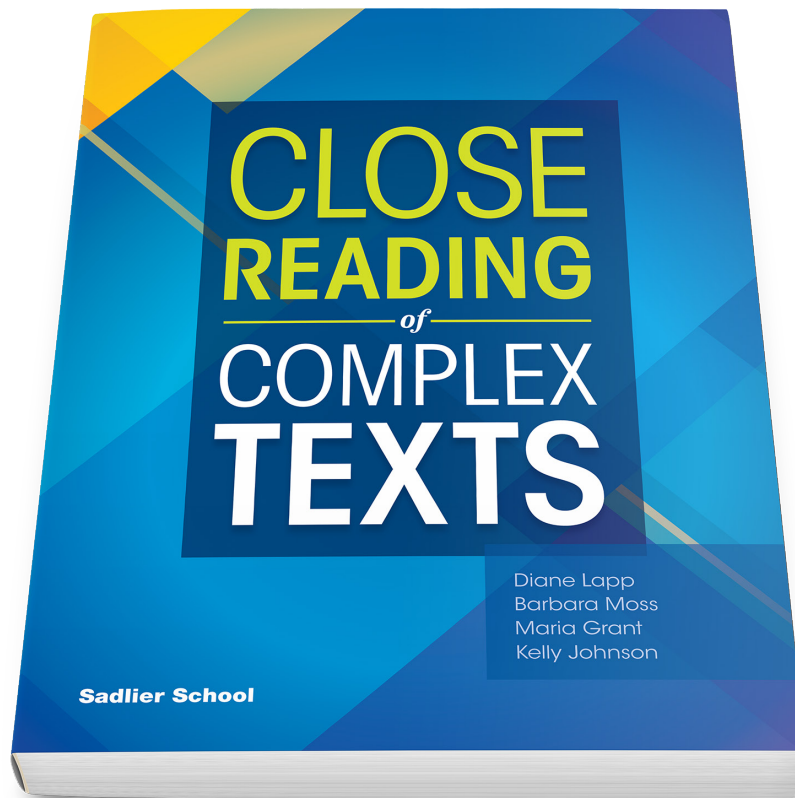


Close Reading of Complex Texts

Correlation to the Common Core State Standards for
English Language Arts

Grade 5



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READING: LITERATURE

Grade 5 ELA Standards

Close Reading of Complex Texts, Grade 5

Key Ideas and Details

CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details (determine what the text is about), p. 6
- 3rd Read: Connections and Inferences, p. 7

Annotating a Text

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11

Annotation Notes: Literature Selections

- Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 41, 105, 121

Return to the Text: Literature Selections

- Comprehension Check (answer questions about the text), pp. 43, 107, 123

TEACHER'S EDITION

Annotating a Text

- 1st Read/3rd Read (mark text, write notes/questions, use annotation symbols), pp. 8-9

