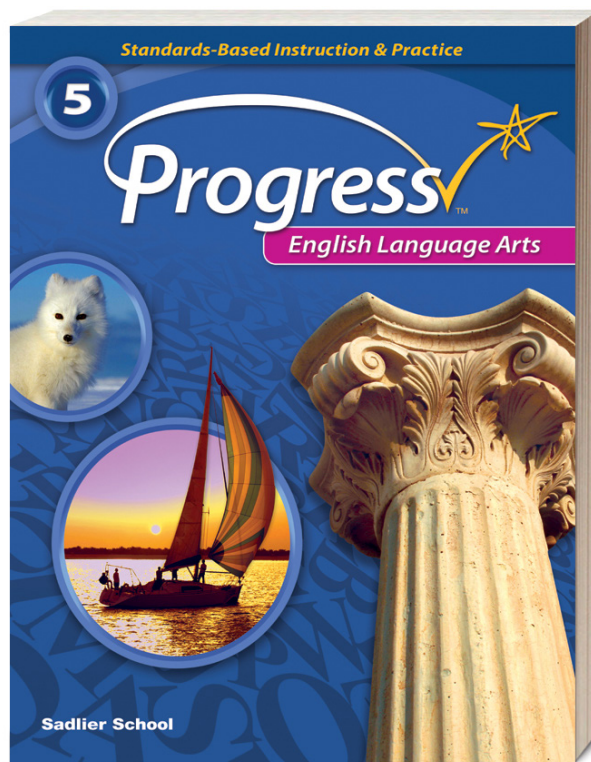


Progress English Language Arts

Correlation to the New York State Next Generation
English Language Arts Learning Standards REVISED JANUARY 2017

Grade 5



Contents

5 th Grade Reading Standards (Literary and Informational Text).....	2
5 th Grade Reading Standards: Foundational Skills.....	8
5 th Grade Writing Standards.....	9
5 th Grade Speaking and Listening Standards.....	18
5 th Grade Language Standards.....	21

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards

Progress English Language Arts, Grade 5

Key Ideas and Details

<p>5R1:</p>	<p>Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p> <p>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. Kindlerman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>5R2:</p>	<p>Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p> <p>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. Kindlerman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
<p>5R3:</p>	<p>In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29 SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9–11 Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34 Unit 1 Review—pp. 37–38 Performance Task—Online</p>

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards

Progress English Language Arts, Grade 5

	<p>In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)</p>	<p>Unit 3 Reading Informational Text: Key Ideas and Details Explaining Relationships Between Ideas: “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindlemann, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online</p>
--	---	--

Craft and Structure

<p>5R4:</p>	<p>Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: “Treasure Trunk” (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>
<p>5R5:</p>	<p>In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)</p> <p>In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)</p>	<p>Unit 5 Reading Literature: Craft and Structure Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 106–111</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: “Treasure Trunk” (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<p>5R6:</p>	<p>In literary texts, explain how a narrator’s or speaker’s point of view influences how events are described. (RL)</p> <p>Unit 5 Reading Literature: Craft and Structure Analyzing Point of View: “If—” by Rudyard Kipling (Poetry)—pp. 112–117</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: “Treasure Trunk” (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online</p>
	<p>In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)</p> <p>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</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online</p>

Integration of Knowledge and Ideas

<p>5R7:</p>	<p>Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL)</p> <p>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</p> <p>SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online</p> <p>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</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: “Letters Home” (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p>
--------------------	---

