.L.5.2.D
Use underlining, quotation marks, or italics to indicate titles of works.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Titles of Works (italics, underlining, or quotation marks)—p. 181
	GRADE 5 DIGITAL RESOURCES
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Titles of Works (italics, underlining, or quotation marks)
	• Additional Practice
	  ○ Titles of Works (italics, underlining, or quotation marks)
	• Instructional Videos
	  ○ Titles of Works (italics, underlining, or quotation marks)

CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Language** • Homographs—p. 156 • Reference Materials (use a dictionary/glossary to check the spellings of words)—p. 225 **End-of-Book Resource** • Glossary (cumulative list of boldfaced Words to Know from reading selections)—pp. 229–232 **GRADE 5 TEACHER'S EDITION** **Drawing Inferences** • Cite Evidence (use dictionary to check inference)—TE p. 14 **Support English Language Learners** • Consult a dictionary—TE pp. 51, 110, 177, 219 **Glossary** • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230 *continued*

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Conventions of Standard English:

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

	GRADE 5 DIGITAL RESOURCES
	Student Resources (each chapter)
	• Glossary
	
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Language: Homographs
	• Additional Practice
	  ○ Homographs
	
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Reference Materials
	• Additional Practice
	  ○ Reference Materials
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Editing: Editing Checklist—p. 5
	    ◦ Spelling
	      • I have used a dictionary to check spellings I am unsure about.
	      • I have correctly used frequently confused words, such as homophones (words that sound the same, such as *their, there, they're*).
	
	Other grades
	
	GRADE 3 DIGITAL RESOURCES
	Chapter 10 Text Types and Purposes: Write Opinion Pieces
	• Instruction & Practice
	  ○ Language: Correct Spelling
	• Additional Practice
	  ○ Correct Spelling
	GRADE 6 DIGITAL RESOURCES
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Spelling
	• Additional Practice
	  ○ Spelling

LANGUAGE

Knowledge of Language:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ᴺᴰ ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.5.3.A
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Sentence Combining—p. 195
	• Sentence Variety—p. 223
	GRADE 5 TEACHER'S EDITION
	Writearound
	• Write and revise sentences—TE p. 223
	GRADE 5 DIGITAL RESOURCES
	Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays
	• Instruction & Practice
	  ○ Language: Sentence Combining
	• Additional Practice
	  ○ Sentence Combining
	• Instructional Videos
	  ○ Sentence Combining
	
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Sentence Variety
	• Additional Practice
	  ○ Additional Practice: Sentence Variety
	
	Writing Handbook
	• Instruction & Practice
	  ○ Step 3 Revising: Revising Checklist—p. 5
	    ◦ Organization and Coherence
	      • Have I combined sentences for better style or to clarify meaning?

CCSS.ELA-LITERACY.L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Language** • Varieties of English (register, dialects/formal English, informal English)—pp. 84, 224 **GRADE 5 TEACHER'S EDITION** **Discussion Skills** • Maintain a formal style and tone in presentations—TE p. 232 *continued*

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Knowledge of Language:

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

	Differentiate Instruction
	• Different tone and different styles—TE p. 243
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Language: Varieties of English
	
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Varieties of English
	• Additional Practice
	  ○ Additional Practice: Varieties of English
	• Instructional Videos
	  ○ Varieties of English

Vocabulary Acquisition and Use:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
CCSS.ELA-LITERACY.L.5.4 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 strategie	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access*** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.5.4.A
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 4 Craft and Structure: Informational Texts
	• Progress Check/Home Connect—pp. 87–88
	  ○ Use context to determine the meanings of certain words.—p. 90
	• Determining Word Meanings: "At Home in Thin Air" (Science Text)—pp. 90–95
	  ○ Cite Evidence (context clues)—pp. 91, 92, 94
	Language
	• Context Clues—pp. 110, 183
	GRADE 5 TEACHER'S EDITION
	Support English Language Learners
	• Identifying and using context clues—TE p. 110
	
	Words to Know
	• Context clues—TE p. 124
	
	Turn and Talk
	• Identify context clues with a partner—TE p. 183
	
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Vocabulary Acquisition and Use:

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

	GRADE 5 DIGITAL RESOURCES
	Chapter 4 Craft and Structure: Informational Texts
	• Instruction & Practice
	  ○ Language: Context Clues
	
	Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts
	• Instruction & Practice
	  ○ Language: Context Clues
	• Instructional Videos
	  ○ Context Clues

CCSS.ELA-LITERACY.L.5.4.B
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Greek and Latin Roots—p. 58
	• Greek and Latin Affixes and Roots—p. 182
	GRADE 5 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/Lesson Plans/Additional Practice
	  ○ Base Words
	  ○ Prefixes
	  ○ Suffixes
	  ○ Latin and Greek Roots

CCSS.ELA-LITERACY.L.5.4.C 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	**GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Language** • Reference Materials (use a dictionary/glossary/thesaurus)—p. 225 **GRADE 5 TEACHER'S EDITION** **Words to Know** Part of speech and definition given for each word. • 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 **Apply to Reading** • Use a dictionary to define words—TE p. 58, 110 *continued*

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Vocabulary Acquisition and Use:

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

	Support English Language Learners
	• Look up words in an Englilsh or bilingual dictionary—TE pp. 51, 110, 156, 177, 219
	
	Glossary
	• How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230
	
	GRADE 5 DIGITAL RESOURCES
	Student Resources (each chapter)
	• Glossary
	
	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Reference Materials
	• Additional Practice
	  ○ Reference Materials

CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** ***Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts.