1st Read: Literature Selections

- Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 40, 104, 120

3rd Read: Literature Selections

- Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 41, 105, 121

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 66-67

CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

STUDENT EDITION

Reading Closely

- 3rd Read: Connections and Inferences, p. 7

Annotating a Text

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

continued

READING: LITERATURE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart (Characters/Conflict/Main Events), pp. 12-13 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Connections and Inferences (analyze message, theme), pp. 41, 105, 121 <p><u>TEACHER'S EDITION</u></p> <p>3rd Read: Literature Selections</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 41, 105, 121 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> Differentiation: Scaffolding with Graphic Organizers (main idea flow charts), TE pp. 90-91 Differentiation: Graphic Organizers, TE pp. 106-107 Intertextual Analysis: Making Thematic Connections, TE pp. 138-139
<p>CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><u>STUDENT EDITION</u></p> <p>Reading Closely</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details (Key ideas/major points?/Who are the characters?/What happens?), p. 6 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Visualize (visualize characters, events), p. 10 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart (Characters/Conflict/Plot Points), p. 11 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 41, 105, 121 <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Graphic Organizer/Summary, pp. 42, 106, 122 Comprehension Check, pp. 43, 107, 123 <p><u>TEACHER'S EDITION</u></p> <p>2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Partner Talk (characters), TE pp. 131, 137 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> Text-Dependent Questions (reveal information about characters), TE p. 137 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize characters and actions), pp. 10-11 Classroom Management: Peer Leadership in Small Group Activities (characters' points of view), TE pp. 74-75 Differentiation: Graphic Organizers, TE pp. 106-107 Annotations: Important or Surprising Information (identify important plot or character developments), TE pp. 132-133
Craft and Structure	
<p>CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>STUDENT EDITION</p> <p>Annotating a Text</p> <ul style="list-style-type: none"> Annotation Notes (mark unfamiliar words/key words and phrases), pp. 8-9 <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 41, 105, 121 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Reflect (clarify meaning of unfamiliar words), p. 106 <p>TEACHER'S EDITION</p> <p>2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/meaning of words), TE pp. 41, 105, 121 <p>Vocabulary</p> <ul style="list-style-type: none"> Context, TE p. 20 Multiple-Meaning Words (contextual meanings of familiar and unfamiliar words and phrases), TE pp. 36, 52, 68, 84, 132 Compound Words, TE p. 116 Domain-Specific Words, TE p. 105 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text: Visual Learners (unfamiliar/difficult vocabulary), TE pp. 112-113
<p>CCSS.ELA-LITERACY.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 41, 105, 121 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading, pp. 42, 106, 122 Comprehension Check, pp. 43, 107, 123 <p style="text-align: right;"><i>continued</i></p>

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READING: LITERATURE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION 2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (structure/organizational pattern), TE pp. 41, 105, 121
<p>CCSS.ELA-LITERACY.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>STUDENT EDITION Annotation Notes: Literature Selection</p> <ul style="list-style-type: none"> Language and Structure (narrator), p. 41 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading (point of view), p. 42 Comprehension Check (point of view), pp. 43, 107, 123 <p>TEACHER'S EDITION 3rd Read: Literature Selection</p> <ul style="list-style-type: none"> Text-Dependent Questions (narrator's point of view), TE p. 41 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 Differentiation: End-of-Unit Writing Assignment (different point of view), TE pp. 76–77 Intertextual Analysis: Citing Evidence from Multiple Sources (compare points of view), TE pp. 92–93
<p>Integration of Knowledge and Ideas</p>	
<p>CCSS.ELA-LITERACY.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>STUDENT EDITION Visual Text</p> <ul style="list-style-type: none"> Photograph: Hiking in the Mountains, pp. 32–33 Engraving: Immigrant Ship Entering New York Harbor, 1887, pp. 96–97 Poster: Do One Thing Today, pp. 112–113 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 80–81
<p>CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (make connections), pp. 42, 106, 122 <p>TEACHER'S EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/Reflect, TE pp. 42, 106, 122 <p style="text-align: right;"><i>continued</i></p>

READING: LITERATURE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92–93 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109 • Intertextual Analysis: Making Thematic Connections, TE pp. 138–139
<p>CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>STUDENT EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (make connections), pp. 42, 106, 122 <p>TEACHER'S EDITION Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 42, 106, 122 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92–93 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109 • Intertextual Analysis: Making Thematic Connections, TE pp. 138–139
Range of Reading and Level of Text Complexity	
<p>CCSS.ELA-LITERACY.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> • Poem: A Bird Came Down the Walk, pp. 40–41 • Story: Friends, pp. 104–105 • Story: In Anna's Footsteps, pp. 120–121 <p>TEACHER'S EDITION Text Complexity</p> <ul style="list-style-type: none"> • Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 95, 111 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Text Complexity, pp. 6–7 • Text Complexity: How to Manage Challenges, pp. 16–17 • Text Complexity: Reader and Task Factors, pp. 86–87 • Text Complexity: High-Knowledge Demands, pp. 104–105

