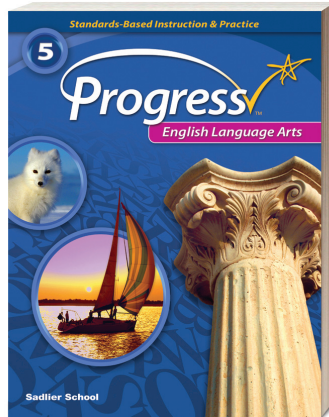


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Grade 5

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1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

ENGLISH LANGUAGE ARTS STANDARDS

Phonics and Word Recognition

CC.1.1.5.D 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.

Fluency

CC.1.1.5.E Read with accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Foundational Skills Handbook: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Greek and Latin Roots—p. 269

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

Words with Consonant Variants—p. 271

***r*-Controlled Vowels and *VCe* Syllables**—p. 272

Words with Long Vowels—p. 273

Foundational Skills Handbook: Fluency

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Main Idea

- CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

Key Ideas and Details: Text Analysis

- CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.2.5.C 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: Point of View

- CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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
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Unit 3 Reading Informational Text: Key Ideas and Details Drawing Inferences: "Understanding Newton's Three Laws of Motion" (Technical Text)—pp. 56–61

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Unit 3 Review—pp. 81–82
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Unit 3 Reading Informational Text: Key Ideas and Details Explaining Relationships Between Ideas: "Experiments with Motion" (Technical Text/Procedural)—pp. 68–73

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Unit 3 Review—pp. 81–82
Performance Task—Online

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

SEE ALSO

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Text Structure

- CC.1.2.5.E** Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

Craft and Structure: Vocabulary

- CC.1.2.5.F** Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.5.G** 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.

Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.5.H** Determine how an author supports particular points in a text through reasons and evidence.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.5.I** Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Vocabulary Acquisition and Use

- CC.1.2.5.J** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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

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Language: Synonyms and Antonyms—p. 36

Unit 2 Text Types and Purposes: Write Nonfictional Narratives
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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

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Unit 7 Reading Informational Text: Craft and Structure
Determining Word Meanings: “Tundra: The Frozen Ecosystem” (Scientific Text)—pp. 150–155
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Unit 11 Reading Informational Text: Integration of Knowledge and Ideas
Language: Homographs—p. 256

Writing Handbook

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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading

CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 80

SEE ALSO

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

Unit 3 Review—pp. 81–82

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

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

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

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

Unit 7 Review—pp. 175–176

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

Language: Reference Materials—p. 225

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

Unit 10 Review—pp. 227–228

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Step 4 Editing: Editing Checklist (use a print or online dictionary)—p. 281

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Unit 3 Reading Informational Text: Key Ideas and Details

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

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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

1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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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—
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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

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details: Theme

- CC.1.3.5.A Determine a theme of a text 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.

Key Ideas and Details: Text Analysis

- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

Key Ideas and Details: Literary Elements

- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Craft and Structure: Point of View

- CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Craft and Structure: Text Structure

- CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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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”

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Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

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Performance Task—Online

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Analyzing Point of View: “If—” by Rudyard Kipling (Poetry)—pp. 112–117

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

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

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Unit 5 Reading Literature: Craft and Structure

Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 106–111

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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

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Craft and Structure: Vocabulary

- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.5.G 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).

Integration of Knowledge and Ideas: Text Analysis

- CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

Vocabulary Acquisition and Use: Strategies

- CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

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

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

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Introducing Unit 9/Home Connect/Essential Question—pp. 191–192

Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209

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Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209

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Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Greek and Latin Roots—p. 80

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Unit 3 Review—pp. 81–82

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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Language: Context Clues—p. 174

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

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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

Vocabulary Acquisition and Use

CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Reading

CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

Unit 5 Reading Literature: Craft and Structure
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1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

ENGLISH LANGUAGE ARTS STANDARDS

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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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory

CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Informative/Explanatory: Focus

CC.1.4.5.B Identify and introduce the topic clearly.

