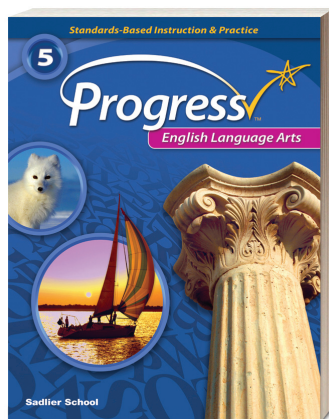


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards English/Language Arts: Grade 5

Contents

- 2 Reading
 - 2 Reading: *Foundations*
 - 3 Reading: *Literature*
 - 6 Reading: *Nonfiction*
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- 12 Writing
- 21 Speaking and Listening
- 24 Media Literacy

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Reading

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5
<p>RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills</p>	
<p>5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.</p>	<p>Foundational reading skills applied in units 1–11.</p>
<p>RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</p>	
<p>5.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</p>	
<p>5.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.3.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>RF.4: Phonics Decode and read words by applying phonics and word analysis skills</p>	
<p>5.RF.4.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.4.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	
<p>5.RF.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RF.4.4: Students are expected to build upon and continue applying concepts learned previously.

5.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.

5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.

RF.5: Fluency

Demonstrate accuracy and fluency when reading

5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

5.RL.1: Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54

Unit Review—pp. 81–82

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Language: Greek and Latin Affixes and Roots—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 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

Open, Closed, and C+ -le Syllables—p. 270

Words with Consonant Variants—p. 271

r-Controlled Vowels and VCe Syllables—p. 272

Words with Long Vowels—p. 273

Foundational Skills Handbook: Fluency

Practicing Fluency: “Bellowing Sal Fink: Retelling of an American Tall Tale”—p. 274

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Key Ideas and Details: Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34

Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17

Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29

Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 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 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 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 213–214

RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

Unit 1 Reading Literature: Key Ideas and Details

Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34

Unit Review—pp. 37–38

Performance Task—Online

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.

5.RL.2.4: *Students are expected to build upon and continue applying concepts learned previously.*

RL.3: Structural Elements and Organization
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.

5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.

RL.4: Connection of Ideas
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 1 Reading Literature: Key Ideas and Details
Determining Theme and Summarizing: "Hurricane Taylor" (Adventure Story)—pp. 18–23

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34
Unit Review—pp. 37–38
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details
Comparing and Contrasting Story Elements: "Running for Hearts" (Fictional Narrative)—pp. 24–29

SEE ALSO
Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34
Unit Review—pp. 37–38
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure
Explaining Dramatic Structure: "Sybil Ludington's Ride" (Drama)—pp. 106–111

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 97–98
Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122
Unit Review—pp. 125–126
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure
Analyzing Point of View: "If—" by Rudyard Kipling (Poetry)—pp. 112–117

SEE ALSO
Introducing Unit 5/Home Connect/Essential Question—pp. 97–98
Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122
Unit Review—pp. 125–126
Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Analyzing the Effects of Visuals: "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199

SEE ALSO
Introducing Unit 9/Home Connect/Essential Question—pp. 191–192
Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit Review—pp. 213–214
Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 5 Reading Literature: Craft and Structure

Connect Across Texts: Compare and Contrast Texts—p. 123

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)—pp. 200–205

Connect Across Texts: Compare and Contrast Texts—p. 210

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–192
Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209

Unit Review—pp. 213–214
Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

RN.1: Learning Outcome for Reading Literature

Read and comprehend a variety of nonfiction independently and proficiently

5.RN.1: Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4–5. By the end of grade 5, students interact with texts proficiently and independently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Key Ideas and Details: Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78

Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

Determining Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

Explaining Relationships Between Ideas: “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78

Connect Across Texts: Compare and Contrast—p. 79

Unit Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Craft and Structure: Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172

Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Comparing and Contrasting Text Structures: “Deserts: Earth’s Driest Ecosystems” by Sutter Manning, Ph.D. (Scientific Magazine Article)/“Saving Earth’s Drylands” by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161
Analyzing Multiple Accounts: “Saving Marine Animals” (Informational Article)/“Protecting the Blue Whale” by Devlin R. Probst (Newspaper Article)—pp. 162–167
Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172
Connect Across Texts: Support a Claim—p. 198
Unit Review: “An Endangered Turtle” (Magazine Article)—pp. 175–176

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect—pp. 261–262
Integration of Knowledge and Ideas: Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254
Finding Information in Multiple Sources: “Laura Ingalls Wilder: Eyes on the Frontier” (Biography)—pp. 232–237
Analyzing Reasons and Evidence: “Going for the Gold: The California Gold Rush” (Historical Nonfiction)—pp. 238–243
Integrating Information from Texts: “Riding the Orphan Trains” (Historical Nonfiction)—pp. 244–249
Close Reading: “Letters Home” (Letters)—pp. 250–254
Connect Across Texts: Compare and Contrast Texts—p. 255
Unit Review: “Seward’s Folly” (Explanatory Text)—pp. 257–258

RN.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.

