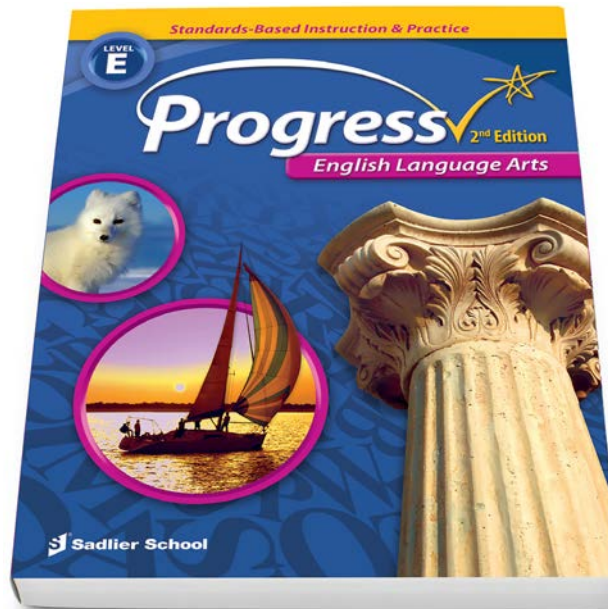


# Progress

## English Language Arts 2<sup>nd</sup> Edition

Correlation to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards for English Language Arts

5<sup>th</sup> Grade



### Foundational Skills

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## FOUNDATIONAL SKILLS

### ELA.3.F.1 Learning and Applying Foundational Reading Skills

#### Phonics and Word Analysis

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.F.1.3:** Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

- a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 5 TEACHER'S EDITION**

##### **Foundational Skill Review**

- Final Blends—TE p. 17
- Digraphs *sh, wh*—TE p. 49
- Vowel Team *ie*—TE p. 69
- Inflectional Endings—TE p. 95
- CVCe Words—TE p. 121
- Long Vowel *e*—TE p. 147

#### **GRADE 5 DIGITAL RESOURCES**

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Base Words
  - Prefixes
  - Suffixes
  - Latin and Greek Roots
  - Open, Closed, and Consonant + *-le* Syllables
  - Words with Consonant Variants
  - *r*-Controlled Vowels and VCe Syllables
  - Words with Long Vowels
- Teacher Resources
  - How to Use the Handbook

*See also*

#### **GRADE 4 DIGITAL RESOURCES**

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Base Words
  - Prefixes
  - Suffixes
  - Latin and Greek Roots
  - Open and Closed Syllables
  - Syllables with Vowel Teams
  - Syllables with *r*-Controlled Vowels
  - Words with Silent Consonants
- Teacher Resources
  - How to Use the Handbook

## FOUNDATIONAL SKILLS

### ELA.3.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.F.1.4:** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

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#### **GRADE 5 TEACHER'S EDITION**

##### **Foundational Skills**

- Fluency—TE pp. 15, 73
- Fluency Practice—TE pp. 41, 99, 119, 139

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapters 1–6**

- Fluency Practice
  - Chapter Fluency Practice
    - Chapter 1 “Like a Book” (Realistic Fiction)
    - Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text)
    - Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction)
    - Chapter 4 “Tundra: The Frozen Ecosystem” (Science Text)
    - Chapter 5 “Theseus and the Minotaur” (Greek Myth/ Graphic Novel)
    - Chapter 6 “Laura Ingalls Wilder: Eyes on the Frontier” (Biography)
  - Fluency Practice Teaching Suggestions
    - Teacher’s Guide to Fluency
      - Phrasing
      - Expression and Intonation
      - Punctuation
      - Rate
      - Accuracy

##### **Foundational Skills Handbook**

- Instruction & Practice
  - Practicing Fluency
    - “Bellowing Sal Fink” (American Tall Tale)
- Instruction & Practice Lesson Plans
  - Practicing Fluency
- Additional Practice
  - Practicing Fluency
    - “The Oven Bird” by Robert Frost (Poem)

