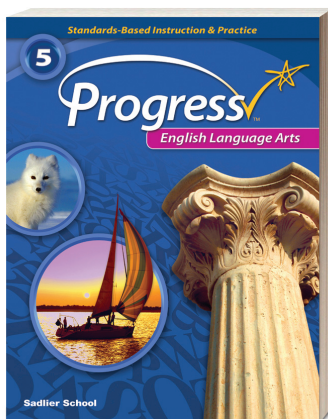


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

# South Carolina

## College- and Career-Ready

### Standards for

### English Language Arts

## Grade 5

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## Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE FIVE

### Principles of Reading (P)

#### Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 *Students are expected to build upon and continue applying previous learning.*
- 1.2 *Students are expected to build upon and continue applying previous learning.*
- 1.3 *Students are expected to build upon and continue applying previous learning.*
- 1.4 *Students are expected to build upon and continue applying previous learning.*

#### Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 *Students are expected to build upon and continue applying previous learning.*
- 2.2 *Students are expected to build upon and continue applying previous learning.*
- 2.3 *Students are expected to build upon and continue applying previous learning.*
- 2.4 *Students are expected to build upon and continue applying previous learning.*
- 2.5 *Students are expected to build upon and continue applying previous learning.*

#### Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 Use knowledge of r-controlled vowels to read.
- 3.2 Use knowledge of how syllables work to read multisyllabic words.
- 3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
- 3.4 Use and apply knowledge of vowel diphthongs.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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

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

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: Phonics and Word Recognition

Base Words—p. 266

Prefixes—p. 267

Suffixes—p. 268

Greek and Latin Roots—p. 269

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

Words with Long Vowels—p. 273

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE FIVE

- 3.5 Use and apply knowledge of how inflectional endings change words.
- 3.6 Recognize and read grade-appropriate irregularly spelled words.

### **Standard 4: Read with sufficient accuracy and fluency to support comprehension.**

- 4.1 Read grade-level texts with purpose and understanding.
- 4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
- 4.3 *Students are expected to build upon and continue applying previous learning.*

## Meaning and Context (MC)

### **Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

- 5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.

### **Standard 6: Summarize key details and ideas to support analysis of thematic development.**

- 6.1 Determine and analyze the development of a theme within a text; summarize using key details.

### **Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **Writing Handbook**

**Step 3 Revising: Revising Checklist:** Spelling—p. 279

**Step 5: Editing:** Spelling—p. 281

#### **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 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

— continued —

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE FIVE

- 7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

### Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Cite evidence within text to:
- analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,
  - explain the influence of cultural, historical, social and political context on characters, setting, and plot development.

## Language, Craft, and Structure (LCS)

### Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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

**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

**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

\*Reading selections feature characters, settings, and plots in a variety of cultural and historical contexts.

### 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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE FIVE

9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.

**Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.

10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

10.3 *Students are expected to build upon and continue applying previous learning.*

10.4 *Students are expected to build upon and continue applying previous learning.*

10.5 *Students are expected to build upon and continue applying previous learning.*

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

**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

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

**Practicing Fluency** (mood, tone): “Bellowing Sal Fink: Retelling of an American Tall Tale”—p. 274

#### **Writing Handbook**

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

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

**Language:** Context Clues (cause-and-effect relationships/comparisons)—p. 93

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

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

**Greek and Latin Roots**—p. 269

#### **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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE FIVE

- 10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

**Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.**

- 11.1 Explain how the author’s choice of the point of view of a narrator or character impacts content, meaning, and how events are described.

### 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. 279

#### **Unit 5 Reading Literature: Craft and Structure**

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

SEE ALSO

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

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

Unit 5 Review—pp. 125–126

Performance Task—Online

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, GRADE FIVE

**Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

- 12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
- 12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

### Range and Complexity (RC)

**Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

- 13.1 Engage in whole and small group reading with purpose and understanding.
- 13.2 Read independently for sustained periods of time to build stamina.
- 13.1 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

#### **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

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

## Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE FIVE

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

### Principles of Reading (P)

#### Standard 1: Demonstrate understanding of the organization and basic features of print.

- 1.1 *Students are expected to build upon and continue applying previous learning.*
- 1.2 *Students are expected to build upon and continue applying previous learning.*
- 1.3 *Students are expected to build upon and continue applying previous learning.*
- 1.4 *Students are expected to build upon and continue applying previous learning.*

#### Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

- 2.1 *Students are expected to build upon and continue applying previous learning.*
- 2.2 *Students are expected to build upon and continue applying previous learning.*
- 2.3 *Students are expected to build upon and continue applying previous learning.*
- 2.4 *Students are expected to build upon and continue applying previous learning.*
- 2.5 *Students are expected to build upon and continue applying previous learning.*

#### Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

- 3.1 *Students are expected to build upon and continue applying previous learning.*
- 3.2 *Students are expected to build upon and continue applying previous learning.*
- 3.3 *Students are expected to build upon and continue applying previous learning.*
- 3.4 *Students are expected to build upon and continue applying previous learning.*
- 3.5 *Students are expected to build upon and continue applying previous learning.*
- 3.6 *Students are expected to build upon and continue applying previous learning.*

#### Standard 4: Read with sufficient accuracy and fluency to support comprehension.

- 4.1 *Students are expected to build upon and continue applying previous learning.*



## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE FIVE

- 4.2 *Students are expected to build upon and continue applying previous learning.*
- 4.3 *Students are expected to build upon and continue applying previous learning.*

### Meaning and Context (MC)

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

- 5.1 Quote accurately from a text to analyze meaning in and beyond the text.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

- 6.1 Summarize a text with two or more central ideas; cite key supporting details.

**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

- 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.

### 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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE FIVE

### Language, Craft, and Structure (LCS)

**Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

8.1 Analyze how the author uses words and phrases to shape and clarify meaning.

8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.

9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.

9.3 *Students are expected to build upon and continue applying previous learning.*

9.4 *Students are expected to build upon and continue applying previous learning.*

9.5 *Students are expected to build upon and continue applying previous learning.*

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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

Performance Task—Online

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

**Language:** Context Clues—p. 93

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

**Base Words**—p. 266

**Prefixes**—p. 267

**Suffixes**—p. 268

**Greek and Latin Roots**—p. 269

**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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, GRADE FIVE

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

- 10.1 Compare and contrast a primary and secondary account of the same event or topic.

**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

- 11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.

- 11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

### Range and Complexity (RC)

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

#### **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

#### **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

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

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Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

## Writing (W)

STANDARDS AND INDICATORS, GRADE FIVE

### Meaning, Context, and Craft (MCC)

**Standard 1: Write arguments to support claims with clear reasons and relevant evidence.**

- 1.1 Write opinion pieces that:
- 
- a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose;
- 
- b. use information from multiple print and multimedia sources;
- 
- c. provide logically ordered reasons supported by relevant facts and details;
- 
- d. use transitional words, phrases, and clauses to connect claim and reasons;
- 
- e. develop and strengthen writing as needed by planning, revising, editing, rewriting;

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 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

#### Writing Handbook

**Step 1: Planning** (use websites for information)—pp. 276–277

*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 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

#### 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 (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and

- g. provide a concluding statement or section related to the claim presented.

**Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.**

- 2.1 Write informative/explanatory texts that:

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

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

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 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

#### **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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- a. introduce a topic clearly;
- 
- b. use information from multiple print and multimedia sources;
- 
- c. group related information in paragraphs and sections;

### 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:** 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 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

#### **Writing Handbook**

**Step 1: Planning** (use websites for information)—pp. 276–277

*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 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—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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

d. group related information logically;

e. use credible sources;

f. include formatting, illustrations, and multimedia to aid comprehension;

g. 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 4 Text Types and Purposes: Write Informative/ Explanatory Texts**

**Read a Student Model/Outline an Informative/Explanatory Essay:** 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 10 Research to Build and Present Knowledge: Write a Research Report**

**Home Connect:** Credible Internet sources—p. 216

#### **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

#### **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

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

**Read a Student Model/Use Index Cards/Outline a Research Report:** Organizing Information Using Subheads—p. 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 (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;

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- i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;

---

- j. link ideas within and across categories of information using words, phrases, and clauses;

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- k. use precise language and domain-specific vocabulary to inform or explain the topic;

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- l. develop a style and tone authentic to the purpose; and

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### **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

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

**Read a Student Model/Outline an Evidence-Based Essay:**  
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 Paraphrased Information—pp. 219, 222

#### **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

**Developing writing style**—pp. 101, 127, 215, 279  
**Tone**—pp. 17, 27, 195, 218, 224, 274



## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- m. provide a concluding statement or section related to the information or explanation presented.

### **Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.**

- 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:
  - a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;
  - b. orient the reader by establishing a situation and introducing a narrator and/or characters;
  - c. organize an event sequence that unfolds naturally;
  - d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations;
  - e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;
  - f. use a variety of transitional words, phrases, and clauses to manage the sequence of events;

### 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:** 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

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

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

Creating an Organizational Structure/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:**

Introducing the Narrator—p. 42

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

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

Creating an Organizational Structure/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

#### **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

#### **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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and
- h. provide a conclusion that follows from the narrated experiences or events.