READING: INFORMATIONAL TEXT

Grade 5 ELA Standards

Close Reading of Complex Texts, Grade 5

Key Ideas and Details

CCSS.ELA-LITERACY.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details (determine what the text is about), p. 6
- 3rd Read: Connections and Inferences, p. 7

Annotating a Text

- Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9

Self-Monitoring Strategies

- Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11

Annotation Notes: Informational Text Selections

- Key Ideas and Details (identify textual evidence)/Connections and Inferences (analyze meaning), pp. 19, 21, 25, 35, 37, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 115, 117, 131, 133, 137

Return to the Text: Informational Text Selections

- Comprehension Check (answer questions about the text), pp. 23, 27, 39, 55, 59, 71, 75, 87, 91, 103, 119, 135, 139

TEACHER'S EDITION

Annotating a Text

- 1st Read/3rd Read (mark text, write notes/questions, use annotation symbols), pp. 8-9

1st Read: Informational Text Selections

- Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 18-19, 24, 34-35, 50-51, 56, 66-67, 72, 82-83, 88, 98-99, 114-115, 130-131, 136

3rd Read: Informational Text Selections

- Set a Purpose/Text-Dependent Questions/Partner Talk (make inferences and connections), TE pp. 21, 25, 37, 53, 57, 69, 73, 85, 89, 101, 117, 133, 137

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 66-67

CCSS.ELA-LITERACY.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STUDENT EDITION

Reading Closely

- 1st Read: Key Ideas and Details (determine what the text is about), p. 6
- 3rd Read: Connections and Inferences, p. 7

continued

READING: INFORMATIONAL TEXT	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>Annotating a Text</p> <ul style="list-style-type: none"> Annotation Notes (mark text, write notes/questions, use annotation symbols), pp. 8-9 <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Ask yourself questions/Draw conclusions/Reread to clarify, pp. 10-11 <p>Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Story Map, pp. 12-13 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Key Ideas and Details, pp. 19, 21, 25, 35, 37, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 115, 117, 131, 133, 137 <p>Return to the Text</p> <ul style="list-style-type: none"> Summary Chart/Graphic Organizer/Summary Paragraph, pp. 22, 26, 38, 54, 58, 70, 74, 86, 90, 102, 118, 134, 138 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: Scaffolding with Graphic Organizers (main idea charts), TE pp. 90-91 Differentiation: Graphic Organizers (identify main ideas), TE pp. 106-107 Annotations: Important or Surprising Information, TE pp. 132-133 Differentiation: Multiple Graphic Organizers, TE pp. 140-141
<p>CCSS.ELA-LITERACY.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>STUDENT EDITION</p> <p>Introduce the Unit</p> <ul style="list-style-type: none"> Focus Question/Texts for Close Reading, pp. 15, 31, 47, 63, 79, 95, 111 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124 <p>Write</p> <ul style="list-style-type: none"> Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts/Reflect, TE pp. 28, 44, 60, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Making Thematic Connections, TE pp. 138-139

READING: INFORMATIONAL TEXT

Grade 5 ELA Standards

Close Reading of Complex Texts, Grade 5

Craft and Structure

CCSS.ELA-LITERACY.RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

STUDENT EDITION

Annotating a Text

- Annotation Notes (mark unfamiliar words/key words and phrases), pp. 8–9

Annotation Notes: Text Selections

- Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

TEACHER'S EDITION

Analyze and Synthesize Across Texts

- Return to the Focus Question: Connect Texts (academic language), TE pp. 28, 44, 60, 76, 92, 108, 124, 140

2nd Read: Text Selections

- Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137

Vocabulary

- Domain-Specific Words, TE p. 105
- Additional vocabulary instruction, TE pp. 20, 36, 52, 68, 84, 132, 116

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Collaboration: Small Groups, TE pp. 22–23
- Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 24–25
- Text Complexity: Reader and Task Factors (academic- and domain-specific language), TE pp. 34–35
- Visual Text: ELL(academic language and content-specific vocabulary), TE p. 48
- Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 58–59
- Academic Language, TE pp. 64–65
- Productive Conversation: Revoicing Students' Responses, TE pp. 102–103
- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109
- Scaffolding: Sentence Frames, TE pp. 130–131
- Academic Language: Language Frames, TE pp. 136–137