5.RN.2.2: 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

Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61

SEE ALSO

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

Unit 3 Reading Informational Text: Key Ideas and Details

Determining Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67

SEE ALSO

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RN.2.3: 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.

RN.3: Features and Structures

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.

5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.

5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.

RN.4: Connection of Ideas

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 3 Reading Informational Text: Key Ideas and Details Explaining Relationships Between Ideas: “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73

SEE ALSO

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

Home Connect: Activity (text features in digital sources)—p. 230

Writing Handbook

Step 5: Producing, Publishing, and Presenting (using text features)—p. 283

Unit 7 Reading Informational Text: Craft and Structure Comparing and Contrasting Text Structures: “Deserts: Earth’s Driest Ecosystems” by Sutter Manning, Ph.D. (Scientific Magazine Article)/“Saving Earth’s Drylands” by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172
Unit Review—pp. 175–176
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure Analyzing Multiple Accounts: “Saving Marine Animals” (Informational Article)/“Protecting the Blue Whale” by Devlin R. Probst (Newspaper Article)—pp. 162–167

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149
Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172
Unit Review—pp. 175–176
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Analyzing Reasons and Evidence: “Going for the Gold: The California Gold Rush” (Historical Nonfiction)—pp. 238–243

SEE ALSO

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

5.RN.4.3: *Standard begins at sixth grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Finding Information in Multiple Sources: “Laura Ingalls Wilder: Eyes on the Frontier” (Biography)—pp. 232–237

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

Close Reading: “Letters Home” (Letters)—pp. 250–254

Unit Review—pp. 257–258

Performance Task—Online

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

5.RV.1: Build and use accurately general academic and content-specific words and phrases.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

Domain-specific Words—pp. 147, 148, 150, 154, 171, 173

Unit 1 Reading Literature: Key Ideas and Details

Language: Synonyms and Antonyms—p. 36

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Idioms—p. 48

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 80

Unit 5 Reading Literature: Craft and Structure

Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Figurative Language—pp. 136–137

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155

Language: Context Clues—p. 174

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Homographs—p. 256

Writing Handbook

Step 3 Revising: Revising Checklist: Word Choice—p. 279

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

5.RV.2.1: Select and apply context clues (e.g., *word, phrase, sentence, and paragraph clues*) and text features to determine the meanings of unknown words.

5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.

5.RV.2.3: *Standard begins at sixth grade.*

5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., *word origins, common Greek and Latin affixes and roots, parts of speech*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Context Clues—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit Review—pp. 95–96

Unit 7 Reading Informational Text: Craft and Structure

Language: Context Clues—p. 174

SEE ALSO

Introducing Unit 7/Home Connect—pp. 147–148

Unit Review—pp. 175–176

Unit 1 Reading Literature: Key Ideas and Details

Language: Synonyms and Antonyms—p. 36

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10

Unit Review—pp. 37–38

Unit 5 Reading Literature: Craft and Structure

Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Language: Figurative Language—pp. 136–137

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Homographs—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230

Unit Review—pp. 257–258

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54

Unit Review—pp. 81–82

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Greek and Latin Affixes and Roots—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit 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

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

5.RV.2.5: Consult reference materials, both print and digital (e.g., *dictionary*, *thesaurus*), to find the pronunciation and clarify the precise meanings of words and phrases.

RV.3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., *similes*, *metaphors*, *hyperbole*, or *allusion*).

5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.

5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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 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

Unit 5 Reading Literature: Craft and Structure

Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 97–98

Close Reading: “Treasure Trunk” (Adventure)—pp. 118–122

Unit Review—pp. 125–126

Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure

Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 147–149

Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172

Unit Review—pp. 175–176

Performance Task—Online

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Idioms—p. 48

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit 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 Review—pp. 213–214

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

5.W.1: Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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 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 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 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 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 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Writing Handbook

Step 1: Planning—pp. 276–277

Step 2: Drafting—p. 278

Step 3: Revising—pp. 279–280

Step 4: Editing—pp. 281–282

Step 5: Producing, Publishing, and Presenting—p. 283

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W.2: Handwriting
Demonstrate the ability to write legibly

5.W.2.1: Students are expected to build upon and continue applying concepts learned previously.

