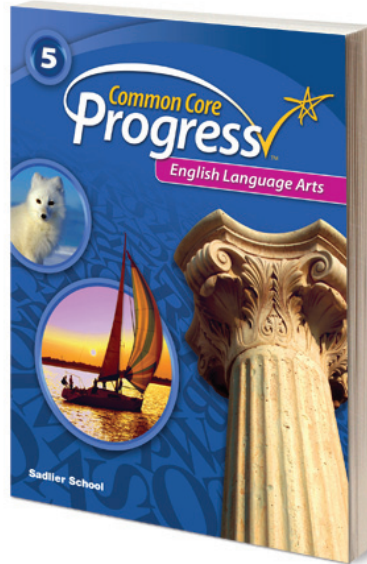SADLIER

# Common Core Progress
# English Language Arts

Aligned to the

# North Carolina
# Common Core
# State Standards for
# English Language Arts

## Grade 5

### Contents

**Sadlier**

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# Reading: Literature

| ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, GRADE 5 | SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5 |
|---|---|

## Key Ideas and Details:

| | |
|---|---|
| CCSS.ELA-LITERACY.RL.5.1<br><br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17<br><br>SEE ALSO<br>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br>Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34<br>Unit 1 Common Core Review—pp. 37–38<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RL.5.2<br><br>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. | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23<br><br>SEE ALSO<br>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br>Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34<br>Unit 1 Common Core Review—pp. 37–38<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RL.5.3<br><br>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). | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29<br><br>SEE ALSO<br>Introducing Unit 1/Home Connect/Essential Question—pp. 9–11<br>Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34<br>Unit 1 Common Core Review—pp. 37–38<br>Performance Task—Online |

## Craft and Structure:

| | |
|---|---|
| CCSS.ELA-LITERACY.RL.5.4<br><br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **Unit 5 Reading Literature: Craft and Structure**<br>**Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105<br><br>SEE ALSO<br>Introducing Unit 5/Home Connect/Essential Question—pp. 97–98<br>Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122<br>Unit 5 Common Core Review—pp. 125–126<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RL.5.5<br><br>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | **Unit 5 Reading Literature: Craft and Structure**<br>**Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111<br><br>SEE ALSO<br>Introducing Unit 5/Home Connect/Essential Question—pp. 97–98<br>Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122<br>Unit 5 Common Core Review—pp. 125–126<br>Performance Task—Online |

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# Reading: Literature

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|---|---|
| CCSS.ELA-LITERACY.RL.5.6<br><br>Describe how a narrator's or speaker's point of view influences how events are described. | **Unit 5 Reading Literature: Craft and Structure**<br>**Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)— pp. 112–117<br><br>SEE ALSO<br>Introducing Unit 5/Home Connect/Essential Question—pp. 97–98<br>Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122<br>Unit 5 Common Core Review—pp. 125–126<br>Performance Task—Online |

## Integration of Knowledge and Ideas:

| | |
|---|---|
| CCSS.ELA-LITERACY.RL.5.7<br><br>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). | **Unit 9 Reading Literature: Integration of Knowledge and Ideas**<br>**Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199<br><br>SEE ALSO<br>Introducing Unit 9/Home Connect/Essential Question—pp. 191–192<br>Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209<br>Unit 9 Common Core Review—pp. 213–214<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RL.5.8<br><br>(Not applicable to literature) | |
| CCSS.ELA-LITERACY.RL.5.9<br><br>Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Connect Across Texts:** Compare and Contrast Texts—p. 35<br><br>**Unit 5 Reading Literature: Craft and Structure**<br>**Connect Across Texts:** Compare and Contrast Texts—p. 123<br><br>**Unit 9 Reading Literature: Integration of Knowledge and Ideas**<br>**Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205<br>**Connect Across Texts:** Compare and Contrast Texts—p. 210<br><br>SEE ALSO<br>Introducing Unit 9/Home Connect/Essential Question—pp. 191–192<br>Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209<br>Unit 9 Common Core Review—pp. 213–214<br>Performance Task—Online |

## Range of Reading and Level of Text Complexity:

| | |
|---|---|
| CCSS.ELA-LITERACY.RL.5.10<br><br>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. | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11<br>**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34<br>**Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17<br>**Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23<br>**Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29 |