READING: INFORMATIONAL TEXT

Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
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CCSS.ELA-LITERACY.RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

STUDENT EDITION

Reading Closely

- 2nd Read: Language and Structure (text organization/cause and effect), pp. 7-8

Annotation Notes: Informational Text Selections

- Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137

TEACHER'S EDITION

2nd Read: Informational Text Selections

- Text-Dependent Questions/Partner Talk (text structure), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Graphic Organizers (compare and contrast), TE pp. 12-13
- Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42-43
- Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44-45
- Differentiation: Scaffolding with Graphic Organizers, TE pp. 90-91
- Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92-93
- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108-109
- Intertextual Analysis: Making Thematic Connections (compare and contrast), TE pp. 138-139

CCSS.ELA-LITERACY.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

STUDENT EDITION

Informational Text Selections

- Journal: The Exploration of the Colorado River and Its Canyons, pp. 66-71
- Essay: The Powell Legacy, pp. 72-73
- Newspaper Article: The Nation's Tribute to the Heroine of Lime Rock, pp. 130-135
- Article: Bad Weather, Rocks, and Piracy, pp. 136-137

Annotation Notes: Informational Text Selections

- Key Ideas and Details (identify textual evidence)/ Language and Text Structure/Connections and Inferences (analyze meaning), pp. 67, 69, 73, 131, 133, 137

Return to the Text

- Respond to Reading (text structure: compare and contrast), pp. 70, 74, 134, 138
- Comprehension, pp. 71, 75, 135, 139

continued

READING: INFORMATIONAL TEXT	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question, pp. 76, 140 <p>Write</p> <ul style="list-style-type: none"> Write About the Focus Question, pp. 77, 141 <p>TEACHER'S EDITION</p> <p>1st Read/2nd Read/3rd Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk, TE pp. 66-68, 72-73, 131-133, 136-137 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42-43 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44-45 Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60-61 Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92-93 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108-109 Intertextual Analysis: Making Thematic Connections, TE pp. 138-139
Integration of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>STUDENT EDITION</p> <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> Key Ideas and Details (identify textual evidence), pp. 19, 21, 25, 35, 37, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 115, 117, 131, 133, 137 <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Comprehension Check (answer questions about the text), pp. 23, 27, 39, 55, 59, 71, 75, 87, 91, 103, 119, 135, 139 <p>TEACHER'S EDITION</p> <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 18-19, 24, 34-35, 50-51, 56, 66-67, 72, 82-83, 88, 98-99, 114-115, 130-131, 136 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Research, TE pp. 29, 45, 61, 93, 109, 125, 141 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60–61 • Differentiation: Multiple Graphic Organizers, TE pp. 140–141
<p>CCSS.ELA-LITERACY.RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>STUDENT EDITION</p> <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart, p. 12 <p>Informational Text Selections</p> <ul style="list-style-type: none"> • Key Ideas and Details (identify textual evidence), pp. 19, 21, 25, 35, 37, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 115, 117, 131, 133, 137 <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> • Comprehension Check (identify evidence to support points), pp. 23, 27, 39, 55, 59, 71, 75, 87, 91, 103, 119, 135, 139 <p>TEACHER'S EDITION</p> <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions/Partner Talk (what is this text about?), TE pp. 18–19, 24, 34–35, 50–51, 56, 66–67, 72, 82–83, 88, 98–99, 114–115, 130–131, 136 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60–61
<p>CCSS.ELA-LITERACY.RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> • Return to the Focus Question: Connect Texts/ Reflect, TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 28–29 • Intertextual Analysis: Compare and Contrast Authors' Perspectives, TE pp. 42–43 • Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 44–45 • Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 60–61 • Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 92–93 <p style="text-align: right;"><i>continued</i></p>

