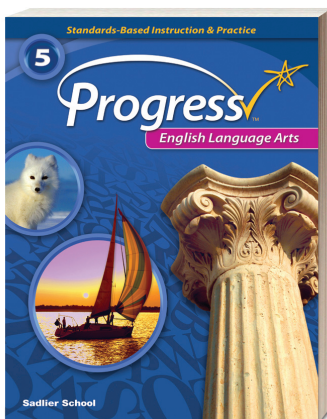SADLIER

Progress
English Language Arts
Standards-Based Instruction & Practice

Aligned to the

Language Arts
Florida Standards (LAFS)

Grade: 5

Contents

Strand: **Reading Standards for Literature**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 5

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LAFS.5.RL.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**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
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LAFS.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 5 Reading Literature: Craft and Structure** **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 97–98 Close Reading: "Treasure Trunk" (Adventure)—pp. 118–122 Unit 5 Review—pp. 125–126 Performance Task—Online

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Cluster 3: Integration of Knowledge and Ideas

LAFS.5.RL.3.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online
LAFS.5.RL.3.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 1 Reading Literature: Key Ideas and Details** Connect Across Texts: **Compare and Contrast Texts—p. 35** **Unit 5 Reading Literature: Craft and Structure** **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 **Connect Across Texts:** Compare and Contrast Texts—p. 210 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.5.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17 **Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23 **Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29 **Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34

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Strand: **Reading Standards: Foundational Skills**

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Cluster 3: Phonics and Word Recognition

LAFS.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words. *Cognitive Complexity:* Level 1: Recall	
	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Foundational Skills Handbook: Phonics and Word Recognition** **Base Words**—p. 266 **Prefixes**—p. 267 **Suffixes**—p. 268 **Greek and Latin Roots**—p. 269 **Open, Closed, and C+ *-le* Syllables**—p. 270 **Words with Consonant Variants**—p. 271 ***r*-Controlled Vowels and VC*e* Syllables**—p. 272 **Words with Long Vowels**—p. 273

Cluster 4: Fluency

LAFS.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	
	a. Read grade-level text with purpose and understanding.	**Foundational Skills Handbook: Fluency** **Practicing Fluency**—p. 274
	b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**Foundational Skills Handbook: Fluency** **Practicing Fluency**—p. 274
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Context Clues—p. 93
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Strand: **Reading Standards for Informational Text**

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Cluster 1: Key Ideas and Details

LAFS.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 3 Reading Informational Text: Key Ideas and Details** **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online

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STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 5
LAFS.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online
LAFS.5.RI.1.3	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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 3 Reading Informational Text: Key Ideas and Details** **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online

Cluster 2: Craft and Structure

LAFS.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.* *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 7 Reading Informational Text:** Craft and Structure **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
LAFS.5.RI.2.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 7 Reading Informational Text: Craft and Structure** **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online
LAFS.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 7 Reading Informational Text: Craft and Structure** **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167 SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 147–149 Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 Unit 7 Review—pp. 175–176 Performance Task—Online

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Cluster 3: Integration of Knowledge and Ideas

LAFS.5.RI.3.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
LAFS.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online
LAFS.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online

Cluster 4: Range of Reading and Level of Text Complexity

LAFS.5.RI.4.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 **Explaining Relationships Between Ideas:** "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79 **Unit 3 Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82

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Strand: **Writing Standards**

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LAFS.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**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 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 **Unit 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 **Performance Task 1** **Part 1: Literary Analysis** (write two-three paragraphs on how the author presents the story)—pp. 141–143 **Part 3: Research Simulation** (write two-three paragraphs summarizing major life experiences, with details and examples, of two authors)—pp. 141, 145–146 **Performance Task 2** **Part 1: Literary Analysis** (write an essay on three words to describe the heroine)—pp. 259–261 **Part 3: Research Simulation** (write two or three paragraphs on a character trait needed to overcome obstacles)—pp. 259, 263–264
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	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
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **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 firest 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, 254
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**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
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	e. Provide a concluding statement or section related to the information or explanation presented.	**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
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	b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Using Dialogue to Show How Characters Think/Showing How Characters Respond to Events—pp. 42–45
	c. 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