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<p>5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL)</p>	<p>Citing Evidence (connecting claims in or about a text with relevant, supporting evidence)—pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28, 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72, 100, 101, 102, 104, 106, 107, 108, 110, 112, 113, 114, 116, 150, 151, 152, 154, 156, 157, 158, 160, 162, 163, 164, 166, 194, 195, 196, 198, 200, 201, 202, 204, 232, 233, 234, 236, 238, 239, 240, 242, 244, 245, 246, 248</p> <p>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</p>
<p>5R9: Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect (make connections)—p. 10</p> <p>Connect Across Texts Compare and Contrast Texts—p. 35</p> <p>Reading Selections Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17 Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23 Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29 Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34 Unit 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 37–38</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Home Connect (make connections)—p. 54</p> <p>Connect Across Texts Compare and Contrast Texts—p. 79</p> <p>Reading Selections 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</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindlemann, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82</p> <p>Unit 5 Reading Literature: Craft and Structure Home Connect (make connections)—p. 98</p> <p>Connect Across Texts Compare and Contrast Texts—p. 123</p> <p>Reading Selections 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 Unit 5 Review: “Racing to the Ludington Home” (Adventure)—pp. 125–126</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect (make connections)—p. 148</p> <p>Connect Across Texts Compare and Contrast Texts—p. 198</p> <p>Reading Selections Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155 Comparing and Contrasting Text Structures: “Deserts: Earth’s Driest Ecosystems” by Sutter Manning, Ph.D. (Scientific Magazine Article)/“Saving Earth’s Drylands” by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 Analyzing Multiple Accounts: “Saving Marine Animals” (Informational Article)/“Protecting the Blue Whale” by Devlin R. Probst (Newspaper Article)—pp. 162–167 Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review: “An Endangered Turtle” (Magazine Article)—pp. 175–176</p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Home Connect (make connections)—p. 192 Connect Across Texts Compare and Contrast Texts—p. 211 Reading Selections 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 Unit 9 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 213-214</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Home Connect (make connections)—p. 230 Connect Across Texts Compare and Contrast Texts—p. 255 Reading Selections 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 Unit 11 Review: “Seward’s Folly” (Explanatory Text)—pp. 257-258</p>

5TH GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 5RF

Grade 5 ELA Standards

Progress English Language Arts, Grade 5

Print Concepts

5RF1: *There is not a grade 5 standard for this concept. Please see preceding grades for more information.*

Phonological Awareness

5RF2: *There is not a grade 5 standard for this concept. Please see preceding grades for more information.*

Phonics and Word Recognition

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

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

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

Fluency

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

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

Foundational Skills Handbook: Fluency

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

5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language

Context Clues—p. 93
Context Clues—p. 174

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards

Progress English Language Arts, Grade 5

Text Types and Purposes

5W1:	Write an argument to support claims with clear reasons and relevant evidence.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Opinion Essay: Analyze a student model/organize and draft an opinion essay—pp. 180–183 Unit 8 Review: Assignment: Write the final draft of the opinion essay started on p. 183—p. 190</p> <p>SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 177–179</p>
5W1a:	Introduce a precise claim and organize the reasons and evidence logically.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces 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</p>
5W1b:	Provide logically ordered reasons that are supported by facts and details from various sources.	<p>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</p>
5W1c:	Use precise language and content-specific vocabulary while writing an argument.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Outline an Informative/Explanatory Essay: Using Precise Language—pp. 87, 89 Unit 4 Review (use precise language)—p. 96</p>
5W1d:	Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.	<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> <p>Language Transitional Words and Phrases—p. 186</p>
5W1e:	Provide a concluding statement or section related to the argument presented.	<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>
5W1f:	Maintain a style and tone appropriate to the writing task.	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Use Index Cards/Outline a Research Report: Setting the Formal Tone of the Report—p. 218</p> <p>Language Varieties of English—p. 224</p>