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|---|---|
| | **Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 |
| | **Connect Across Texts:** Compare and Contrast Texts—p. 35 |
| | **Unit 1 Common Core Review:** "A Different Kind of Summer School" (Realistic Fiction)—pp. 37–38 |
| | **Unit 5 Reading Literature: Craft and Structure** |
| | **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 |
| | **Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 |
| | **Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105 |
| | **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 |
| | **Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)—pp. 112–117 |
| | **Close Reading:** "Treasure Trunk" (Adventure)—pp. 118–122 |
| | **Connect Across Texts:** Compare and Contrast Texts—p. 123 |
| | **Unit 5 Common Core Review:** "Racing to the Ludington Home" (Adventure)—pp. 125–126 |
| | **Unit 9 Reading Literature: Integration of Knowledge and Ideas** |
| | **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–192 |
| | **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 |
| | **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 |
| | **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 |
| | **Close Reading:** "How Summer and Winter Began" (Native American Myth)—pp. 206–209 |
| | **Connect Across Texts:** Compare and Contrast Texts—p. 211 |
| | **Unit 9 Common Core Review:** "The Boy Who Flew Too High" (Greek Myth)—pp. 213–214 |
| | **Performance Task 1** |
| | **Part 1: Literary Analysis**—pp. 141–143 |
| | **Part 2: Narrative Writing**—pp. 141, 144 |
| | **Performance Task 2** |
| | **Part 1: Literary Analysis**—pp. 259–261 |
| | **Part 2: Narrative Writing**—pp. 259, 262 |

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# Reading: Informational Text

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|---|---|

## Key Ideas and Details:

| | |
|---|---|
| CCSS.ELA-LITERACY.RI.5.1<br><br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61<br><br>SEE ALSO<br>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br>Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>Unit 3 Common Core Review—pp. 81–82<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RI.5.2<br><br>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67<br><br>SEE ALSO<br>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br>Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>Unit 3 Common Core Review—pp. 81–82<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RI.5.3<br><br>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. | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73<br><br>SEE ALSO<br>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br>Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>Unit 3 Common Core Review—pp. 81–82<br>Performance Task—Online |

## Craft and Structure:

| | |
|---|---|
| CCSS.ELA-LITERACY.RI.5.4<br><br>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* | **Unit 7 Reading Informational Text:** Craft and Structure<br>**Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155<br><br>SEE ALSO<br>Introducing Unit 7/Home Connect/Essential Question—pp. 147–149<br>Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172<br>Unit 7 Common Core Review—pp. 175–176<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RI.5.5<br><br>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. | **Unit 7 Reading Informational Text: Craft and Structure**<br>**Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161<br><br>SEE ALSO<br>Introducing Unit 7/Home Connect/Essential Question—pp. 147–149<br>Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172<br>Unit 7 Common Core Review—pp. 175–176<br>Performance Task—Online |

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| CCSS.ELA-LITERACY.RI.5.6<br><br>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **Unit 7 Reading Informational Text: Craft and Structure**<br>**Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167<br><br>SEE ALSO<br>Introducing Unit 7/Home Connect/Essential Question—pp. 147–149<br>Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172<br>Unit 7 Common Core Review—pp. 175–176<br>Performance Task—Online |

## Integration of Knowledge and Ideas:

| | |
|---|---|
| CCSS.ELA-LITERACY.RI.5.7<br><br>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. | **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237<br><br>SEE ALSO<br>Introducing Unit 11/Home Connect/Essential Question—pp. 229–231<br>Close Reading: "Letters Home" (Letters)—pp. 250–254<br>Unit 11 Common Core Review—pp. 257–258<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RI.5.8<br><br>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243<br><br>SEE ALSO<br>Introducing Unit 11/Home Connect/Essential Question—pp. 229–231<br>Close Reading: "Letters Home" (Letters)—pp. 250–254<br>Unit 11 Common Core Review—pp. 257–258<br>Performance Task—Online |
| CCSS.ELA-LITERACY.RI.5.9<br><br>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249<br><br>SEE ALSO<br>Introducing Unit 11/Home Connect/Essential Question—pp. 229–231<br>Close Reading: "Letters Home" (Letters)—pp. 250–254<br>Unit 11 Common Core Review—pp. 257–258<br>Performance Task—Online |

## Range of Reading and Level of Text Complexity:

| | |
|---|---|
| CCSS.ELA-LITERACY.RI.5.10<br><br>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. | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55<br>**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78<br>**Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61<br>**Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67<br>**Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 |