## Language (L)

### Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

#### 4.1 When writing:

- a. show knowledge of the function of conjunctions, prepositions, and interjections;
- b. form and use the perfect verb tenses;
- c. use verb tense to convey various times, sequences, states, and conditions;
- d. recognize and use appropriate continuity or shifts in verb tense; and

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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**  
**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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

- e. use correlative conjunctions.

**Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

- 5.1 Apply correct usage of capitalization.
- 5.2 Use:
  - a. apostrophes to form possessives and contractions;
  - b. commas for appositives, to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.

5.3 *Students are expected to build upon and continue applying previous learning.*

5.4 *Students are expected to build upon and continue applying previous learning.*

5.5 *Students are expected to build upon and continue applying previous learning.*

## Range and Complexity (RC)

**Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**

- 6.1 Write routinely and persevere in writing tasks:
  - a. over short and extended time frames;
  - b. for a range of domain-specific tasks;
  - c. for a variety of purposes and audiences; and
  - d. by adjusting the writing process for the task, increasing the length and complexity.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**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

**Writing Handbook**

**Step 4: Editing** (capital letters)—pp. 281–282

**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 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

**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

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

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

**Read a Student Model/Outline an Opinion Essay:** Analyze a student model/organize and draft an opinion essay—pp. 180–183

**Unit 8 Review:** Assignment: Write the final draft of the opinion essay started on p. 183—p. 190

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

##### **Read a Student Model/Use Index Cards/Outline a Research**

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

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

#### **Writing Handbook**

**Step 1: Planning**—pp. 276–277

**Step 2: Drafting**—p. 278

**Step 3: Revising**—pp. 279–280

**Step 4: Editing**—pp. 281–282

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

#### **Performance Task 1**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 141–143

**Part 2: Narrative Writing** (write a short narrative in response to the prompt)—pp. 141, 144

**Part 3: Research Simulation** (write an analysis of major life experiences of two featured authors)—pp. 141, 145–146

#### **Performance Task 2**

**Part 1: Literary Analysis** (write a literary analysis essay in response to the prompt)—pp. 259–261

**Part 2: Narrative Writing** (write a short narrative in response to the prompt)—pp. 259, 262

**Part 3: Research Simulation** (write a short essay in response to the prompt)—pp. 259, 263–264

## Writing (W)

### STANDARDS AND INDICATORS, GRADE FIVE

6.2	<i>Students are expected to build upon and continue applying previous learning.</i>
6.3	<i>Students are expected to build upon and continue applying previous learning.</i>
6.4	<i>Students are expected to build upon and continue applying previous learning.</i>
6.4	<i>Students are expected to build upon and continue applying previous learning.</i>

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

\*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.

## Communication (C)

### STANDARDS AND INDICATORS, GRADE FIVE

### Meaning and Context (MC)

**Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**

- 1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
- 1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
- 1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.
- 1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

**Speaking and Listening:** Discuss the Essential Question: 50 (*Did I: Ask questions to check my understanding/listen carefully to others and 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 (*Did I: Ask questions to check my understanding?*), 94, 138, 188, 226

#### Writing Handbook

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

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 (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

#### 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

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Analyzing Reasons and Evidence:** "Going for the Gold: The California Gold Rush" (diversity in California)—pp. 238–243

## Communication (C)

### STANDARDS AND INDICATORS, GRADE FIVE

1.6 *This indicator does not begin until English 1.*

**Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**

2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.

2.2 Analyze the credibility of information presented in diverse media and formats.

2.3 *This indicator does not begin until Grade 6.*

**Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.**

3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.

3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

## Language, Craft, and Structure (LCS)

**Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**

4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

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

**Home Connect:** Credible Internet sources—p. 216

#### **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

#### **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 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

— continued —

## Communication (C)

### STANDARDS AND INDICATORS, GRADE FIVE

4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.

4.2 Identify how and why the speaker:

- uses intonation and word stress;
- includes media;
- addresses the audience;
- determines word choice; and
- incorporates figurative language and literary devices.

**Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.**

4.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 5

#### 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 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

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

**Language:** Figurative Language—pp. 136–137

**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

#### **Writing Handbook**

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

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

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—p. 283



## Communication (C)

### STANDARDS AND INDICATORS, GRADE FIVE

- 4.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.

- 4.3 *This indicator does not begin until English 1.*

### 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

**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 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 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 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Language:** Homographs—p. 256