*continued*

**FOUNDATIONAL SKILLS**

**ELA.3.F.1 Learning and Applying Foundational Reading Skills**

**Fluency**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- Teacher Resources
    - How to Use the Handbook
- See additional oral reading opportunities using grade-level text across a range of genres—*
- GRADE 5 STUDENT EDITION/TEACHER'S EDITION**  
**Chapter Reading Selections (Chapters 1–6)**
- Chapter 1 “Like a Book” (Realistic Fiction), pp. 12–17, “Hurricane Taylor” (Adventure Story), pp. 18–23, “Running for Hearts” (Fictional Narrative), pp. 24–29
  - Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text), pp. 38–43, “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text), pp. 44–49, “Experiments with Motion” (Science Procedural), pp. 50–55
  - Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text), pp. 38–43, “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text), pp. 44–49, “Experiments with Motion” (Science Procedural), pp. 50–55
  - Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction), pp. 64–69, “Sybil Ludington’s Ride” (Drama), pp. 70–75, “If–” (Poetry), pp. 76–81
  - Chapter 4 “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article), pp. 96–101, “Undersea Thermal Vents” (Informational Article)/“The Importance of Studying Thermal Vents” (Scientific Text), pp. 102–107
  - Chapter 5 “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel), pp. 116–121, “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth), pp. 122–127
  - Chapter 6 “These Walls Can Talk” (Historical Nonfiction), pp. 142–147, “A Century of Change: The U.S. Population Since 1900” (Informational Article), pp. 148–153
- GRADE 5 DIGITAL RESOURCES**  
**Each Chapter (Chapters 1–6)**
- Additional Practice
    - Chapter 1—“The Wind” (Folktale); “Lady Caroline to the Rescue” (Fantasy); “Escaping East Berlin” (Historical Fiction)
    - Chapter 2—“Sir Isaac Newton” (Biography); “Working in Weightlessness” (Science Magazine Article); “Newton’s Laws of Curling” (Science Explanatory Text)
    - Chapter 3—“Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play)

*continued*

## FOUNDATIONAL SKILLS

### ELA.3.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- Chapter 4—"Creating a Natural Desert Garden" (Pamphlet); "Weekly Foliage Report" (Journal); "Sea Otters at the Aquarium!" (Petition)
- Chapter 5—"A Boy and His Dogs" (Graphic Novel); "Robinson Crusoe" (Adapted Story Excerpt)
- Chapter 6—"Puerto Rican Migration" (Web Article)/ "Spanish Harlem: A Self-Guided Tour" (Brochure); "What Built the Sun Belt?" (Explanatory Text); "On This Day in History: May 10, 1869" (Blog)/"A Journey West: Rebecca's Journal" (Journal)
- Assessments
  - Comprehension Check
    - Chapter 1—"If at First You Don't Succeed" (Realistic Fiction); "Tornado!" (Realistic Fiction); "The Knights' Challenge" (Realistic Fiction)
    - Chapter 2—"How Inertia Affects Flight" (Expository Nonfiction); "Magic or Science?" (Expository Nonfiction); "On the Shoulders of Giants" (Expository Nonfiction)
    - Chapter 3—"Escape from Chateau d'If" - Adapted excerpt from *The Count of Monte Cristo* by Alexandre Dumas (Historical Fiction); "The Spider and the Fly" - by Mary Howitt (Narrative Poetry); "What I Heard in the Apple Barrel" - adapted excerpt from *Treasure Island* by Robert Louis Stevenson (Adventure Story)
    - Chapter 4—"Education Is Key" (Expository Nonfiction); "Education Is Key" (Expository Nonfiction)"/"Save the Orangutan!" (Expository Nonfiction); "Save the Orangutan!" (Expository Nonfiction)"/"Responsible Farming" (Expository Nonfiction)
    - Chapter 5—"A Little Princess" - Adapted excerpt from the novel by Frances Hodgson Burnett (Novel); "The Old, Rough Stone and the Gnarled Tree" - A Retelling of a Friendly Fairies Tale (Fable)"/"The Young Blue Jay Who Was Not Brave Enough to Be Afraid (Fable)
    - Chapter 6—"Gold Mountain" (Expository Nonfiction)"/"The Transcontinental Railroad" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction); "Gold Mountain" (Expository Nonfiction)"/"San Francisco's Chinatown" (Expository Nonfiction)
  - Close Reading Practice/Close Reading Lesson Plan
    - Close Reading
      - Chapter 1—"An Unexpected Friend" (Fantasy)
      - Chapter 2—"Amazing Octopuses and Squids" (Science Magazine Article)

*continued*

## FOUNDATIONAL SKILLS

### ELA.3.F.1 Learning and Applying Foundational Reading Skills

#### Fluency

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- Chapter 3—"Treasure Trunk" (Adventure)
- Chapter 4—"Help Save the Coral Reefs" (Editorial)/"Defending My Right to Fish" (Letter to the Editor)
- Chapter 5—"How Summer and Winter Began" (Native American Myth)
- Chapter 6—"Letters Home" (Letters)

#### Benchmark Clarifications:

- Clarification 1: See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.
- Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
- Clarification 3: Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.