Sadlier and Sadlier are registered trademarks of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.	<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 4 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> <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 6 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> <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 10 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>
	5W2a:	<p>Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <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> <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> <p>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</p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<p>5W2b:</p>	<p>Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>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</p> <p>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</p> <p>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</p>
<p>5W2c:</p>	<p>Use precise language and content-specific vocabulary to explain a topic.</p> <p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts Read a Student Model/Outline an Informative/ Explanatory Essay: Using Precise Language—pp. 87, 89 Unit 4 Review (use precise language)—p. 96</p> <p>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</p> <p>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</p>
<p>5W2d:</p>	<p>Use appropriate transitional/ linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>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</p> <p>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</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
		<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language Transitional Words and Phrases—p. 186</p> <p>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</p>
5W2e:	Provide a concluding statement or section related to the information or explanation presented.	<p>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</p> <p>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</p> <p>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</p>
5W2f:	Establish a style aligned to a subject area or task.	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Use Index Cards/Outline a Research Report: Setting the Formal Tone of the Report—p. 218</p> <p>Language Varieties of English—p. 224</p>
5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52</p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
5W3a:	Establish a situation and introduce a narrator and/or characters.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the Narrator/Establishing the Situation/Providing Events That Build Up Tension—pp. 42–45
5W3b:	Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Dialogue to Show How Characters Think/ Showing How Characters Respond to Events—pp. 42–45
5W3c:	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Transitional Words and Phrases to Sequence of Events—pp. 43–45 Unit 8 Text Types and Purposes: Write Opinion Pieces Language Transitional Words and Phrases—p. 186
5W3d:	Use concrete words and phrases and sensory details to convey experiences and events precisely.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Using Vivid Sensory Details—pp. 43–45
5W3e:	Provide a conclusion that follows from the narrated experiences or events.	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
5W4:	Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience.	Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52 Performance Task 1 Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 141–143 <i>continued</i>

5TH GRADE WRITING STANDARDS | 5W

	Grade 5 ELA Standards	<i>Progress English Language Arts, Grade 5</i>
		<p>Part 2: Narrative Writing (read the selection then write a short narrative in response)—pp. 141, 143</p> <p>Part 3: Research Simulation (read the two selections then write an analysis of major life experiences of two featured authors)—pp. 141, 145–146</p> <p>Performance Task 2</p> <p>Part 1: Literary Analysis (read the selection then write a literary analysis essay in response)—pp. 259–261</p> <p>Part 2: Narrative Writing (read the selection then write a short narrative in response)—pp. 259, 262</p> <p>Part 3: Research Simulation (read the two selections then write a short essay in response)—pp. 259, 263–264</p>
<p>5W5:</p>	<p>Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details</p> <p>Cite Evidence—pp. 12, 13, 14, 16, 18, 19, 20, 22, 24, 25, 26, 28</p> <p>Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34</p> <p>Connect Across Texts Compare and Contrast Texts—p. 35</p> <p>Reading Selections</p> <p>Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17</p> <p>Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23</p> <p>Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29</p> <p>Close Reading: “A Little Help from an Unexpected Friend” (Fantasy)—pp. 30–34</p> <p>Unit 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 37–38</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details</p> <p>Cite Evidence—pp. 56, 57, 58, 60, 62, 63, 64, 66, 68, 69, 70, 72</p> <p>Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78</p> <p>Connect Across Texts Compare and Contrast Texts—p. 79</p> <p>Reading Selections</p> <p>Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 56–61</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>Determining Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 62–67</p> <p>Explaining Relationships Between Ideas: “Experiments with Motion” (Technical Text/Procedural)—pp. 68–73</p> <p>Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78</p> <p>Unit 3 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 81–82</p> <p>Unit 5 Reading Literature: Craft and Structure</p> <p>Cite Evidence—pp. 100, 101, 102, 104, 106, 107, 108, 110, 112, 113, 114, 116</p> <p>Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 123</p> <p>Reading Selections</p> <p>Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105</p> <p>Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 106–111</p> <p>Analyzing Point of View: “If—” by Rudyard Kipling (Poetry)—pp. 112–117</p> <p>Close Reading: “Treasure Trunk” (Adventure)—pp. 118–122</p> <p>Unit 5 Review: “Racing to the Ludington Home” (Adventure)—pp. 125–126</p> <p>Unit 7 Reading Informational Text: Craft and Structure</p> <p>Cite Evidence—pp. 150, 151, 152, 154, 156, 157, 158, 160, 162, 163, 164, 166</p> <p>Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 198</p> <p>Reading Selections</p> <p>Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>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</p> <p>Analyzing Multiple Accounts: “Saving Marine Animals” (Informational Article)/”Protecting the Blue Whale” by Devlin R. Probst (Newspaper Article)—pp. 162–167</p> <p>Close Reading: “Help Save the World’s Coral Reefs” by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172</p> <p>Unit 7 Review: “An Endangered Turtle” (Magazine Article)—pp. 175–176</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas</p> <p>Cite Evidence—pp. 194, 195, 196, 198, 200, 201, 202, 204</p> <p>Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 211</p> <p>Reading Selections</p> <p>Analyzing the Effects of Visuals: “Theseus and the Minotaur” (Greek Myth/Graphic Novel)—pp. 194–199</p> <p>Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)—pp. 200–205</p> <p>Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209</p> <p>Unit 9 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 213–214</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</p> <p>Cite Evidence—pp. 232, 233, 234, 236, 238, 239, 240, 242, 244, 245, 246, 248</p> <p>Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254</p> <p>Connect Across Texts</p> <p>Compare and Contrast Texts—p. 255</p> <p>Reading Selections</p> <p>Finding Information in Multiple Sources: “Laura Ingalls Wilder: Eyes on the Frontier” (Biography)—pp. 232–237</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>Analyzing Reasons and Evidence: “Going for the Gold: The California Gold Rush” (Historical Nonfiction)—pp. 238–243</p> <p>Integrating Information from Texts: “Riding the Orphan Trains” (Historical Nonfiction)—pp. 244–249</p> <p>Close Reading: “Letters Home” (Letters)—pp. 250–254</p> <p>Unit 11 Review: “Seward’s Folly” (Explanatory Text)—pp. 257–258</p>