READING: INFORMATIONAL TEXT

Grade 5 ELA Standards

Close Reading of Complex Texts, Grade 5

- Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108-109
- Intertextual Analysis: Making Thematic Connections, TE pp. 138-139

Range of Reading and Level of Text Complexity

CSS.ELA-LITERACY.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

STUDENT EDITION

Informational Text Selections

- Web Article: How Do We Know the Climate is Changing?, pp. 18-23
- Fact Sheet: Six Ways to Protect the Environment, pp. 24-25
- Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds, pp. 34-39
- Explanatory Text: The Prometheus Story, pp. 50-55
- Magazine Article: Trees: Good for Your Health, pp. 56-57
- Journal: The Exploration of the Colorado River and Its Canyons, pp. 66-71
- Essay: The Powell Legacy, pp. 72-73
- Biography: The Peanut Man, pp. 82-87
- Pamphlet: The Use and Misuse of Soil, pp. 88-89
- Extract: The Impact of the Irish Potato Famine on American History, pp. 98-103
- Web Article: Saving the Wolves, pp. 114-119
- Newspaper Article: The Nation's Tribute to the Heroine of Lime Rock, pp. 130-135
- Article: Bad Weather, Rocks, and Piracy, pp. 136-137

TEACHER'S EDITION

Text Complexity

- Quantitative (readability scores)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 63, 79, 95, 111, 127

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, TE pp. 6-7
- Text Complexity: Reader and Task Factors, TE pp. 34-35
- Text Complexity: How to Manage Challenges, TE pp. 88-89
- Text Complexity: Quantitative vs. Qualitative Features, TE pp. 104-105

READING: FOUNDATIONAL SKILLS

Grade 5 ELA Standards

Close Reading of Complex Texts, Grade 5

Fluency

CCSS.ELA-LITERACY.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.RF.5.4.A Read grade-level text with purpose and understanding.

STUDENT EDITION

Reading Selections

- Grade-level text, pp. 18–23, 24–25, 34–39, 50–55, 56–57, 66–71, 72–73, 82–87, 88–89, 98–103, 114–119, 130–135, 136–137

TEACHER'S EDITION

Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 15, 31, 47, 79, 95, 111, 127

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

CCSS.ELA-LITERACY.RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

STUDENT EDITION

Reading Selections

- Grade-level prose and poetry, pp. 40–41, 104–105, 120–121

TEACHER'S EDITION

Text Complexity

- Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 31, 95, 111

Differentiate and Extend

- Read Beyond (literature), TE p. 109

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Text Complexity, pp. 6–7
- Text Complexity: How to Manage Challenges, pp. 16–17
- Text Complexity: Reader and Task Factors, pp. 86–87
- Text Complexity: High-Knowledge Demands, pp. 104–105

CCSS.ELA-LITERACY.RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TEACHER'S EDITION

Vocabulary

- Context Clues, TE p. 20
- Multiple-Meaning Words (discuss contextual meanings), TE pp. 36, 52, 68, 100, 116, 132

WRITING	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
Text Types and Purposes	
CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Debate an Issue, TE p. 29 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 76-77
CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141
CCSS.ELA-LITERACY.W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond (imagined experience/assume role), TE p. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment, TE pp. 76-77
Production and Distribution of Writing	
CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141
CCSS.ELA-LITERACY.W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)	<p><u>STUDENT EDITION</u> Write</p> <ul style="list-style-type: none"> • Writing About the Focus Question: Text Monitor/ Writing Checklist, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> • Writing Rubric, pp. 30, 46, 62, 78, 94, 110, 126, 142

