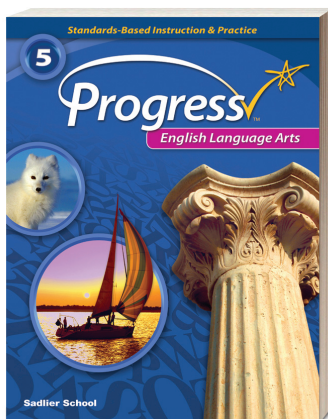


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

English Language Arts Georgia Standards of Excellence (GSE)

Grade 5

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 **Sadlier**
William H. Sadlier, Inc.
www.sadlierschool.com
800-221-5175

Reading Literary

RL

Standards

Sadlier Progress English Language Arts, Grade 5

Key Ideas and Details

ELAGSE5RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Unit 1 Reading Literature: Key Ideas and Details
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

ELAGSE5RL2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Unit 1 Reading Literature: Key Ideas and Details
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

ELAGSE5RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Unit 1 Reading Literature: Key Ideas and Details
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

Craft and Structure

ELAGSE5RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Unit 5 Reading Literature: Craft and Structure
Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 100–105

SEE ALSO

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

ELAGSE5RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Unit 5 Reading Literature: Craft and Structure
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

ELAGSE5RL6 Describe how a narrator’s or speaker’s point of view influences how events are described.

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

SEE ALSO

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

Reading Literary

RL

Standards

Sadlier Progress English Language Arts, Grade 5

Integration of Knowledge and Ideas

ELAGSE5RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

ELAGSE5RL8 (Not applicable to literature).

ELAGSE5RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Unit 1 Reading Literature: Key Ideas and Details

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

Range of Reading and Level of Text Complexity

ELAGSE5RL10 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.

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

Reading Literary

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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

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

Reading Informational

RI

Standards

Sadlier Progress English Language Arts, Grade 5

Key Ideas and Details

ELAGSE5RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Unit 3 Reading Informational Text: Key Ideas and Details
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

ELAGSE5RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Unit 3 Reading Informational Text: Key Ideas and Details
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

ELAGSE5RI3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Unit 3 Reading Informational Text: Key Ideas and Details
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

Craft and Structure

ELAGSE5RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

Unit 7 Reading Informational Text: Craft and Structure
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

ELAGSE5RI5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Unit 7 Reading Informational Text: Craft and Structure
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

Reading Informational

RI

Standards

ELAGSE5RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

ELAGSE5RI7 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.

ELAGSE5RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

ELAGSE5RI9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

ELAGSE5RI10 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.

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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

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

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

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

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

Reading Informational

RI

Standards

Sadlier Progress English Language Arts, Grade 5

Close Reading: “Using Their Heads: Amazing Octopuses and Squids” by Trevor H. Kindlemann, 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

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

Reading Foundational

RF

Standards

Sadlier Progress English Language Arts, Grade 5

Phonics and Word Recognition

- ELAGSE5RF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 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+ -/e Syllables—p. 270

Words with Consonant Variants—p. 271

r-Controlled Vowels and VCe Syllables—p. 272

Words with Long Vowels—p. 273

Fluency

- ELAGSE5RF4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Read grade-level text with purpose and understanding.
 - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

Language: Figurative Language (simile, metaphor, personification)—pp. 136–137

Foundational Skills Handbook: Fluency Practicing Fluency—p. 274

Foundational Skills Handbook: Fluency Practicing Fluency—p. 274

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

Language: Context Clues—p. 93

Unit 7 Reading Informational Text: Craft and Structure

Language: Context Clues—p. 174

Writing

Standards

Sadlier Progress English Language Arts, Grade 5

Text Types and Purposes

ELAGSE5W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

ELAGSE5W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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 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

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Using Linking Words and Phrases—pp. 181, 183

Unit 8 Text Types and Purposes: Write Opinion Pieces

Read a Student Model/Outline an Opinion Essay: Providing a Concluding Statement—pp. 182–183

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

Writing

W

Standards

Sadlier Progress English Language Arts, Grade 5

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

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

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

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/Introducing the Topic/Organizing Information Using Subheads—pp. 218–219, 222

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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

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

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

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

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

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

- 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 first stanza,” “In the second stanza,” and “In the last stanza”)—p. 131

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

Read a Student Model/Use Index Cards/Outline a Research Report: Using Transitions (however, today)—pp. 219, 254

Writing

W

Standards	Sadlier Progress English Language Arts, Grade 5
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the 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</p> <hr/> <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> <hr/> <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>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<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> <hr/> <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> <hr/> <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—p. 218</p>
<p>ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<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> <hr/> <p>Performance Task 1 Part 2: Narrative Writing (write two or three paragraphs with advice on how to get started as a writer)—pp. 141, 144</p> <hr/> <p>Performance Task 2 Part 2: Narrative Writing (write a narrative describing an imaginary trip)—pp. 259, 262</p> <hr/> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Write a Nonfictional Narrative: Creating an Organizational Structure/Introducing the the Narrator/Establishing the Situation/Providing Events That Build Up Tension—pp. 42–45</p>

Writing

W

Standards	Sadlier Progress English Language Arts, Grade 5
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
d. 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
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
Production and Distribution of Writing	
ELAGSE5W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Unit 2 Text Types and Purposes: Write Nonfictional Narratives 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