Research to Build and Present Knowledge

<p>5W6:</p>	<p>Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 250–254</p> <p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260</p> <p>Writing Handbook</p> <p>Step 1 Planning</p> <p>Planning and Research/Researching Your Topic—pp. 300–302</p>
<p>5W7:</p>	<p>Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <p>Read a Student Model/Outline an Evidence-Based Essay: Analyze a student model/organize and draft an evidence-based essay (drawing examples from works of literature or paraphrasing evidence, including quotations, facts, or statistics)—pp. 130–133</p> <p>Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports</p> <p>Read a Student Model/Use Index Cards/Outline a Research Report: Analyze a Student Model/Organize and Draft a Research Report (Using Several Sources to Build Knowledge about a Topic; Summarizing or Paraphrasing Information in Notes; Grouping Related Information; Providing a Concluding Statement; Providing a List of Sources)—pp. 250–254</p> <p>Unit 10 Review: Assignment: Write the final copy of the research report started on p. 254—p. 260</p>

5TH GRADE WRITING STANDARDS | 5W

Grade 5 ELA Standards	<i>Progress English Language Arts, Grade 5</i>
	<p>Writing Handbook Step 1 Planning Planning and Research/Researching Your Topic—pp. 300–302</p>

5TH GRADE SPEAKING AND LISTENING STANDARDS | 5SL

Grade 5 ELA Standards	<i>Progress English Language Arts, Grade 5</i>
-----------------------	--

Comprehension and Collaboration

5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.	
	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles.
<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Come to the discussion prepared?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips/Listening Tips—p. 283</p> <p>See <i>also</i> Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>		<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Follow agreed-upon rules for discussion? Stay on topic?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips/Listening Tips—p. 283</p>

5TH GRADE SPEAKING AND LISTENING STANDARDS | **SSL**

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
SSL1c:	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Ask questions to check my understanding/answer questions?—p. 50 Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (take notes, including questions to ask)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
SSL1d:	Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226 Did I: Listen carefully to others and answer questions?—p. 50</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (asking questions)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
SSL2:	Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).	<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>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>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</p>