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: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

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

Read a Student Model/Use Index Cards/Outline a

Research Report: Analyze a Student Model/Organize and Draft a Research Report—pp. 218–222

Unit 10 Review: Assignment: Write the final copy of the research report started on p. 222—p. 228

Performance Task 1

Part 1: Literary Analysis (write two-three paragraphs on how the author presents the story)—pp. 141–143

Part 3: Research Simulation (write two-three paragraphs summarizing major life experiences, with details and examples, of two authors)—pp. 141, 145–146

Performance Task 2

Part 1: Literary Analysis (write an essay on three words to describe the heroine)—pp. 259–261

Part 3: Research Simulation (write two or three paragraphs on a character trait needed to overcome obstacles)—pp. 259, 263–264

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Content

- CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

Informative/Explanatory: Organization

- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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: Creating an Organizational Structure/Introducing the Topic/Introducing the Topic/Organizing Information Using Subheads—pp. 218–219, 222

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

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

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

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

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

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

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

Read a Student Model/Outline an Informative/Explanatory Essay: 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Informative/Explanatory: Style

CC.1.4.5.E Write with an awareness of style.

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

- Use sentences of varying length.

Informative/Explanatory: Conventions of Language

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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 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 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 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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative

CC.1.4.5.G Write opinion pieces on topics or texts.

Opinion/Argumentative: Focus

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

Opinion/Argumentative: Content

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

Opinion/Argumentative: Organization

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

Opinion/Argumentative: Style

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

Language: Reference Materials—p. 225

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: Creating an Organizational Structure/Introducing the Topic/Stating an Opinion/Grouping Ideas Logically—pp. 180–182, 183

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Opinion/Argumentative: Conventions of Language

- CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative

- CC.1.4.5.M Write narrative to develop real or imagined experiences or events.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

Language: Sentence Variety—p. 223

SEE ALSO

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

Unit 10 Review—pp. 227–228

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

Language: Reference Materials—p. 225

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52

Performance Task 1

Part 2: Narrative Writing (write two or three paragraphs with advice on how to get started as a writer)—pp. 141, 144

Performance Task 2

Part 2: Narrative Writing (write a narrative describing an imaginary trip)—pp. 259, 262

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Focus

CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

Narrative: Content

CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

Narrative: Organization

CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

Narrative: Style

- CC.1.4.5.Q Write with an awareness of style.
- Use sentences of varying length.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Narrative: Conventions of Language

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

Language: Reference Materials—p. 225

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

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

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

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

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

Unit 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 37–38

Unit 5 Reading Literature: Craft and Structure

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

Craft and Structure: Comprehension Check—pp. 101, 103, 105, 107, 109, 111, 113, 115, 117, 121–122

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

Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 106–111

Analyzing Point of View: “If—” by Rudyard Kipling (Poetry)—pp. 112–117

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Production and Distribution of Writing: Writing Process

- CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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 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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Technology and Publication

CC.1.4.5.U With some guidance and support, 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.

Conducting Research

CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Credibility, Reliability, and Validity of Source

CC.1.4.5.W 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

Range of Writing

CC.1.4.5.X 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: Compare and Contrast Texts (write descriptions, details to complete the diagram or chart)—pp. 35, 79, 123, 173, 211, 255

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Write a Nonfictional Narrative:

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

Unit 2 Review: Assignment: Write the final draft of the nonfictional narrative started on p. 45—p. 52

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

Read a Student Model/Outline an

Informative/Explanatory Essay: Analyze a student model/organize and draft an informative/explanatory essay—pp. 86–89

Unit 4 Review: Assignment: Write the final draft of the informative/explanatory essay started on p. 89—p. 96

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

Read a Student Model/Outline an Evidence-Based Essay:

Analyze a student model/organize and draft an evidence-based essay—pp. 130–133

Unit 6 Review: Assignment: Write the final draft of the evidence-based essay started on p. 133—p. 140

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

1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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.

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Comprehension and Collaboration: Collaborative Discussion

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

Comprehension and Collaboration: Critical Listening

CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Comprehension and Collaboration: Evaluating Information

CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

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

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 191–192
Close Reading: “How Summer and Winter Began” (Native American Myth)—pp. 206–209
Unit 9 Review—pp. 213–214
Performance Task—Online

Writing Handbook

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

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

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

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

Comprehension and Collaboration: Purpose, Audience, and Task

CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

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

Presentation of Knowledge and Ideas: Context

CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (use language that fits your audience and occasion)—p. 283

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas: Multimedia

CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Conventions of Standard English

CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

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, 94, 138, 188, 226

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

Writing Handbook

Step 5: Producing, Publishing, and Presenting: Speaking Tips (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)

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Verb Tenses—p. 46

Language: Interjections—p. 49

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: Perfect Verb Tenses—p. 90

SEE ALSO

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

Unit 4 Review—pp. 95–96

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

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