Strand: **Writing Standards**

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e. 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

Cluster 2: Production and Distribution of Writing

LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52 **Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts** **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140 **Unit 8 Text Types and Purposes: Write Opinion Pieces** **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228

Strand: **Writing Standards**

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.W.2.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Draft a Nonfictional Narrative**—p. 45 **Unit 2 Review:** Write the final draft—p. 52 **Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Draft an Informative/Explanatory Essay**—p. 89 **Unit 4 Review:** Write the final draft—p. 96 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Draft an Evidence-Based Essay**—p. 133 **Unit 8 Review:** Write the final draft—p. 140 **Unit 8 Text Types and Purposes: Write Opinion Pieces** **Draft an Opinion Piece**—p. 183 **Unit 8 Review:** Write the final draft—p. 190 **Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Draft a Research Report**—p. 222 **Unit 10 Review:** Write the final draft—p. 228 **Writing Handbook** **Step 1: Planning**—pp. 276–277 **Step 2: Drafting**—p. 278 **Step 3: Revising**—pp. 279–280 **Step 4: Editing** (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282
LAFS.5.W.2.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Writing Handbook** **Step 1: Planning** (use websites for information)—pp. 276–277 **Step 2: Drafting** (writing on a computer)—p. 278 **Step 3: Revising** (using a computer)—pp. 279–280 **Step 4: Editing** (using a computer)—pp. 281–282 **Step 5: Producing, Publishing, and Presenting** (using a computer)—p. 283 *See also* **Home Connect:** (using technology/Internet, also online activities: sadlierconnect.com)—pp. 10 (Web search), 40 (use pictures), 84 (go online), 128 (product reviews on websites), 178 (use video), 192 (Web search), 216 (search credible Internet sources), 230 (Web search)

Cluster 3: Research to Build and Present Knowledge

LAFS.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 **Writing Handbook** **Step 1: Planning:** Planning and Research/Researching Your Topic—pp. 276–277

Strand: **Writing Standards**

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 5
LAFS.5.W.3.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Unit 10 Research to Build and Present Knowledge: Write Research Reports** **Read a Student Model/Use Index Cards/Outline a Research Report:** Recalling Relevant Information/Providing a List of Sources—pp. 219–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228 **Performance Task 1** **Part 3: Research Simulation**—pp. 141, 145–146 **Performance Task 2** **Part 3: Research Simulation**—pp. 259, 263–264 **Writing Handbook** **Step 1: Planning** (Research Tips)—pp. 276–277 **Step 2: Drafting**—p. 278
LAFS.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	
	a. *Apply grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	**Unit 1 Reading Literature: Key Ideas and Details** **Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11 **Key Ideas and Details:** Comprehension Check—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 33–34 **Drawing Inferences:** "Like a Book" (Realistic Fiction)—pp. 12–17 **Determining Theme and Summarizing:** "Hurricane Taylor" (Adventure Story)—pp. 18–23 **Comparing and Contrasting Story Elements:** "Running for Hearts" (Fictional Narrative)—pp. 24–29 **Close Reading:** "A Little Help from an Unexpected Friend" (Fantasy)—pp. 30–34 **Connect Across Texts:** Compare and Contrast Texts—p. 35\ **Unit 1 Review:** "A Different Kind of Summer School" (Realistic Fiction)—pp. 37–38 **Unit 5 Reading Literature: Craft and Structure** **Introducing Unit 5/Home Connect/Essential Question**—pp. 97–98 **Craft and Structure: Comprehension Check**—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122 **Understanding Figurative Language:** "Witnessing the Boston Massacre" (Historical Fiction)—pp. 100–105 **Explaining Dramatic Structure:** "Sybil Ludington's Ride" (Drama)—pp. 106–111 **Analyzing Point of View:** "If—" by Rudyard Kipling (Poetry)—pp. 112–117 **Close Reading:** "Treasure Trunk" (Adventure)—pp. 118–122 **Connect Across Texts:** Compare and Contrast Texts—p. 123 **Unit 5 Review:** "Racing to the Ludington Home" (Adventure)—pp. 125–126