5TH GRADE SPEAKING AND LISTENING STANDARDS | 5SL

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips (asking questions)—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>5SL3:</p>	<p>Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p> <p>Speaking and Listening Discuss the Essential Question—pp. 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position)</p> <p>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</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Listening Tips—p. 283</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>5SL4:</p>	<p>Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips—p. 283</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>
<p>5SL5:</p>	<p>Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p> <p>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</p>

5TH GRADE SPEAKING AND LISTENING STANDARDS | 5SL

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
		See also Home Connect (discussions with family members)—pp. 40 (use pictures), 178 (use video), 192 (make illustrations)
5SL6:	Adapt speech to a variety of contexts and tasks, using formal English when appropriate.	<p>Writing Handbook Step 5 Producing, Publishing, and Presenting Speaking Tips (use language that fits your audience and occasion)—p. 283</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas in small groups or as a class)—pp. 35, 79, 123, 173, 211, 255</p> <p>Speaking and Listening Discuss the Essential Question—pp. 50, 94, 138, 188, 226</p> <p>See also Home Connect (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230</p>

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
Conventions of Academic English/Language for Learning		
ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*. *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
Core Conventions Skills for Grades 3→5:		
	<ul style="list-style-type: none"> Produce simple, compound, and complex sentences. 	<p>GRADE 3 Language Simple Sentences—p. 187 Compound Sentences—p. 223 Language: Complex Sentences—p. 224</p>

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<ul style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. 	<p>GRADE 3 Language Nouns—p. 46 Verbs and Verb Tenses—p. 134 Language: Adjectives—p. 184 Language: Adverbs—p. 185</p>
<ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	<p>GRADE 4 Language Relative Pronouns—p. 135 Relative Adverbs—p. 136</p>
<ul style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. 	<p>GRADE 5 Language Interjections—p. 49 Conjunctions—p. 134 Sentence Combining (use of conjunctions)—p. 135 Prepositions and Prepositional Phrases—p. 185</p>
<ul style="list-style-type: none"> Form and use regular and irregular plural nouns. 	<p>GRADE 3 Language Regular and Irregular Plural Nouns—p. 47</p>
<ul style="list-style-type: none"> Use abstract nouns. 	<p>GRADE 3 Language Nouns (abstract nouns)—p. 46</p>
<ul style="list-style-type: none"> Form and use regular and irregular verbs. 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). 	<p>GRADE 3 Language Regular and Irregular Verbs—p. 135</p>
<ul style="list-style-type: none"> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). 	<p>GRADE 3 Language Verbs and Verb Tenses—p. 134</p>
<ul style="list-style-type: none"> Use verb tense to convey various times, sequences, states, and conditions. 	<p>GRADE 3 Language Verb Tenses—p. 46</p>

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<ul style="list-style-type: none"> Recognize and correct inappropriate shifts in verb tense. 	GRADE 3 Language Verb Tenses—p. 46
<ul style="list-style-type: none"> Ensure subject-verb and pronoun-antecedent agreement. 	GRADE 3 Language Pronoun-Antecedent Agreement—p. 91 Regular and Irregular Verbs—p. 135
<ul style="list-style-type: none"> Use coordinating and subordinating conjunctions. 	GRADE 3 Language Compound Sentences (conjunction)—p. 223 Complex Sentences (subordinating conjunction)—p. 224
<ul style="list-style-type: none"> Use and identify prepositional phrases. 	GRADE 4 Language Prepositional Phrases—p. 90
<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	GRADE 4 Language Complete Sentences—p. 46 Fragments—p. 47 Run-on Sentences—p. 48
<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their). 	GRADE 4 Language Frequently Confused Words—p. 185
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p>	
<p>Core Punctuation and Spelling Skills for Grades 3→5:</p>	
<ul style="list-style-type: none"> Capitalize appropriate words in titles. 	GRADE 3 Language Capitalization—p. 225
<ul style="list-style-type: none"> Use correct capitalization. 	GRADE 4 Language Capitalization—p. 224