## READING

### ELA.5.R.1 Reading Prose and Poetry

#### Literary Elements

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.1.1:** Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

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#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Home Connect (compare and contrast characters, setting, and events in a story)—p. 10
- Comparing and Contrasting Story Elements: "Running for Hearts" (Fictional Narrative)—pp. 24–29
  - Comprehension Check (work with a partner to compare and contrast the characters, the settings, and the events of the story)—p. 27

*continued*

**READING**

**ELA.5.R.1 Reading Prose and Poetry**

**Literary Elements**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**Chapter 3 Craft and Structure: Literary Texts**

- Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 70–75
  - Cite Evidence (importance of setting)—p. 70
  - Comprehension Check (setting for the scene)—p. 73

**Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth)—pp. 122–127
  - Cite Evidence (story’s setting and mood)—p. 122

**GRADE 5 TEACHER’S EDITION**

**Chapter 1 Key Ideas and Details: Literary Texts**

- Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—TE pp. 24–29
  - Comprehension Check (character, setting, plot)—TE pp. 19, 27
- Connect Across Texts—TE pp. 70–71
  - Support Essential Question Discussion (characters, setting, events, and theme)—TE p. 31

**Chapter 3 Craft and Structure: Literary Texts**

- Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—TE pp. 70–75
  - Cite Evidence (historical setting)—TE p. 71

**Digital Connection: Digital Filmmaking**

- Introduce the characters, setting, and problem in Act 1—TE p. 82

**Benchmark Clarifications:**

Clarification 1: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

**Theme**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.1.2:** Explain the development of stated or implied theme(s) throughout a literary text.

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*continued*

## READING

### ELA.5.R.1 Reading Prose and Poetry

#### Theme

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### **GRADE 5 TEACHER'S EDITION**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Determining Theme and Summarizing: "Hurricane Taylor" (Adventure Story)—pp. 18–23
- Chapter 1 Review: "A Different Kind of Summer School" (Realistic Fiction)—pp. 33–34

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 1 Key Ideas and Details: Literary Texts**

- Instruction & Practice
  - Chapter 1 Determining Theme and Summarizing
- Additional Practice
  - Chapter 1 Determining Theme and Summarizing: "Lady Caroline to the Rescue" (Fantasy)
- Assessments
  - Comprehension Check
    - Chapter 1 Determining Theme and Summarizing: "Tornado!" (Realistic Fiction)
- Close Reading Practice/Close Reading Lesson Plan
  - Chapter 1 "An Unexpected Friend" (Fantasy)
- Parent Resources
  - Chapter 1 Home Connect
  - Chapter 1 Home Connect Activity: Characters' Words and Actions/Theme (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

#### Perspective and Point of View

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.1.3:** Describe how an author develops a character's perspective in a literary text.

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#### **GRADE 5 TEACHER'S EDITION**

##### **Chapter 3 Craft and Structure: Literary Texts**

- Analyzing Point of View: "If—" (Poetry)—pp. 76–81

*continued*



## READING

### ELA.5.R.1 Reading Prose and Poetry

#### Perspective and Point of View

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- "Chapter 3 Review: "Racing to the Ludington Home" (Adventure Story)—pp. 85–86
- GRADE 5 DIGITAL RESOURCES**
- Chapter 3 Craft and Structure: Literary Texts**
- Instruction & Practice
  - Chapter 3 Analyzing Point of View
- Additional Practice
  - Chapter 3 Analyzing Point of View: "Sarah of the Mills" (Radio Play)
- Assessments
  - Comprehension Check
    - Chapter 3 Analyzing Point of View: "What I Heard in the Apple Barrel" – adapted excerpt from *Treasure Island* by Robert Louis Stevenson (Adventure Story)
- Close Reading Practice/Close Reading Lesson Plan
  - Chapter 3 "Treasure Trunk" (Adventure)
- Parent Resources
  - Chapter 3 Home Connect
  - Chapter 3 Home Conversation Starter: Point of View (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: The term *perspective* means "a particular attitude toward or way of regarding something."