WRITING	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
<p>CCSS.ELA-LITERACY.W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation (use a computer), pp. 124-125 • Self-Monitoring Strategy: Visualize (using images from the Internet), pp. 120-121
Research to Build and Present Knowledge	
<p>CCSS.ELA-LITERACY.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 45, 61, 93, 109, 125, 141
<p>CCSS.ELA-LITERACY.W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><u>STUDENT EDITION</u> Annotating a Text</p> <ul style="list-style-type: none"> • Annotations/Annotation Notes: The Secret Garden/Keeping Your Cool (mark text/write notes and questions/sample annotations), pp. 8-9 <p>Annotation Notes</p> <ul style="list-style-type: none"> • Key Ideas and Details/Language and Text Structure/Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart/Story Map, pp. 12-13 <p>Return to the Focus Question</p> <ul style="list-style-type: none"> • Summary Chart, pp. 22, 38, 54, 70, 86, 102, 118, 134 • Graphic organizer, pp. 26, 42, 58, 74, 90, 106, 122, 138 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question: Graphic organizer, pp. 28, 60, 92, 108, 124, 140 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Research, TE pp. 29, 61, 93, 109, 125 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Annotations, pp. 8-9 • Graphic Organizers, pp. 12-13 • Annotations: Avoiding Over-Annotating, pp. 18-19 • Annotations: Confusions, pp. 36-37 <p style="text-align: right;"><i>continued</i></p>

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WRITING	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> • Annotations, pp. 68–69 • Annotations: Key Words and Phrases, pp. 84–85 • Differentiation: Scaffolding with Graphic Organizers, pp. 90–91 • Annotations: Annotation Notes, pp. 98–99 • Differentiation: Graphic Organizers, pp. 106–107 • Teacher Observation: Student Annotations, pp. 116–117 • Think-Aloud Modeling: Annotating, pp. 128–129 • Annotations: Important or Surprising Information, pp. 132–133 • Differentiation: Multiple Graphic Organizers, pp. 140–141
<p>CCSS.ELA-LITERACY.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>CCSS.ELA-LITERACY.W.5.9.A Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p><u>STUDENT EDITION</u> Literature Selections</p> <ul style="list-style-type: none"> • Poem: A Bird Came Down the Walk, pp. 40–43 • Story: Friends, pp. 104–107 • Story: In Anna’s Footsteps, pp. 120–123
<p>CCSS.ELA-LITERACY.W.5.9.B Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><u>STUDENT EDITION</u> Informational Text Selections</p> <ul style="list-style-type: none"> • Web Article: How Do We Know the Climate is Changing?, pp. 18–23 • Fact Sheet: Six Ways to Protect the Environment, pp. 24–27 • Memoir: Homing with the Birds: The history of a lifetime of personal experience with the birds, pp. 34–39 • Poem: A Bird Came Down the Walk, pp. 40–43 • Explanatory Text: The Prometheus Story, pp. 50–55 • Magazine Article: Trees: Good for Your Health, pp. 56–59 • Journal: The Exploration of the Colorado River and Its Canyons, pp. 66–71 • Essay: The Powell Legacy, pp. 72–75 • Biography: The Peanut Man, pp. 82–87 • Pamphlet: The Use and Misuse of Soil, pp. 88–91 • Extract: The Impact of the Irish Potato Famine on American History, pp. 98–103 • Story: Friends, pp. 104–107 • Web Article: Saving the Wolves, pp. 114–119 <p style="text-align: right;"><i>continued</i></p>

WRITING	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> Story: In Anna’s Footsteps, pp. 120-123 Newspaper Article: The Nation’s Tribute to the Heroine of Lime Rock, pp. 130-135 Article: Bad Weather, Rocks, and Piracy, pp. 136-139
Range of Writing	
<p>CCSS.ELA-LITERACY.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><u>STUDENT EDITION</u></p> <p>Annotation Notes</p> <ul style="list-style-type: none"> Key Ideas and Details/Language and Text Structure/Connections and Inference, pp. 8, 9, 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>Visual Text</p> <ul style="list-style-type: none"> Visual Text (answer the questions), pp. 16-17, 64-65, 128-129, 112-113, 32-33, 96-97, 48-49, 80-81 <p>Respond to the Text</p> <ul style="list-style-type: none"> Respond to Reading/Reflect, pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 Comprehension Check, pp. 23, 27, 39, 43, 55, 59, 71, 75, 87, 91, 103, 107, 119, 123, 135, 139 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect, pp. 28, 44, 60, 76, 92, 108, 124, 140 <p>Write</p> <ul style="list-style-type: none"> Writing About the Focus Question: Use Evidence, pp. 29, 45, 61, 77, 93, 109, 125, 141 <p><u>TEACHER’S EDITION</u></p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond, TE pp. 29, 45, 61, 77, 93, 109, 125, 141 Research, TE pp. 29, 61, 77, 93, 109, 125