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|---|---|
| | **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>**Connect Across Texts:** Compare and Contrast—p. 79<br>**Unit 3 Common Core Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82<br><br>**Unit 7 Reading Informational Text: Craft and Structure**<br>**Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149<br>**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172<br>**Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155<br>**Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161<br>**Analyzing Multiple Accounts: "**Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167<br>**Close Reading:** "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172<br>**Connect Across Texts:** Support a Claim—p. 198<br>**Unit 7 Common Core Review:** "An Endangered Turtle" (Magazine Article)—pp. 175–176<br><br>**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Introducing Unit 11/Home Connect**—pp. 261–262<br>**Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254<br>**Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237<br>**Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243<br>**Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249<br>**Close Reading:** "Letters Home" (Letters)—pp. 250–254<br>**Connect Across Texts:** Compare and Contrast Texts—p. 255<br>**Unit 11 Common Core Review:** "Seward's Folly" (Explanatory Text)—pp. 257–258 |

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# Reading: Foundational Skills

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## Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.5.3

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

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|---|---|
| CCSS.ELA-LITERACY.RF.5.3.A<br><br>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. | **Foundational Skills Handbook: Phonics and Word Recognition**<br>**Base Words**—p. 266<br>**Prefixes**—p. 267<br>**Suffixes**—p. 268<br>**Greek and Latin Roots**—p. 269<br>**Open, Closed, and C+ *-le* Syllables**—p. 270<br>**Words with Consonant Variants**—p. 271<br>***r*-Controlled Vowels and VC*e* Syllables**—p. 272<br>**Words with Long Vowels**—p. 273 |

## Fluency:

CCSS.ELA-LITERACY.RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

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|---|---|
| CCSS.ELA-LITERACY.RF.5.4.A<br><br>Read grade-level text with purpose and understanding. | **Foundational Skills Handbook: Fluency**<br>**Practicing Fluency:** "Bellowing Sal Fink: Retelling of an American Tall Tale"—p. 274 |
| CCSS.ELA-LITERACY.RF.5.4.B<br><br>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | **Foundational Skills Handbook: Fluency**<br>**Practicing Fluency:** "Bellowing Sal Fink: Retelling of an American Tall Tale"—p. 274 |
| CCSS.ELA-LITERACY.RF.5.4.C<br><br>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Language:** Context Clues—p. 93<br><br>**Unit 7 Reading Informational Text: Craft and Structure**<br>**Language:** Context Clues—p. 174 |

# Writing

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## Text Types and Purposes:

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|---|---|
| CCSS.ELA-LITERACY.W.5.1<br><br>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183<br>**Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190<br><br>SEE ALSO<br>Introducing Unit 8/Home Connect/Essential Question—pp. 177–179 |

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| CCSS.ELA-LITERACY.W.5.1.A<br><br>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. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Creating an Organizational Structure/Introducing the Topic/Stating an Opinion/Grouping Ideas Logically—pp. 180–182, 183 |
| CCSS.ELA-LITERACY.W.5.1.B<br><br>Provide logically ordered reasons that are supported by facts and details. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Providing Reasons and Examples that Support the Opinion—pp. 181, 183 |
| CCSS.ELA-LITERACY.W.5.4.C<br><br>Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Using Linking Words and Phrases—pp. 181, 183 |
| CCSS.ELA-LITERACY.W.5.4.D<br><br>Provide a concluding statement or section related to the opinion presented. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Providing a Concluding Statement—pp. 182–183 |
| CCSS.ELA-LITERACY.W.5.2<br><br>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89<br>**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96<br><br>SEE ALSO<br>Introducing Unit 4/Home Connect/Essential Question—pp. 83–85 |
| | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133<br>**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140<br><br>SEE ALSO<br>Introducing Unit 6/Home Connect/Essential Question—pp. 127–129 |
| | **Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222<br>**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228<br><br>SEE ALSO<br>Introducing Unit 10/Home Connect/Essential Question—pp. 215–217 |
| | **Performance Task 1**<br>**Part 1: Literary Analysis** (write two-three paragraphs on how the author presents the story)—pp. 141–143<br>**Part 3: Research Simulation** (write two-three paragraphs summarizing major life experiences of two authors)—pp. 141, 145–146 |