Strand: **Writing Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Introducing Unit 9/Home Connect/Essential Question**—pp. 191–192 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 195, 197, 199, 201, 203, 205, 209–210 **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 **Comparing and Contrasting Themes:** "Persephone and Demeter" (Greek Myth)—pp. 200–205 **Close Reading:** "How Summer and Winter Began" (Native American Myth)—pp. 206–209 **Connect Across Texts:** Compare and Contrast Texts—p. 211 **Unit 9 Review:** "The Boy Who Flew Too High" (Greek Myth)—pp. 213–214
	Performance Task 1 **Part 1: Literary Analysis**—pp. 141–143 **Part 2: Narrative Writing**—pp. 141, 144
	Performance Task 2 **Part 1: Literary Analysis**—pp. 259–261 **Part 2: Narrative Writing**—pp. 259, 262
b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	**Unit 3 Reading Informational Text: Key Ideas and Details** **Introducing Unit 3/Home Connect/Essential Question**—pp. 53–55 **Key Ideas and Details:** Comprehension Check—pp. 57, 59, 61, 63, 65, 67, 69, 71, 73, 77–78 **Drawing Inferences:** "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61 **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67
	Explaining Relationships Between Ideas: "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73 **Close Reading:** "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 **Connect Across Texts:** Compare and Contrast—p. 79 **Unit 3 Review:** "Sidewalk Surfing" (Explanatory Text)—pp. 81–82
	Unit 7 Reading Informational Text: Craft and Structure **Introducing Unit 7/Home Connect/Essential Question**—pp. 147–149 **Craft and Structure:** Comprehension Check—pp. 151, 153, 155, 157, 159, 161, 163, 165, 167, 171–172 **Determining Word Meanings**: "Tundra: The Frozen Ecosystem" (Scientific Text)—pp. 150–155 **Comparing and Contrasting Text Structures:** "Deserts: Earth's Driest Ecosystems" by Sutter Manning, Ph.D. (Scientific Magazine Article)/"Saving Earth's Drylands" by Constance Viera, Ph.D. (Magazine Editorial)—pp. 156–161 **Analyzing Multiple Accounts:** "Saving Marine Animals" (Informational Article)/"Protecting the Blue Whale" by Devlin R. Probst (Newspaper Article)—pp. 162–167

Strand: **Writing Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 5
	Close Reading: "Help Save the World's Coral Reefs" by Paige Kelley, Marine Biologist (Editorial)—pp. 168–172 **Connect Across Texts:** Support a Claim—p. 198 **Unit 7 Review:** "An Endangered Turtle" (Magazine Article)—pp. 175–176
	Unit 11 Reading Informational Text: Integration of Knowledge and Ideas **Introducing Unit 11/Home Connect**—pp. 261–262 **Integration of Knowledge and Ideas:** Comprehension Check—pp. 233, 235, 237, 239, 241, 243, 245, 247, 249, 253–254 **Finding Information in Multiple Sources:** "Laura Ingalls Wilder: Eyes on the Frontier" (Biography)—pp. 232–237 **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 **Integrating Information from Texts:** "Riding the Orphan Trains" (Historical Nonfiction)—pp. 244–249 **Close Reading:** "Letters Home" (Letters)—pp. 250–254 **Connect Across Texts:** Compare and Contrast Texts—p. 255 **Unit 11 Review:** "Seward's Folly" (Explanatory Text)—pp. 257–258
	Performance Task 1 **Part 3: Research Simulation**—pp. 141, 145–146
	Performance Task 2 **Part 3: Research Simulation**—pp. 259, 263–264