#### Poetry

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.1.4:** Explain how figurative language and other poetic elements work together in a poem.

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**GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- "If—" (Poetry), pp. 76–81

**Language**

- Figurative Language—pp. 196–197

*continued*

**READING**

**ELA.5.R.1 Reading Prose and Poetry**

**Poetry**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**GRADE 5 TEACHER'S EDITION**

**Team Jigsaw**

- Figurative Language—TE p. 197

**GRADE 5 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Assessments: Comprehension Check
  - “The Spider and the Fly” - by Mary Howitt (Narrative Poetry)

**Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays**

- Instruction & Practice
  - Language: Figurative Language
- Additional Practice
  - Figurative Language
- Instructional Videos
  - Figurative Language

**Benchmark Clarifications:**

Clarification 1: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction.

Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.

**ELA.5.R.2 Reading Informational Text**

**Structure**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.2.1:** Explain how text structures and/or features contribute to the overall meaning of texts.

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*continued*

**READING**

**ELA.5.R.2 Reading Informational Text**

**Structure**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 4 Craft and Structure: Informational Texts**

- Comparing and Contrasting Text Structures: “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article)—pp. 96–101

**Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Home Connect: Activity (sidebar, heading, graph, and hyperlink)—p. 134

**GRADE 5 TEACHER'S EDITION**

**Listening and Viewing Skills**

Text features: make connections between the text and bullet points, charts, illustrations, and photos.

- Chapter 1, TE p. 19; Chapter 2, TE p. 51; Chapter 3, TE p. 71; Chapter 4, TE p. 97; Chapter 5, TE p. 123; Chapter 6, TE p. 149

**Recap Reading Selection**

- Scan the headings—TE p. 150

**Critical Comprehension**

- Why did the author include headings in the article?—TE p. 153

**Support English Language Learners**

- Create a chart with headings—TE p. 166

**Digital Connection**

- Slide Presentation (bullet points, outlines/find images online)—TE p. 186
- Digital Slide Presentation (bullet points)—TE p. 228

**GRADE 5 DIGITAL RESOURCES**

**Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Chapter 4 Comparing and Contrasting Text Structures
- Additional Practice
  - Chapter 4 Comparing and Contrasting Text Structures: “Weekly Foliage Report” (Travel Blog)/“Zoe’s Nature Journal” (Journal)
- Assessments
  - Comprehension Check
    - Chapter 4 Comparing and Contrasting Text Structures: “Education Is Key” (Expository Nonfiction)/“Save the Orangutan!” (Expository Nonfiction)
- Close Reading Practice/Close Reading Lesson Plan
  - Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor)

*continued*

## READING

### ELA.5.R.2 Reading Informational Text

#### Structure

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### Writing Handbook

- Instruction & Practice
  - Step 5: Producing, Publishing, and Presenting
    - Using text features (headings and subheadings, diagrams, graphs, charts, maps)

#### Benchmark Clarifications:

Clarification 1: For more information, see Text Structures and Text Features.

#### Central Idea

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.2.2:** Explain how relevant details support the central idea(s), implied or explicit.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

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#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Determining the Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 44–49

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Chapter 2 Determining the Main Idea and Summarizing
- Additional Practice
  - Chapter 2 Determining the Main Idea and Summarizing: "Working in Weightlessness" (Science Magazine Article)
- Assessments
  - Comprehension Check
    - Chapter 2 Determining the Main Idea and Summarizing: "Magic or Science?" (Expository Nonfiction)
- Close Reading Practice/Close Reading Lesson Plan
  - Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)
- Parent Resources
  - Chapter 2 Home Connect
  - Chapter 2 Home Connect On the Go: Main Ideas and Supporting Details (graphic organizer)

## READING

### ELA.5.R.2 Reading Informational Text

#### Purpose and Perspective

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.2.3:** Analyze an author's purpose and/or perspective in an informational text.