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| | **Performance Task 2**<br>**Part 1: Literary Analysis** (write an essay on three words to describe the heroine)—pp. 259–261<br>**Part 3: Research Simulation** (write two or three paragraphs on a character trait needed to overcome obstacles)—pp. 259, 263–264 |
| CCSS.ELA-LITERACY.W.5.2.A<br><br>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. | **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Creating an Organizational Structure/Introducing a Topic/Providing a Focus/Grouping Related Information—pp. 86–87, 89<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Creating an Organizational Structure/Stating the Central Message—pp. 130, 133<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Creating an Organizational Structure/Introducing the Topic/Organizing Information Using Subheads—pp. 218–219, 222 |
| CCSS.ELA-LITERACY.W.5.2.B<br><br>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Developing the Topic—pp. 87, 89<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Supporting Ideas with Text Evidence/Paraphrasing Evidence/Including Quotations—pp. 131, 133<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Developing the Topic with Details and Paraphrased Information—pp. 219, 222 |
| CCSS.ELA-LITERACY.W.5.2.C<br><br>Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). | **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Linking Words and Phrases—pp. 87, 89<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Connecting Ideas with Transitions ("In the first stanza," "In the second stanza," and "In the last stanza")—p. 131<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions (however, today)—pp. 219, 222 |

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| CCSS.ELA-LITERACY.W.5.2.D<br><br>Use precise language and domain-specific vocabulary to inform about or explain the topic. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Using Precise, Domain-Specific Vocabulary (stanza, imposters)—p. 131<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (city-states, democracies, mythology, contributions, civilization)—pp. 218–220 |
| CCSS.ELA-LITERACY.W.5.2.E<br><br>Provide a concluding statement or section related to the information or explanation presented. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Concluding Statement—pp. 88–89<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Restating the Central Message in the Conclusion—pp. 132–133<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing Analysis in the Concluding Statement—p. 220 |
| CCSS.ELA-LITERACY.W.5.3<br><br>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45<br>**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52<br><br>**Performance Task 1**<br>**Part 2: Narrative Writing**—pp. 141, 144<br><br>**Performance Task 2**<br>**Part 2: Narrative Writing**—pp. 259, 262 |
| CCSS.ELA-LITERACY.W.5.3.A<br><br>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Creating an Organizational Structure/Introducing the the Narrator/Establishing the Situation/Providing Events That Build Up Tension—pp. 42–45 |
| CCSS.ELA-LITERACY.W.5.3.B<br><br>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Using Dialogue to Show How Characters Think/Showing How Characters Respond to Events—pp. 42–45 |

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| CCSS.ELA-LITERACY.W.5.3.C<br><br>Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Using Transitional Words and Phrases to Sequence of Events—pp. 43–45 |
| CCSS.ELA-LITERACY.W.5.3.D<br><br>Use concrete words and phrases and sensory details to convey experiences and events precisely. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Using Vivid Sensory Details—pp. 43–45 |
| CCSS.ELA-LITERACY.W.5.3.E<br><br>Provide a conclusion that follows from the narrated experiences or events. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Providing a Conclusion that Wraps Up the Narratives—pp. 44–45 |

## Production and Distribution of Writing:

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| CCSS.ELA-LITERACY.W.5.4<br><br>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.) | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45<br>**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52<br><br>**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**<br>**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89<br>**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133<br>**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140<br><br>**Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183<br>**Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222<br>**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 |

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| CCSS.ELA-LITERACY.W.5.5<br><br>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.) | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Draft a Nonfictional Narrative**—p. 45<br>**Unit 2 Common Core Review:** Write the final draft—p. 52<br><br>**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Draft an Informative/Explanatory Essay**—p. 89<br>**Unit 4 Common Core Review:** Write the final draft—p. 96<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Draft an Evidence-Based Essay**—p. 133<br>**Unit 8 Common Core Review:** Write the final draft—p. 140<br><br>**Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Draft an Opinion Piece**—p. 183<br>**Unit 8 Common Core Review:** Write the final draft—p. 190<br><br>**Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Draft a Research Report**—p. 222<br>**Unit 10 Common Core Review:** Write the final draft—p. 228<br><br>**Writing Handbook**<br>**Step 1: Planning**—pp. 276–277<br>**Step 2: Drafting**—p. 278<br>**Step 3: Revising**—pp. 279–280<br>**Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282 |
| CCSS.ELA-LITERACY.W.5.6<br><br>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. | **Writing Handbook**<br>**Step 1: Planning** (use websites for information)—pp. 276–277<br>**Step 2: Drafting** (writing on a computer)—p. 278<br>**Step 3: Revising** (using a computer)—pp. 279–280<br>**Step 4: Editing** (using a computer)—pp. 281–282<br>**Step 5: Producing, Publishing, and Presenting** (using a computer)—p. 283<br><br>*See also* **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10 (Web search), 40 (use pictures), 84 (go online), 128 (product reviews on websites), 178 (use video), 192 (Web search), 216 (search credible Internet sources), 230 (Web search) |

