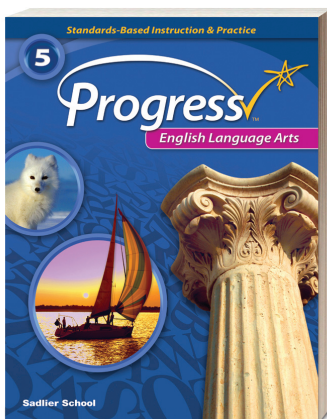


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# North Carolina

## Standard Course of Study

### for English Language Arts

## Grade 5

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## Reading Standards for Literature

### STANDARDS

#### Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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.
3. 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).

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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

#### 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

#### 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

#### 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

#### 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

## Reading Standards for Literature

### STANDARDS

6. Describe how a narrator's or speaker's point of view influences how events are described.

### Integration of Knowledge and Ideas

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).

8. (Not applicable to literature)

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

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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

#### 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

#### 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

#### 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

## Reading Standards for Literature

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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

#### **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 Standards for Informational Text

### STANDARDS

#### Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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.

#### Craft and Structure

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*.
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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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

#### 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 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

#### 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

#### 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 Standards for Informational Text

### STANDARDS

- 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

- 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.

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

- 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

- 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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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 Standards for Informational Text

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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

**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 Standards: Foundational Skills

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - 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 VCe Syllables**—p. 272  
**Words with Long Vowels**—p. 273

#### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### **Foundational Skills Handbook: Fluency**

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

#### **Foundational Skills Handbook: Fluency**

**Practicing Fluency:** “Bellowing Sal Fink: Retelling of an American Tall Tale”—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

### STANDARDS

#### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. 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.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### 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

SEE ALSO

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Essay:** 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

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

#### **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

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

## Writing Standards

### STANDARDS

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

#### **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 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

#### **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/Organizing Information Using Subheads—pp. 218–219, 222

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

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

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

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

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

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

## Writing Standards

### STANDARDS

- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Linking Words and Phrases—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Read a Student Model/Outline an Evidence-Based Essay:** Connecting Ideas with Transitions (“In the first stanza,” “In the second stanza,” and “In the last stanza”)—p. 131

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Transitions (however, today)—pp. 219, 222

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Read a Student Model/Outline an Informative/Explanatory Essay:** Using Precise Language—pp. 87, 89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Read a Student Model/Outline an Evidence-Based Essay:** Using Precise, Domain-Specific Vocabulary (stanza, imposters)—p. 131

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use Index Cards/Outline a Research Report:** Using Domain-Specific Vocabulary (city-states, democracies, mythology, contributions, civilization)—pp. 218–220

**Unit 4 Text Types and Purposes: Write Informative/Explanatory Texts**  
**Read a Student Model/Outline an Informative/Explanatory Essay:** Providing a Concluding Statement—pp. 88–89

**Unit 6 Research to Build and Present Knowledge: Write Evidence-Based Essays**  
**Read a Student Model/Outline an Evidence-Based Essay:** Restating the Central Message in the Conclusion—pp. 132–133

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**Read a Student Model/Use Index Cards/Outline a Research Report:** Summarizing Analysis in the Concluding Statement—p. 220

**Unit 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

## Writing Standards

### STANDARDS

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

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.)

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### Performance Task 1

**Part 2: Narrative Writing**—pp. 141, 144

#### Performance Task 2

**Part 2: Narrative Writing**—pp. 259, 262

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

##### Read a Student Model/Write a Nonfictional Narrative:

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

#### 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

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

##### Read a Student Model/Write a Nonfictional Narrative: Using

Transitional Words and Phrases to Sequence of Events—pp. 43–45

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

##### Read a Student Model/Write a Nonfictional Narrative: Using

Vivid Sensory Details—pp. 43–45

#### 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

#### 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

## Writing Standards

### STANDARDS

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.)

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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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

**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

**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

## Writing Standards

### STANDARDS

### Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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.
9. 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]”).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

*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)

#### **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

#### **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

#### **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

## Writing Standards

### 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

#### 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

#### 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

## Writing Standards

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

#### **Performance Task 1**

**Part 3: Research Simulation**—pp. 141, 145–146

#### **Performance Task 2**

**Part 3: Research Simulation**—pp. 259, 263–264

**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



## Writing Standards

### STANDARDS

#### Range of Writing

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.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**Connect Across Texts** (complete the chart/write a brief essay):  
Compare and Contrast Texts—pp. 42, 94, 146, 242, 294;  
Support a Claim—p. 198

#### **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. 50–53

**Unit 2 Review:** Assignment: Write the final draft of the nonfictional narrative started on p. 53—p. 60

#### **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. 102–105

**Unit 4 Review:** Assignment: Write the final draft of the informative/explanatory essay started on p. 105—p. 112

#### **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. 102–105

**Unit 4 Review:** Assignment: Write the final draft of the evidence-based essay started on p. 105—p. 112

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Student Model/Outline an Opinion Piece:** Analyze a student model/organize and draft an opinion piece—pp. 206–209

**Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 209—p. 216

#### **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. 250–254

**Unit 10 Review:** Assignment: Write the final copy of the research report started on p. 254—p. 260

#### **Writing Handbook**

**Step 1: Planning**—pp. 300–302

**Step 2: Drafting**—p. 303

**Step 3: Revising**—pp. 304–305

**Step 4: Editing**—p. 306–308

**Step 5: Producing, Publishing, and Presenting**—pp. 309–310

#### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 311–314

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 311, 315–317

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 311, 318–320

## Writing Standards

STANDARDS

SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 5

### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 321–324

**Part 2: Narrative Writing** (write a narrative in response to the prompt)—pp. 321, 325–327

**Part 3: Research Simulation** (write a comparison/contrast essay in response to the prompt)—pp. 328, 318–330

## Speaking and Listening Standards

### STANDARDS

#### Comprehension and Collaboration

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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 Standards

### STANDARDS

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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. Kindlerman, 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 Standards

### STANDARDS

#### Presentation of Knowledge and Ideas

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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

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

#### Writing Handbook

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

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

#### 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 Standards

### STANDARDS

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

- c. Use verb tense to convey various times, sequences, states, and conditions.

- d. Recognize and correct inappropriate shifts in verb tense.\*

- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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 Standards

### STANDARDS

2. 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 *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?*).

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

3. 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.

### 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

## Language Standards

### STANDARDS

- b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

### Vocabulary Acquisition and Use

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

#### **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

#### **Foundational Skills Handbook: Phonics and Word Recognition**

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

**Greek and Latin Roots**—p. 269



## Language Standards

### STANDARDS

- 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.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.

- b. Recognize and explain the meaning of common idioms, adages, and proverbs.

- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

**Language:** Reference Materials—p. 225

SEE ALSO

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

Unit 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

#### **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

#### **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

#### **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

## Language Standards

### STANDARDS

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**Words to Know**—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 56, 58, 60, 62, 64, 66, 68, 70, 72, 100, 102, 104, 106, 108, 110, 112, 114, 116, 150, 152, 154, 156, 158, 160, 162, 164, 166, 194, 196, 198, 200, 202, 204, 232, 234, 236, 238, 240, 242, 244, 246, 248

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

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Language:** Synonyms and Antonyms—p. 36

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Language:** Idioms—p. 48

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Language:** Greek and Latin Roots—p. 80

#### **Unit 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. 304

\*This skill is likely to require continued attention in higher grades as it is applied to increasingly sophisticated writing and speaking.