5.W.2.2: Students are expected to build upon and continue applying concepts learned previously.

W.3: Writing Genres
Develop writing skills by writing for different purposes and to specific audiences or people

PERSUASIVE

5.W.3.1: Write persuasive compositions in a variety of forms that –

- Clearly present a position in an introductory statement to an identified audience.
- Support the position with qualitative and quantitative facts and details from various sources, including texts.
- Use an organizational structure to group related ideas that support the purpose.

Performance Task 1
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 141–143
Part 2: Narrative Writing (write a short narrative in response to the prompt)—pp. 141, 144
Part 3: Research Simulation (write an analysis of major life experiences of two featured authors)—pp. 141, 145–146

Performance Task 2
Part 1: Literary Analysis (write a literary analysis essay in response to the prompt)—pp. 259–261
Part 2: Narrative Writing (write a short narrative in response to the prompt)—pp. 259, 262
Part 3: Research Simulation (write a short essay in response to the prompt)—pp. 259, 263–264

*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 Unit Review questions at the end of each unit.

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 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

SEE ALSO
 Introducing Unit 8/Home Connect/Essential Question—pp. 177–179

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Essay: Introducing the Topic/Stating an Opinion—pp. 180, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Essay: Providing Reasons and Examples that Support the Opinion—pp. 181, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Outline an Opinion Essay: Creating an Organizational Structure/Grouping Ideas Logically—pp. 180–182, 183

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<ul style="list-style-type: none"> Use language appropriate for the identified audience. <hr/> <ul style="list-style-type: none"> Connect reasons to the position using words, phrases, and clauses. <hr/> <ul style="list-style-type: none"> Provide a concluding statement or section related to the position presented. 	<p>Writing Handbook Step 5: Producing, Publishing, and Presenting: Use language that fits your audience and occasion—p. 283</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement—pp. 182–183</p>
<p>INFORMATIVE</p>	
<p>5.W.3.2: Write informative compositions on a variety of topics that –</p>	<p>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 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96</p> <p>SEE ALSO Introducing Unit 4/Home Connect/Essential Question—pp. 83–85</p> <hr/> <p>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 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140</p> <p>SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p> <hr/> <p>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 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p>
<ul style="list-style-type: none"> Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/Explanatory Essay: Creating an Organizational Structure/Introducing a Topic/Providing a Focus/Grouping Related Information—pp. 86–87, 89</p> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Read a Student Model/Outline an Evidence-Based Essay: Creating an Organizational Structure/Stating the Central Message—pp. 130, 133</p>

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- Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Introducing the Topic/Organizing Information Using Subheads—pp. 218–219, 222

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Developing the Topic—pp. 87, 89

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Paraphrasing Evidence/Including Quotations—pp. 131, 133

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Paraphrased Information—pp. 219, 222

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Linking Words and Phrases—pp. 87, 89

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

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

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions (however, today)—pp. 219, 222

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Subheads to Help Organize the Essay—pp. 87–89

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Organizing Information Using Subheads—pp. 218–220

Writing Handbook

Step 5: Producing, Publishing, and Presenting (adding photographs, illustrations, and text features)—p. 283

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89

- Include text features (e.g., *formatting, pictures, graphics*) and multimedia when useful to aid comprehension.

- Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.

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- Provide a concluding statement or section related to the information or explanation presented.

NARRATIVE

5.W.3.3: Write narrative compositions in a variety of forms that –

- Develop the exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).
- Develop an event sequence (e.g., *conflict, climax, resolution*) that unfolds naturally, connecting ideas and events using transitions.
- Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Using Precise, Domain-Specific Vocabulary (stanza, imposters)—p. 131

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Using Domain-Specific Vocabulary (city-states, democracies, mythology, contributions, civilization)—pp. 218–220

Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts

Read a Student Model/Outline an Informative/Explanatory Essay: Providing a Concluding Statement—pp. 88–89

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Restating the Central Message in the Conclusion—pp. 132–133

Unit 10 Research to Build and Present Knowledge: Write Research Reports

Read a Student Model/Use Index Cards/Outline a Research Report: Summarizing Analysis in the Concluding Statement—p. 220

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 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 177–179

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Introducing the Narrator/Establishing the Situation/Providing Events That Build Up Tension—pp. 42–45

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Creating an Organizational Structure/Providing Events That Build Up Tension/Developing Events/Using Transitional Words and Phrases to Sequence of Events—pp. 42–45