Cluster 4: Range of Writing

LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	**Connect Across Texts**: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255
	Unit 2 Text Types and Purposes: Write Nonfictional Narratives **Read a Student Model/Write a Nonfictional Narrative:** Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45 **Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52
	Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts **Read a Student Model/Outline an Informative/Explanatory Essay:** Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89 **Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96
	Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays **Read a Student Model/Outline an Evidence-Based Essay:** Analyze a student model/organize and draft an evidence-based essay—pp. 130–133 **Unit 6 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

Strand: **Writing Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS,* GRADE 5
	Unit 8 Text Types and Purposes: Write Opinion Pieces **Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183 **Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190
	Unit 10 Research to Build and Present Knowledge: Write Research Reports **Read a Student Model/Use Index Cards/Outline a Research Report:** Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222 **Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 222—p. 228
	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
	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.

Strand: **Standards for Speaking and Listening**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5

Cluster 1: Comprehension and Collaboration

LAFS.5.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	
	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
		Speaking and Listening: Discuss the Essential Question—pp. 50 (*Did I*: Come to the discussion prepared?), 94, 138, 188, 226
		Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
		See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
	b. Follow agreed-upon rules for discussions and carry out assigned roles.	**Speaking and Listening:** Discuss the Essential Question—pp. 50 (*Did I*: Follow agreed-upon rules for discussion?), 94, 138, 188, 226
		Writing Handbook **Step 5: Producing, Publishing, and Presenting**: Listening Tips—p. 283
	c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**Speaking and Listening:** Discuss the Essential Question: 50 (*Did I*: Ask questions to check my understanding/answer questions?); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226
		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
	d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255
		Speaking and Listening: Discuss the Essential Question—pp. 50, 94, 138, 188, 226
		Writing Handbook **Step 5: Producing, Publishing, and Presenting:** Listening Tips (asking questions)—p. 283
		See also **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Strand: **Standards for Speaking and Listening**

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Summarize**—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230 **Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255 **Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226 **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Analyzing the Effects of Visuals:** "Theseus and the Minotaur" (Greek Myth/Graphic Novel)—pp. 194–199 SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 191–192 Close Reading: "How Summer and Winter Began" (Native American Myth)—pp. 206–209 Unit 9 Review—pp. 213–214 Performance Task—Online **Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Listening Tips—p. 283 *See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230
LAFS.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**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 (*Did I*: Speak in complete sentences?), 94 (identify reasons and evidence), 138 (evidence to support analysis), 188 (supporting a position) **Unit 3 Reading Informational Text: Key Ideas and Details** **Determining Main Idea and Summarizing:** "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 62–67 SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 61–63 Close Reading: "Using Their Heads: Amazing Octopuses and Squids" by Trevor H. Kindleman, Ph.D. (Scientific Magazine Article)—pp. 74–78 Unit 3 Review—pp. 81–82 Performance Task—Online **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (Historical Nonfiction)—pp. 238–243 SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–231 Close Reading: "Letters Home" (Letters)—pp. 250–254 Unit 11 Review—pp. 257–258 Performance Task—Online

Strand: **Standards for Speaking and Listening**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
	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

Cluster 2: Presentation of Knowledge and Ideas

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.SL.2.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**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
LAFS.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**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)
LAFS.5.SL.2.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	**Writing Handbook** **Step 5: Producing, Publishing, and Presenting:** Speaking Tips (use language that fits your audience and occasion)—p. 283 **Connect Across Texts**: Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 173, 211, 255 **Speaking and Listening:** Discuss the Essential Question—pp. 50, 94, 138, 188, 226 *See also* **Home Connect** (discussions with family members)—pp. 10, 40, 54, 84, 98, 128, 148, 178, 192, 216, 230