## Research to Build and Present Knowledge:

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| CCSS.ELA-LITERACY.W.5.7<br><br>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | **Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222<br>**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228<br><br>**Writing Handbook**<br>**Step 1: Planning:** Planning and Research/Researching Your Topic—pp. 276–277 |

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| CCSS.ELA-LITERACY.W.5.8<br><br>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. | **Unit 10 Research to Build and Present Knowledge: Write Research Reports**<br>**Read a Student Model/Use Index Cards/Outline a Research Report:** Recalling Relevant Information/Providing a List of Sources—pp. 219–222<br>**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228<br><br>**Performance Task 1**<br>**Part 3: Research Simulation**—pp. 141, 145–146<br><br>**Performance Task 2**<br>**Part 3: Research Simulation**—pp. 259, 263–264<br><br>**Writing Handbook**<br>**Step 1: Planning** (Research Tips)—pp. 276–277<br>**Step 2: Drafting**—p. 278 |
| CCSS.ELA-LITERACY.W.5.9<br><br>Draw evidence from literary or informational texts to support analysis, reflection, and research. | |
| CCSS.ELA-LITERACY.W.5.9.A<br><br>*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]"). | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11<br>**Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34<br>**Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17<br>**Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23<br>**Comparing and Contrasting Story Elements: "**Running for Hearts" (Fictional Narrative)—pp. 24–29<br>**Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34<br>**Connect Across Texts:** Compare and Contrast Texts—p. 35<br>**Unit 1 Common Core Review:** "A Different Kind of Summer School" (Realistic Fiction)—pp. 37–38<br><br>**Unit 5 Reading Literature: Craft and Structure**<br>**Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98<br>**Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122<br>**Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105<br>**Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111<br>**Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)—pp. 112–117<br>**Close Reading:** "Treasure Trunk" (Adventure)—pp. 118–122<br>**Connect Across Texts:** Compare and Contrast Texts—p. 123<br>**Unit 5 Common Core Review:** "Racing to the Ludington Home" (Adventure)—pp. 125–126 |

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|---|---|
| | **Unit 9 Reading Literature: Integration of Knowledge and Ideas**<br>**Introducing Unit 9/Home Connect/Essential Question**—pp. 191–192<br>**Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210<br>**Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199<br>**Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205<br>**Close Reading:** "How Summer and Winter Began" (Native American Myth)—pp. 206–209<br>**Connect Across Texts:** Compare and Contrast Texts—p. 211<br>**Unit 9 Common Core Review:** "The Boy Who Flew Too High" (Greek Myth)—pp. 213–214 |
| | **Performance Task 1**<br>**Part 1: Literary Analysis**—pp. 141–143<br>**Part 2: Narrative Writing**—pp. 141, 144 |
| | **Performance Task 2**<br>**Part 1: Literary Analysis**—pp. 259–261<br>**Part 2: Narrative Writing**—pp. 259, 262 |
| CCSS.ELA-LITERACY.W.5.9.B<br><br>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]"). | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55<br>**Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78<br>**Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61<br>**Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67<br>**Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73<br>**Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>**Connect Across Texts:** Compare and Contrast—p. 79<br>**Unit 3 Common Core Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82<br><br>**Unit 7 Reading Informational Text: Craft and Structure**<br>**Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149<br>**Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172<br>**Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155<br>**Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161<br>**Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 |

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| | **Close Reading:** "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172<br>**Connect Across Texts:** Support a Claim—p. 198<br>**Unit 7 Common Core Review:** "An Endangered Turtle" (Magazine Article)—pp. 175–176 |
| | **Performance Task 1**<br>**Part 3: Research Simulation**—pp. 141, 145–146 |
| | **Performance Task 2**<br>**Part 3: Research Simulation**—pp. 259, 263–264 |

## Range of Writing

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.

**Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**
**Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45
**Unit 2 Common Core Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52

**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**
**Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89
**Unit 4 Common Core Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**
**Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133
**Unit 6 Common Core Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

**Unit 8 Text Types and Purposes: Write Opinion Pieces**
**Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183
**Unit 8 Common Core Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**
**Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222
**Unit 10 Common Core Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

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| | **Writing Handbook**<br>**Step 1: Planning**—pp. 276–277<br>**Step 2: Drafting**—p. 278<br>**Step 3: Revising**—pp. 279–280<br>**Step 4: Editing**—pp. 281–282<br>**Step 5: Producing, Publishing, and Presenting**—p. 283<br><br>**Performance Task 1**<br>**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 141–143<br>**Part 2: Narrative Writing** (write a short narrative in response to the prompt)—pp. 141, 144<br>**Part 3: Research Simulation** (write an analysis of major life experiences of two featured authors)—pp. 141, 145–146<br><br>**Performance Task 2**<br>**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 259–261<br>**Part 2: Narrative Writing** (write a short narrative in response to the prompt)—pp. 259, 262<br>**Part 3: Research Simulation** (write a short essay in response to the prompt)—pp. 259, 263–264<br><br>*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions, Speaking and Listening activities, many Language lessons, and Common Core Review questions at the end of each unit. |

# Speaking & Listening

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| **Comprehension and Collaboration:**<br><br>CCSS.ELA-LITERACY.SL.5.1<br>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. | |
| CCSS.ELA-LITERACY.SL.5.1.A<br>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. | **Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Come to the discussion prepared?), 94, 138, 188, 226<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |

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| CCSS.ELA-LITERACY.SL.5.1.B<br><br>Follow agreed-upon rules for discussions and carry out assigned roles. | **Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Follow agreed-upon rules for discussion?), 94, 138, 188, 226<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283 |
| CCSS.ELA-LITERACY.SL.5.1.C<br><br>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | **Speaking and Listening:** Discuss the Essential Question: 50 (*Did I*: Ask questions to check my understanding/answer questions?); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting**: Listening Tips (take notes, including questions to ask)—p. 283<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |
| CCSS.ELA-LITERACY.SL.5.1.D<br><br>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 283<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |
| CCSS.ELA-LITERACY.SL.5.2<br><br>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | **Summarize**—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230<br><br>**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226<br><br>**Unit 9 Reading Literature: Integration of Knowledge and Ideas**<br>**Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199<br><br>SEE ALSO<br>Introducing Unit 9/Home Connect/Essential Question—pp. 191–192<br>Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209<br>Unit 9 Common Core Review—pp. 213–214<br>Performance Task—Online<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |

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| CCSS.ELA-LITERACY.SL.5.3<br><br>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **Summarize**—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230<br><br>**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)<br><br>**Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67<br><br>SEE ALSO<br>Introducing Unit 3/Home Connect/Essential Question—pp. 61–63<br>Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78<br>Unit 3 Common Core Review—pp. 81–82<br>Performance Task—Online<br><br>**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243<br><br>SEE ALSO<br>Introducing Unit 11/Home Connect/Essential Question—pp. 229–231<br>Close Reading: "Letters Home" (Letters)—pp. 250–254<br>Unit 11 Common Core Review—pp. 257–258<br>Performance Task—Online<br><br>**Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |

## Presentation of Knowledge and Ideas:

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|---|---|
| CCSS.ELA-LITERACY.SL.5.4<br><br>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. | **Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Speaking Tips—p. 283<br><br>**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50<br><br>*See also* **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230 |
| CCSS.ELA-LITERACY.SL.5.5<br><br>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | **Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (using text features, visuals, or audio)/Digital Connection (present writing on the Internet)—p. 283<br><br>*See also* **Home Connect**—pp. 40 (use pictures), 178 (use video), 192 (make illustrations) |

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# Speaking & Listening

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|---|---|
| CCSS.ELA-LITERACY.SL.5.6<br><br>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.) | **Writing Handbook**<br>**Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that fits your audience and occasion)—p. 283<br><br>**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255<br><br>**Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226<br><br>*See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230 |