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative: Using Natural-Sounding Dialogue to Show How Characters Think and Feel—pp. 43–45

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5
<ul style="list-style-type: none"> Use precise and expressive vocabulary and figurative language for effect. <hr/> <ul style="list-style-type: none"> Provide an ending that follows from the narrated experiences or events. 	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Vivid Sensory Details—pp. 43–45</p> <hr/> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Providing a Conclusion that Wraps Up the Narratives—pp. 44–45</p>
<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p>	
<p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions. 	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Draft a Nonfictional Narrative—p. 45 Unit Review: Write the final draft—p. 52</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Draft an Informative/Explanatory Essay—p. 89 Unit Review: Write the final draft—p. 96</p> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Draft an Evidence-Based Essay—p. 133 Unit Review: Write the final draft—p. 140</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Draft an Opinion Piece—p. 183 Unit Review: Write the final draft—p. 190</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Draft a Research Report—p. 222 Unit Review: Write the final draft—p. 228</p> <hr/> <p>Writing Handbook Step 1: Planning—pp. 276–277 Step 2: Drafting—p. 278 Step 3: Revising—pp. 279–280 Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282</p>
<ul style="list-style-type: none"> Use technology to interact and collaborate with others to publish legible documents. 	<p>Writing Handbook Step 1: Planning (use websites for information)—pp. 276–277 Step 2: Drafting (writing on a computer)—p. 278 Step 3: Revising (using a computer)—pp. 279–280 Step 4: Editing (using a computer)—pp. 281–282 Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283</p> <hr/> <p><i>See also Home Connect:</i> (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)</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5
<p>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research</p>	
<p>5.W.5: Conduct short research assignments and tasks on a topic.</p>	
<ul style="list-style-type: none"> With support, formulate a research question (e.g., <i>what were John Wooden’s greatest contributions to college basketball?</i>). 	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Introducing Unit 10: Plan a research report—p. 215 Home Connect: Choose a topic—p. 216 Read a Student Model/Use Index Cards/Outline a Research Report: Developing the Topic with Details and Paraphrased Information—pp. 219, 222</p> <p>Writing Handbook Step 1: Planning (Choosing/focusing a topic/Research Tips: researching a topic)—pp. 276–277</p>
<ul style="list-style-type: none"> Identify and acquire information through reliable primary and secondary sources. 	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Introducing Unit 10: Plan a research report—p. 215 Home Connect: Where to search for reliable information/learn research skills—p. 216 Read a Student Model/Use Index Cards/Outline a Research Report: Using index cards to take notes—pp. 221, 222</p>
<ul style="list-style-type: none"> Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. 	<p>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</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Introducing Unit 10: Paraphrase and summarize information in notes and finished work—p. 215 Home Connect: Paraphrase/summarize information—p. 216 Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure (paraphrase and summarize information)/Introduction (paraphrase and summarize information)/Summarize Information/Paraphrase/Summarize Analysis/Summarize or paraphrase information—pp. 218–221 Unit Review: Summarize and paraphrase information—p. 228</p>
<ul style="list-style-type: none"> Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. 	<p>Not addressed at this level.</p>
<ul style="list-style-type: none"> Present the research information, choosing from a variety of sources. 	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Introducing Unit 10: Provide a list of sources used in research—p. 215 Read a Student Model/Use Index Cards/Outline a Research Report: Creating an Organizational Structure/Organizing Information/Using Several Sources—pp. 218–219 Unit Review: Present information in a way that builds knowledge—p. 228</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>5.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>5.W.6.1a: Nouns/Pronouns—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p>5.W.6.1b: Verbs—</p> <ul style="list-style-type: none"> Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. 	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Perfect Verb Tenses—p. 90</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit Review—pp. 95–96</p>
<ul style="list-style-type: none"> Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>). 	<p>Not addressed at this level.</p>
<p>5.W.6.c1: Adjectives/Adverbs—<i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	
<p>5.W.6.1d: Prepositions—Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Prepositions and Prepositional Phrases—p. 185</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit Review—pp. 189–190</p>
<p>5.W.6.1e: Usage—Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Conjunctions—p. 134 Language: Sentence Combining (use of conjunctions)—p. 135</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit Review—pp. 139–140</p> <p>Writing Handbook Step 4 Editing: Editing Checklist (Grammar: correlative conjunctions)—p. 281</p>
<p>5.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>5.W.6.2a: Capitalization—</p>	
<ul style="list-style-type: none"> Applying correct usage of capitalization in writing. 	<p>Writing Handbook Step 4 Editing: Editing Checklist (titles and all proper nouns are capitalized)—p. 281</p>
<p>5.W.6.2b: Pronunciation—</p> <ul style="list-style-type: none"> Applying correct usage of apostrophes and quotation marks in writing. 	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Language: Titles of Works—p. 91</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit Review—pp. 95–96</p>