Strand: **Language Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5

Cluster 1: Conventions of Standard English

LAFS.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	
a.	Demonstrate fluent and legible cursive writing skills.	
b.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Interjections—p. 49 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52 **Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Conjunctions—p. 134 **Language:** Sentence Combining (use of conjunctions)—p. 135 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140 **Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Prepositions and Prepositional Phrases—p. 185 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
c.	Form and use the perfect (e.g., *I had walked; I have walked; I will have* walked) verb tenses.	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Perfect Verb Tenses—p. 90 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
d.	Use verb tense to convey various times, sequences, states, and conditions.	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Verb Tenses—p. 46 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
e.	Recognize and correct inappropriate shifts in verb tense.	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Verb Tenses—p. 46 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52

Strand: **Language Standards**

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
	f. Use correlative conjunctions (e.g., *either/or, neither/nor*).	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Conjunctions—p. 134 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140
LAFS.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Cognitive Complexity:* Level 1: Recall	
	a. Use punctuation to separate items in a series.	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Commas—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
	b. Use a comma to separate an introductory element from the rest of the sentence.	**Unit 8 Text Types and Purposes: Write Opinion Pieces** **Language:** Commas—p. 184 SEE ALSO Introducing Unit 8/Home Connect—pp. 177–178 Unit 8 Review—pp. 189–190
	c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?),* and to indicate direct address (e.g., *Is that you, Steve?*).	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language:** Use of Commas—p. 47 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
	d. Use underlining, quotation marks, or italics to indicate titles of works.	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Titles of Works—p. 91 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
	e. Spell grade-appropriate words correctly, consulting references as needed.	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Reference Materials—p. 225

Cluster 2: Knowledge of Language

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	
	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Sentence Combining—p. 135 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140

Strand: **Language Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
	Unit 10 Research to Build and Present Knowledge: Write a Research Report **Language:** Sentence Variety—p. 223 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—pp. 227–228
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	**Unit 5 Reading Literature: Craft and Structure** **Language:** Varieties of English—p. 124 SEE ALSO Introducing Unit 5/Home Connect—pp. 97–98 Unit 5 Review—pp. 125–126
	Unit 10 Research to Build and Present Knowledge: Write a Research Report **Language:** Varieties of English—p. 224 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—pp. 227–228

Cluster 3: Vocabulary Acquisition and Use

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts** **Language:** Context Clues—p. 93 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96
	Unit 7 Reading Informational Text: Craft and Structure **Language:** Context Clues—p. 174 SEE ALSO Introducing Unit 7/Home Connect—pp. 147–148 Unit 7 Review—pp. 175–176
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	**Unit 3 Reading Informational Text: Key Ideas and Details** **Language:** Greek and Latin Roots—p. 80 SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54 Unit 3 Review—pp. 81–82
	Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Language:** Greek and Latin Affixes and Roots—p. 92 SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—pp. 95–96

Strand: **Language Standards**

STANDARDS	SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**Unit 10 Research to Build and Present Knowledge: Write a Research Report** **Language:** Reference Materials—p. 225 SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 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
LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning	
a. Interpret figurative language, including similes and metaphors, in context.	**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays** **Language:** Figurative Language—pp. 136–137 SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**Unit 2 Text Types and Purposes: Write Nonfictional Narratives** **Language**: Idioms—p. 48 SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52
	Unit 9 Reading Literature: Integration of Knowledge and Ideas **Language**: Adages and Proverbs—p. 212 SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Review—pp. 213–214
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Unit 1 Reading Literature: Key Ideas and Details** **Language**: Synonyms and Antonyms—p. 36 SEE ALSO Introducing Unit 1/Home Connect—pp. 9–10 Unit 1 Review—pp. 37–38
	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 11 Review—pp. 257–258

Strand: **Language Standards**

STANDARDS		SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5
LAFS.5.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). *Cognitive Complexity:* Level 1: Recall	**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 4 Text Types and Purposes: Write Informative/ Explanatory Texts **Language:** Greek and Latin Affixes and Roots—p. 92 **Language:** Context Clues—p. 93
		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