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SPEAKING & LISTENING

Grade 5 ELA Standards	<i>Close Reading of Complex Texts, Grade 5</i>
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Comprehension and Collaboration

CCSS.ELA-LITERACY.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

TEACHER’S EDITION

Partner Talk

- TE pp. 19, 20, 21, 24, 25, 35, 36, 37, 40, 41, 51, 52, 53, 56, 57, 67, 68, 69, 72, 73, 83, 84, 85, 88, 89, 99, 100, 101, 104, 105, 115, 116, 117, 120, 121, 131, 132, 133, 136, 137

Return to the Text: Respond to Reading

- Collaborate (review and discuss partners’ summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138

TEACHER’S EDITION—PROFESSIONAL DEVELOPMENT

- Classroom Management: Discussions, pp. 16–17
- Productive Conversation: Providing Appropriate Wait Time, pp. 20–21
- Collaboration: Small Groups, pp. 22–23
- Collaboration: Whole Class, pp. 26–27
- Productive Conversation: Adding On, pp. 32–33
- Classroom Management: Partner Work, pp. 54–55
- Collaboration: Purposeful Partner Talk, pp. 58–59
- Collaboration: Working with Partners, pp. 70–71
- Classroom Management: Peer Leadership in Small Group Activities, pp. 74–75
- Small-Group Discussion: Hearing Multiple Perspectives, pp. 80–81
- Productive Conversation: Revoicing and Restating, pp. 86–87
- Productive Conversation: Extending, pp. 96–97
- Productive Conversation: Clear Up Confusions, pp. 100–101
- Productive Conversation: Revoicing Students’ Responses, pp. 102–103
- Productive Conversation: Examples, pp. 118–119
- Think-Aloud Modeling: Conversation, pp. 122–123
- Collaboration: Small Groups, pp. 134–135

CCSS.ELA-LITERACY.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STUDENT EDITION

Reading a Visual Text

- The Veteran in a New Field by Winslow Homer, p. 14

Summarizing

- Summary Chart, pp. 11–12

Visual Texts

- Photograph: A Community Composting Site in the Brightmoor Neighborhood of Detroit, pp. 16–17
- Photograph: Hiking in the Mountains, pp. 32–33
- Illustration: Pioneer Clearing Trees from Land Around His Cabin, pp. 48–49

continued

SPEAKING & LISTENING	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<ul style="list-style-type: none"> • Photograph: Archaeologists Excavating a Viking Outpost on Baffin Island, pp. 64-65 • Photograph: Plants Growing at an Aeroponic Food Farm, pp. 80-81 • Engraving: Immigrant Ship Entering New York Harbor, 1887, pp. 96-97 • Poster: Do One Thing Today, pp.112-113 • Photograph: Bridge of the MS Explorer with Navigation Instruments, pp.128-129 <p>Return to the Text</p> <ul style="list-style-type: none"> • Summary Chart/Graphic Organizer, pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p><u>TEACHER'S EDITION</u></p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Close Reading of Visual Texts, TE p. 14 <p>Visual Texts</p> <ul style="list-style-type: none"> • Text-Dependent Questions, TE pp. 16-17, 32-33, 48-49, 64-65, 80-81, 96-97, 112-113, 128-129 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Annotations (write a summary), TE pp. 8-9
<p>CCSS.ELA-LITERACY.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><u>STUDENT EDITION</u></p> <p>Self-Monitoring Strategies</p> <ul style="list-style-type: none"> • Draw conclusions, pp. 10-11 <p>Summarizing</p> <ul style="list-style-type: none"> • Summary Chart, pp. 11-12 <p>Return to the Text</p> <ul style="list-style-type: none"> • Summary Chart/Graphic Organizer, pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p><u>TEACHER'S EDITION</u></p> <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Collaborate (review and discuss partners' summaries), TE pp. 22, 26, 38, 42, 54, 58, 70, 74, 86, 90, 102, 106, 118, 122, 134, 138 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Self-Monitoring Strategies: Drawing Conclusions, TE pp. 38-39 • Productive Conversation: Examples, TE pp. 118-119