Writing

W

Standards	Sadlier Progress English Language Arts, Grade 5
ELAGSE5W5	<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> <hr/> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Draft a Nonfictional Narrative—p. 45 Unit 2 Review: Write the final draft—p. 52</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Draft an Informative/Explanatory Essay—p. 89 Unit 4 Review: Write the final draft—p. 96</p> <hr/> <p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Draft an Evidence-Based Essay—p. 133 Unit 8 Review: Write the final draft—p. 140</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Draft an Opinion Piece—p. 183 Unit 8 Review: Write the final draft—p. 190</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Draft a Research Report—p. 222 Unit 10 Review: Write the final draft—p. 228</p> <hr/> <p>Writing Handbook Step 1: Planning—pp. 276–277 Step 2: Drafting—p. 278 Step 3: Revising—pp. 279–280 Step 4: Editing (Editing Checklist/Proofreading Marks/Editing Tips)—pp. 281–282</p>
ELAGSE5W6	<p>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.</p> <hr/> <p>Writing Handbook Step 1: Planning (use websites for information)—pp. 276–277 Step 2: Drafting (writing on a computer)—p. 278 Step 3: Revising (using a computer)—pp. 279–280 Step 4: Editing (using a computer)—pp. 281–282 Step 5: Producing, Publishing, and Presenting (using a computer)—p. 283</p> <hr/> <p>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)</p>

Writing

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Standards

Sadlier Progress English Language Arts, Grade 5

Research to Build and Present Knowledge

ELAGSE5W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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

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

ELAGSE5W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

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

ELAGSE5W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- 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

Writing

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Standards

- 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]”).

Sadlier Progress English Language Arts, Grade 5

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

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

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

Writing

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Standards

Sadlier Progress English Language Arts, Grade 5

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

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

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

Connect Across Texts: Support a Claim—p. 198

Unit 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

Range of Writing

ELAGSE5W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

Analyze a student model/organize and draft a nonfictional narrative—pp. 42–45

Unit 2 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

Writing

W

Standards

Sadlier Progress English Language Arts, Grade 5

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

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.

Speaking and Listening

SL

Standards

Sadlier Progress English Language Arts, Grade 5

Comprehension and Collaboration

ELAGSE5SL1 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.

- 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.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

ELAGSE5SL2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

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

Speaking and Listening: Discuss the Essential Question: 50 (*Did I: Ask questions to check my understanding/answer questions?*); Questions I Asked/Questions I Answered—pp. 94, 138, 188, 226

Writing Handbook

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

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

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

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

Writing Handbook

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

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

Summarize—pp. 9, 18, 20, 37, 50, 53, 54, 62, 63, 81, 82, 94, 130, 146, 167, 215, 218, 219, 220, 221, 226, 228, 230

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

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

Speaking and Listening

SL

Standards

ELAGSE5SL3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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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

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

Writing Handbook

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

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

Speaking and Listening

SL

Standards

Sadlier Progress English Language Arts, Grade 5

Presentation of Knowledge and Ideas

ELAGSE5SL4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing Handbook

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

ELAGSE5SL5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing Handbook

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)

ELAGSE5SL6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

Writing Handbook

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

Language

L

Standards

Sadlier Progress English Language Arts, Grade 5

Conventions of Standard English

- ELAGSE5L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
 - Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
 - Use verb tense to convey various times, sequences, states, and conditions.
 - Recognize and correct inappropriate shifts in verb tense.*
 - Use correlative conjunctions (e.g., *either/or, neither/nor*).

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

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

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

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

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

Language

L

Standards	
ELAGSE5L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a.	Use punctuation to separate items in a series.*
b.	Use a comma to separate an introductory element from the rest of the sentence.
c.	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).
d.	Use underlining, quotation marks, or italics to indicate titles of works.
e.	Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

ELAGSE5L3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*
b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Sadlier Progress English Language Arts, Grade 5

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

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

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

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

Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Reference Materials—p. 225

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

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

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

Language

L

Standards

Sadlier Progress English Language Arts, Grade 5

Vocabulary Acquisition and Use

- ELAGSE5L4 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.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - 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: Varieties of English—p. 224

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit 10 Review—pp. 227–228

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

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

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

Language

L

Standards	Sadlier Progress English Language Arts, Grade 5
<p>ELAGSE5L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays Language: Figurative Language—pp. 136–137</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—pp. 139–140</p> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Idioms—p. 48</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—pp. 51–52</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Language: Adages and Proverbs—p. 212</p> <p>SEE ALSO Introducing Unit 9/Home Connect—pp. 191–192 Unit 9 Review—pp. 213–214</p> <p>Unit 1 Reading Literature: Key Ideas and Details Language: Synonyms and Antonyms—p. 36</p> <p>SEE ALSO Introducing Unit 1/Home Connect—pp. 9–10 Unit 1 Review—pp. 37–38</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Language: Homographs—p. 256</p> <p>SEE ALSO Introducing Unit 11/Home Connect—pp. 229–230 Unit 11 Review—pp. 257–258</p>
<p>ELAGSE5L6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>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>Domain-specific Words—pp. 147, 148, 150, 154, 171, 173</p> <p>Unit 1 Reading Literature: Key Ideas and Details Language: Synonyms and Antonyms—p. 36</p> <p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Idioms—p. 48</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Language: Greek and Latin Roots—p. 80</p> <p>Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts Language: Greek and Latin Affixes and Roots—p. 92 Language: Context Clues—p. 93</p>

Language

L

Standards

Sadlier Progress English Language Arts, Grade 5

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

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