# Language

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|---|---|
| **Conventions of Standard English:** | |
| Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| CCSS.ELA-LITERACY.L.5.1.A<br><br>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Language:** Interjections—p. 49<br><br>SEE ALSO<br>Introducing Unit 2/Home Connect—pp. 39–40<br>Unit 2 Common Core Review—pp. 51–52<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Language:** Conjunctions—p. 134<br>**Language:** Sentence Combining (use of conjunctions)—p. 135<br><br>SEE ALSO<br>Introducing Unit 6/Home Connect—pp. 127–128<br>Unit 6 Common Core Review—pp. 139–140<br><br>**Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Language:** Prepositions and Prepositional Phrases—p. 185<br><br>SEE ALSO<br>Introducing Unit 8/Home Connect—pp. 177–178<br>Unit 8 Common Core Review—pp. 189–190 |
| CCSS.ELA-LITERACY.L.5.1.B<br><br>Form and use the perfect (e.g., *I had walked; I have walked; I will have* walked) verb tenses. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Language:** Perfect Verb Tenses—p. 90<br><br>SEE ALSO<br>Introducing Unit 4/Home Connect—pp. 83–84<br>Unit 4 Common Core Review—pp. 95–96 |
| CCSS.ELA-LITERACY.L.5.1.C<br><br>Use verb tense to convey various times, sequences, states, and conditions. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Language:** Verb Tenses—p. 46<br><br>SEE ALSO<br>Introducing Unit 2/Home Connect—pp. 39–40<br>Unit 2 Common Core Review—pp. 51–52 |

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|---|---|
| CCSS.ELA-LITERACY.L.5.1.D<br><br>Recognize and correct inappropriate shifts in verb tense.* | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Language:** Verb Tenses—p. 46<br><br>SEE ALSO<br>Introducing Unit 2/Home Connect—pp. 39–40<br>Unit 2 Common Core Review—pp. 51–52 |
| CCSS.ELA-LITERACY.L.5.1.E<br><br>Use correlative conjunctions (e.g., *either/or, neither/nor*). | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Language:** Conjunctions—p. 134<br><br>SEE ALSO<br>Introducing Unit 6/Home Connect—pp. 127–128<br>Unit 6 Common Core Review—pp. 139–140 |
| CCSS.ELA-LITERACY.L.5.2<br><br>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| CCSS.ELA-LITERACY.L.5.2.A<br><br>Use punctuation to separate items in a series. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Language:** Commas—p. 184<br><br>SEE ALSO<br>Introducing Unit 8/Home Connect—pp. 177–178<br>Unit 8 Common Core Review—pp. 189–190 |
| CCSS.ELA-LITERACY.L.5.2.B<br><br>Use a comma to separate an introductory element from the rest of the sentence. | **Unit 8 Text Types and Purposes: Write Opinion Pieces**<br>**Language:** Commas—p. 184<br><br>SEE ALSO<br>Introducing Unit 8/Home Connect—pp. 177–178<br>Unit 8 Common Core Review—pp. 189–190 |
| CCSS.ELA-LITERACY.L.5.2.C<br><br>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?*). | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Language:** Use of Commas—p. 47<br><br>SEE ALSO<br>Introducing Unit 2/Home Connect—pp. 39–40<br>Unit 2 Common Core Review—pp. 51–52 |
| CCSS.ELA-LITERACY.L.5.2.D<br><br>Use underlining, quotation marks, or italics to indicate titles of works. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Language:** Titles of Works—p. 91<br><br>SEE ALSO<br>Introducing Unit 4/Home Connect—pp. 83–84<br>Unit 4 Common Core Review—pp. 95–96 |
| CCSS.ELA-LITERACY.L.5.2.E<br><br>Spell grade-appropriate words correctly, consulting references as needed. | **Unit 10 Research to Build and Present Knowledge: Write a Research Report**<br>**Language:** Reference Materials—p. 225 |

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## Knowledge of Language:

**CCSS.ELA-LITERACY.L.5.3**

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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| CCSS.ELA-LITERACY.L.5.3.A<br><br>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Language:** Sentence Combining—p. 135<br><br>SEE ALSO<br>Introducing Unit 6/Home Connect—pp. 127–128<br>Unit 6 Common Core Review—pp. 139–140<br><br>**Unit 10 Research to Build and Present Knowledge: Write a Research Report**<br>**Language:** Sentence Variety—p. 223<br><br>SEE ALSO<br>Introducing Unit 10/Home Connect—pp. 215–216<br>Unit 10 Common Core Review—pp. 227–228 |
| CCSS.ELA-LITERACY.L.5.3.B<br><br>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | **Unit 5 Reading Literature: Craft and Structure**<br>**Language:** Varieties of English—p. 124<br><br>SEE ALSO<br>Introducing Unit 5/Home Connect—pp. 97–98<br>Unit 5 Common Core Review—pp. 125–126<br><br>**Unit 10 Research to Build and Present Knowledge: Write a Research Report**<br>**Language:** Varieties of English—p. 224<br><br>SEE ALSO<br>Introducing Unit 10/Home Connect—pp. 215–216<br>Unit 10 Common Core Review—pp. 227–228 |

## Vocabulary Acquisition and Use:

**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 strategies.

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| CCSS.ELA-LITERACY.L.5.4.A<br><br>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Language:** Context Clues—p. 93<br><br>SEE ALSO<br>Introducing Unit 4/Home Connect—pp. 83–84<br>Unit 4 Common Core Review—pp. 95–96<br><br>**Unit 7 Reading Informational Text: Craft and Structure**<br>**Language:** Context Clues—p. 174<br><br>SEE ALSO<br>Introducing Unit 7/Home Connect—pp. 147–148<br>**Unit 7 Common Core Review—pp. 175–176** |
| CCSS.ELA-LITERACY.L.5.4.B<br><br>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). | **Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Language:** Greek and Latin Roots—p. 80<br><br>SEE ALSO<br>Introducing Unit 3/Home Connect—pp. 53–54<br>Unit 3 Common Core Review—pp. 81–82 |

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| | **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Greek and Latin Affixes and Roots—p. 92 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Common Core Review—pp. 95–96 |
| | **Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Greek and Latin Roots**—p. 269 |
| 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. | **Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Reference Materials—p. 225 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Common Core Review—pp. 227–228 |
| | **Writing Handbook** **Step 4 Editing:** Editing Checklist (use a print or online dictionary–p. 281 |
| | **Glossary**—pp. 284–287 |
| | *See also* **Use a dictionary**—pp. 148, 150, 151, 227 |
| CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |
| CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context. | **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Figurative Language—pp. 136–137 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Common Core Review—pp. 139–140 |
| CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs. | **Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language**: Idioms—p. 48 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Common Core Review—pp. 51–52 |
| | **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Language**: Adages and Proverbs—p. 212 SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Common Core Review—pp. 213–214 |

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|---|---|
| CCSS.ELA-LITERACY.L.5.5.C<br><br>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **Unit 1 Reading Literature: Key Ideas and Details**<br>**Language**: Synonyms and Antonyms—p. 36<br><br>SEE ALSO<br>Introducing Unit 1/Home Connect—pp. 9–10<br>Unit 1 Common Core Review—pp. 37–38<br><br>**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Language:** Homographs—p. 256<br><br>SEE ALSO<br>Introducing Unit 11/Home Connect—pp. 229–230<br>Unit 11 Common Core Review—pp. 257–258 |
| CCSS.ELA-LITERACY.L.5.6<br><br>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*). | **Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64. 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248<br><br>**Domain-specific Words**—pp. 147, 148, 150, 154, 171, 173<br><br>**Unit 1 Reading Literature: Key Ideas and Details**<br>**Language**: Synonyms and Antonyms—p. 36<br><br>**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**<br>**Language**: Idioms—p. 48<br><br>**Unit 3 Reading Informational Text: Key Ideas and Details**<br>**Language:** Greek and Latin Roots—p. 80<br><br>**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts**<br>**Language:** Greek and Latin Affixes and Roots—p. 92<br>**Language:** Context Clues—p. 93<br><br>**Unit 5 Reading Literature: Craft and Structure**<br>**Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105<br><br>**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**<br>**Language:** Figurative Language—pp. 136–137<br><br>**Unit 7 Reading Informational Text:** Craft and Structure<br>**Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155<br>**Language**: Context Clues—p. 174<br><br>**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**<br>**Language:** Homographs—p. 256<br><br>**Writing Handbook**<br>**Step 3 Revising:** Revising Checklist: Word Choice—p. 279 |