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards	Progress English Language Arts, Grade 5
<ul style="list-style-type: none"> Use commas in addresses. 	<p>GRADE 3 Language Commas in Addresses—p. 93</p>
<ul style="list-style-type: none"> Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. 	<p>GRADE 3 Language Dialogue Punctuation—p. 49</p>
	<p>GRADE 4 Language Commas and Quotation Marks in Dialogue—p. 49 Commas and Quotation Marks in Direct Quotation—p. 134</p>
<ul style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence. 	<p>GRADE 4 Language Commas in Compound Sentences—p. 223</p>
<ul style="list-style-type: none"> Use a comma to separate an introductory element from the rest of the sentence. 	<p>GRADE 5 Language Commas—p. 184</p>
<ul style="list-style-type: none"> Use punctuation to separate items in a series. 	<p>GRADE 5 Language Commas—p. 184</p>
<ul style="list-style-type: none"> Form and use possessives. 	<p>GRADE 3 Language Possessives—p. 48</p>
<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	<p>GRADE 3 Language Spelling High-Frequency Words—p. 92</p>
<ul style="list-style-type: none"> Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. 	<p>GRADE 3 Language Correct Spelling—p. 186</p>
<ul style="list-style-type: none"> Use quotation marks or italics to indicate titles of works. 	<p>GRADE 5 Language Titles of Works—p. 91</p>

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards

Progress English Language Arts, Grade 5

Knowledge of Language

5L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
5L3a:	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	GRADE 5 Language Sentence Combining—p. 135 Sentence Variety—p. 223
5L3b:	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	GRADE 5 Language Varieties of English—p. 124 Varieties of English—p. 224

Vocabulary Acquisition and Use

5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	
5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	GRADE 5 Language Context Clues—pp. 93, 174
5L4b:	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	GRADE 5 Language Greek and Latin Roots—p. 80 Greek and Latin Affixes and Roots—p. 92 Foundational Skills Handbook: Phonics and Word Recognition Base Words—p. 266 Prefixes—p. 267 Suffixes—p. 268 Greek and Latin Roots—p. 269

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards		Progress English Language Arts, Grade 5
5L4c:	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>GRADE 5 Use a dictionary—pp. 148, 150, 151, 227</p> <p>Language Reference Materials—p. 225</p> <p>Writing Handbook Step 4 Editing Editing Checklist (use a print or online dictionary—p. 281)</p> <p>Glossary—pp. 284–287</p>
5L5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
5L5a:	Interpret figurative language, including similes and metaphors, in context.	<p>GRADE 5 Language Figurative Language—pp. 136–137</p>
5L5b:	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>GRADE 5 Language Idioms—p. 48 Adages and Proverbs—p. 212</p>
5L5c:	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>GRADE 5 Language Synonyms and Antonyms—p. 36 Homographs—p. 256</p>
5L6:	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	<p>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</p> <p>Content-specific words—pp. 147, 148, 150, 154, 171, 173</p> <p>Language Synonyms and Antonyms—p. 36 Idioms—p. 48 Greek and Latin Roots—p. 80 Greek and Latin Affixes and Roots—p. 92 Context Clues—p. 93 Figurative Language—pp. 136–137 Context Clues—p. 174</p> <p style="text-align: right;"><i>continued</i></p>

5TH GRADE LANGUAGE STANDARDS | 5L

Grade 5 ELA Standards	<i>Progress English Language Arts, Grade 5</i>
	<p>Adages and Proverbs—p. 212 Homographs—p. 256</p> <p>Unit 5 Reading Literature: Craft and Structure Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100-105</p> <p>Unit 7 Reading Informational Text: Craft and Structure Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150-155</p> <p>Writing Handbook Step 3 Revising Revising Checklist: Word Choice—p. 279</p>