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SPEAKING & LISTENING

Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
Presentation of Knowledge and Ideas	
<p>CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Debate an Issue, TE p. 29 • Create a Timeline, TE pp. 93, 77, 125
<p>CCSS.ELA-LITERACY.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text, TE pp. 45, 61, 125, 141 • Design a Brochure, TE pp. 45, 109
<p>CCSS.ELA-LITERACY.SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Collaboration: Small Groups (develop formal spoken English), TE pp. 22–23 • Academic Language: Conversation, TE pp. 24–25 • Academic Language, TE pp. 64–65 • Scaffolding: Sentence Frames, TE pp. 130–131 • Academic Language: Language Frames, TE pp. 136–137

LANGUAGE

Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
Vocabulary Acquisition and Use	
<p>CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	
<p>CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p><u>TEACHER'S EDITION</u> Vocabulary</p> <ul style="list-style-type: none"> • Context, TE p. 20 • Multiple-Meaning Words (contextual meanings of familiar and unfamiliar words and phrases), TE pp. 36, 52, 68, 84, 132

LANGUAGE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
<p>CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p><i>See related content</i></p> <p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> Compound Words (word parts), TE p. 116
<p>CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>TEACHER'S EDITION Visual Text</p> <ul style="list-style-type: none"> Visual Text Analysis (consult a dictionary), TE p. 80 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (consult a dictionary), TE pp. 8–9
<p>CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> Multiple-Meaning Words (discuss contextual meanings), 36, 52, 68, 84, 132
<p>CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>STUDENT EDITION Annotating a Text</p> <ul style="list-style-type: none"> Annotation Notes (mark unfamiliar words/key words and phrases), pp. 8–9 <p>Annotation Notes: Text Selections</p> <ul style="list-style-type: none"> Language and Text Structure, pp. 19, 21, 25, 35, 37, 41, 51, 53, 57, 67, 69, 73, 83, 85, 89, 99, 101, 105, 115, 117, 121, 131, 133, 137 <p>TEACHER'S EDITION 2nd Read: Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/identify and define academic terms/contextual meanings of words), TE pp. 20, 25, 36, 41, 52, 57, 68, 73, 84, 89, 100, 105, 116, 121, 132, 137 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (academic language), TE pp. 28, 44, 60, 76, 92, 108, 124, 140 <p style="text-align: right;"><i>continued</i></p>

LANGUAGE	
Grade 5 ELA Standards	Close Reading of Complex Texts, Grade 5
	<p>Vocabulary</p> <ul style="list-style-type: none"> • Domain-Specific Words, TE p. 105 • Additional vocabulary instruction, TE pp. 20, 36, 52, 68, 84, 132, 116 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Collaboration: Small Groups, TE pp. 22–23 • Academic Language: Conversation (academic language: definition, becoming fluent, rephrase students' ideas using academic language), TE pp. 24–25 • Text Complexity: Reader and Task Factors (academic- and domain-specific language), TE pp. 34–35 • Visual Text: ELL(academic language and content-specific vocabulary), TE p. 48 • Collaboration: Purposeful Partner Talk (academic language/use language frames), TE pp. 58–59 • Academic Language, TE pp. 64–65 • Productive Conversation: Revoicing Students' Responses, TE pp. 102–103 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 108–109 • Scaffolding: Sentence Frames, TE pp. 130–131 • Academic Language: Language Frames, TE pp. 136–137