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- Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

5.W.6.2c: Spelling—Applying correct spelling patterns and generalizations in writing.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Use of Commas—p. 47

Language: Interjections—p. 49

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40

Unit Review—pp. 51–52

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Commas—p. 184

SEE ALSO

Introducing Unit 8/Home Connect—pp. 177–178

Unit Review—pp. 189–190

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Reference Materials—p. 225

Writing Handbook

Step 4 Editing: Editing Checklist (Spelling)—p. 281

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

5.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

SL.2: Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

5.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.

5.SL.2.3: Establish and follow agreed-upon rules for discussion.

5.SL.2.4: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.

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Writing Handbook

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

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the group or class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Come to the discussion prepared?*), 94, 138, 188, 226

Writing Handbook

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

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

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Come to the discussion prepared?*), 94, 138, 188, 226

Writing Handbook

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

Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I: Follow agreed-upon rules for discussion?*), 94, 138, 188, 226

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (take notes, including questions to ask)—p. 283

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

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Listening Tips (asking questions)—p. 283

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5
SL.3: Comprehension Develop and apply active listening and interpretation skills using various strategies	<i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
5.SL.3.1: Orally summarize or respond to 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
5.SL.3.2: Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
	Unit 9 Reading Literature: Integration of Knowledge and Ideas
	Analyzing the Effects of Visuals: “Theseus and the Minotaur” (Greek Myth/Graphic Novel)—pp. 194–199
	<small>SEE ALSO</small> Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209 Unit Review—pp. 213–214 Performance Task—Online
	Writing Handbook Step 5: Producing, Publishing, and Presenting: Listening Tips—p. 283
	<i>See also Home Connect</i> (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
	Summarize —pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230
	Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
	Speaking and Listening: Discuss the Essential Question—pp. 50 (<i>Did I</i> : Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)
	Unit 3 Reading Informational Text: Key Ideas and Details Determining Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67
	<small>SEE ALSO</small> Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit Review—pp. 81–82 Performance Task—Online

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SL.4: Presentation of Knowledge and Ideas

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

5.SL.4.1: Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.

5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

5.SL.4.3: *Students are expected to build upon and continue applying concepts learned previously.*

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Analyzing Reasons and Evidence: “Going for the Gold: The California Gold Rush” (Historical Nonfiction)—pp. 238–243

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–231

Close Reading: “Letters Home” (Letters)—pp. 250–254

Unit Review—pp. 257–258

Performance Task—Online

Writing Handbook

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

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips—p. 283

Connect Across Texts: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255

Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226

See also **Home Connect** (discussions with family members)—pp. 54, 128, 178, 216, 230

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (using text features, visuals, or audio)/Digital Connection (present writing on the Internet)—p. 283

See also **Home Connect**—pp. 40 (use pictures), 178 (use video), 192 (make illustrations)

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 5

ML.1: Learning Outcome for Media Literacy

Develop an understanding of media and the roles and purposes of media

5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

ML.2: Media Literacy

Recognize the purposes of media and the ways in which media can have influences

5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.

5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.

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Speaking and Listening: Discuss the Essential Question—pp. 50 (Using personal experiences), 94 (Informing readers through writing), 138 (Using evidence to support claims), 188 (Supporting opinions), 226 (Developing a topic of interest)

Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays

Read a Student Model/Outline an Evidence-Based Essay: Supporting Ideas with Text Evidence/Paraphrasing Evidence/Including Quotations—pp. 131, 133

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing Reasons and Examples that Support the Opinion—pp. 181, 183

Speaking and Listening: Discuss the Essential Question—pp. 138 (Evidence used to support claims), 188 (Supporting opinions), 226 (Developing a topic of interest)

See also **Cite Evidence** instruction and questions that guide discussion of reading selections in units 1, 3, 5, 7, 9, and 11.

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Introducing Unit 9/Home Connect (multimedia sources/how visual effects contribute to the text)—pp. 191–192

Analyzing the Effects of Visuals: “Theseus and the Minotaur” (Greek Myth/Graphic Novel)—pp. 194–199

Unit Review: “The Boy Who Flew Too High” (analyze the effects of visuals)—pp. 213–214