CCSS.ELA-LITERACY.L.5.5.A
Interpret figurative language, including similes and metaphors, in context.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Chapter 3 Craft and Structure: Literary Texts
	• Understanding Figurative Language: "Witnessing the Boston Massacre" (Historical Fiction)—pp. 64–69
	Language
	• Figurative Language (simile, metaphor, personification)—pp. 196–197
	
	GRADE 5 DIGITAL RESOURCES
	Chapter 3 Craft and Structure: Literary Texts
	• Instruction & Practice
	  ○ Chapter 3 Understanding Figurative Language
	• Additional Practice
	  ○ Chapter 3 Understanding Figurative Language: "Letters from Boston" (Letters)
	• Assessments
	  ○ Comprehension Check
	    ◦ Chapter 3 Understanding Figurative Language: "Escape from Chateau d'If" – Adapted excerpt from *The Count of Monte Cristo* by Alexandre Dumas (Historical Fiction)
	• Instructional Videos
	  ○ Understanding Figurative Language

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Vocabulary Acquisition and Use:

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

CCSS.ELA-LITERACY.L.5.5.B
Recognize and explain the meaning of common idioms, adages, and proverbs.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Adages and Proverbs—p. 130
	• Idioms—p. 168
	GRADE 5 TEACHER'S EDITION
	Language Skills Summary
	• Idioms—TE p. 171
	GRADE 5 DIGITAL RESOURCE
	Chapter 5 Integration of Knowledge and Ideas: Literary Texts
	• Instruction & Practice
	  ○ Language: Adages and Proverbs
	• Additional Practice
	  ○ Adages and Proverbs
	
	Chapter 7 Text Types and Purposes: Write Nonfictional Narratives
	• Instruction & Practice
	  ○ Language: Idioms
	• Additional Practice
	  ○ Idioms
	• Instructional Videos
	  ○ Idioms

CCSS.ELA-LITERACY.L.5.5.C
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	GRADE 5 STUDENT EDITION/TEACHER'S EDITION
	Language
	• Synonyms and Antonyms—p. 32
	• Homographs—p. 156
	• Reference Materials (use a thesaurus to find synonyms)—p. 225
	GRADE 5 TEACHER'S EDITION
	Words to Know
	• Working with Word Meaning (synonyms and antonyms)—TE pp. 80, 122, 138
	Glossary
	• How to Use the Glossary (find synonyms)—TE pp. 229, 230
	GRADE 5 DIGITAL RESOURCES
	Chapter 1 Key Ideas and Details: Literary Texts
	• Instruction & Practice
	  ○ Language: Synonyms and Antonyms
	
	Chapter 6 Integration of Knowledge and Ideas: Informational Texts
	• Instruction & Practice
	  ○ Language: Homographs
	
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Vocabulary Acquisition and Use:

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

	Chapter 11 Research to Build and Present Knowledge: Write Research Reports
	• Instruction & Practice
	  ○ Language: Reference Materials (synonyms)
	• Additional Practice
	  ○ Reference Materials (synonyms)

CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).	**GRADE 5 INSTRUCTIONAL GUIDE** **Full Access*** *Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering the Common Core State Standards for English Language Arts. **GRADE 5 STUDENT EDITION/TEACHER'S EDITION** **Words to Know** • General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152 **Language** • Greek and Latin Roots—p. 58 • Context Clues—p. 110 • Adages and Proverbs—p. 130 • Homographs—p. 156 • Idioms—p. 168 • Greek and Latin Affixes and Roots—p. 182 • Context Clues—p. 183 • Reference Materials—p. 225 **GRADE 5 TEACHER'S EDITION** **Vocabulary Overview** • General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 37; Chapter 3, TE p. 63; Chapter 4, TE p. 89; Chapter 5, TE p. 115; Chapter 6, TE p. 135 **Words to Know** • 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 *continued*

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Vocabulary Acquisition and Use:

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2ND ED., LEVEL E / GRADE 5
	• 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 **GRADE 5 DIGITAL RESOURCES** **Foundational Skills Handbook** • Instruction & Practice/Lesson Plans/Additional Practice ○ Base Words ○ Prefixes ○ Suffixes ○ Greek and Latin Roots • Teacher Resources ○ How to Use the Handbook