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#### **GRADE 5 TEACHER'S EDITION**

##### **Evaluate a Writer's Work**

- Discuss the writer's purpose and message—Chapter 7, TE p. 164, Chapter 8, TE p. 178, Chapter 9, TE p. 192, Chapter 10, TE p. 206, Chapter 11, TE p. 220

##### **Review**

- Analyzing Point of View (explain the author's point of view and central message)—TE p. 192

#### **Benchmark Clarifications:**

Clarification 1: The term *perspective* means "a particular attitude toward or way of regarding something."

#### Argument

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.2.4:** Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

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#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Analyzing Reasons and Evidence: "These Walls Can Talk" (analyze an author's argument) (Historical Nonfiction)—pp. 142–147

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 6 Integration of Knowledge and Ideas: Informational Texts**

- Instruction & Practice
  - Chapter 6 Analyzing Reasons and Evidence

*continued*

## READING

### ELA.5.R.2 Reading Informational Text

#### Argument

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- Additional Practice
  - Chapter 6 Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text)
- Assessments
  - Comprehension Check
    - Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction)
- Close Reading Practice/Close Reading Lesson Plan
  - Chapter 6 “Letters Home” (Letters)
- Parent Resources
  - Chapter 6 Home Connect
  - Chapter 6 Home Connect On the Go: Author’s Point of View/Strength of Argument (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: A *claim* is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.

### ELA.5.R.3 Reading Across Genres

#### Interpreting Figurative Language

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.3.1:** Analyze how figurative language contributes to meaning in text(s).

**GRADE 5 INSTRUCTIONAL GUIDE**

**Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida’s B.E.S.T. Standards for English Language Arts.

**GRADE 5 STUDENT EDITION/TEACHER’S EDITION**

**Chapter 3 Craft and Structure: Literary Texts**

- “Understanding Figurative Language: “Witnessing the Boston Massacre”” (Historical Fiction)—pp. 64–69
- Chapter 3 Review: “Racing to the Ludington Home” (determine the meaning of figurative language) (Adventure Story)—pp. 85–86

**Language**

- Figurative Language (simile, metaphor, personification)—pp. 196–197

*continued*

READING

**ELA.5.R.3 Reading Across Genres**

**Interpreting Figurative Language**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**GRADE 5 TEACHER'S EDITION**

**Team Jigsaw**

- Figurative Language—TE p. 197

**GRADE 5 DIGITAL RESOURCES**

**Chapter 3 Craft and Structure: Literary Texts**

- Instruction & Practice
  - Understanding Figurative Language
- Additional Practice
  - Understanding Figurative Language: "Letters from Boston" (Letters)
- Assessments
  - Comprehension Check
    - Chapter 3 Understanding Figurative Language: "Escape from Chateau d'If" – Adapted excerpt from *The Count of Monte Cristo* by Alexandre Dumas (Historical Fiction)
- Instructional Videos
  - Understanding Figurative Language
- Parent Resources
  - Chapter 3 Home Connect
  - Chapter 3 Home Connect On the Go: Analyze figurative language in a favorite poem (graphic organizer)

**Chapter 9 Research to Build and Present Knowledge:**

**Write Evidence-Based Essays**

- Instruction & Practice
  - Language: Figurative Language
- Additional Practice
  - Figurative Language
- Instructional Videos
  - Figurative Language

**Paraphrasing and Summarizing**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.R.3.2:** Summarize a text to enhance comprehension.

**GRADE 5 INSTRUCTIONAL GUIDE**

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*continued*

**READING**

**ELA.5.R.3 Reading Across Genres**

**Paraphrasing and Summarizing**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p>a. Include plot and theme for a literary text.</p>	<p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Theme and Summarizing: "Hurricane Taylor" (Adventure Story)—pp. 18–23</li> </ul> <p><b>GRADE 5 DIGITAL RESOURCES</b>  <b>Chapter 1 Key Ideas and Details: Literary Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: "Lady Caroline to the Rescue" (Fantasy)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 1 Determining Theme and Summarizing: "Tornado!" (Realistic Fiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Close Reading Lesson Plan             <ul style="list-style-type: none"> <li>◦ Chapter 1 "An Unexpected Friend" (Fantasy)</li> </ul> </li> <li>• Parent Resources             <ul style="list-style-type: none"> <li>◦ Chapter 1 Home Connect</li> <li>◦ Chapter 1 Home Connect Activity: Characters' Words and Actions/Theme (graphic organizer)</li> </ul> </li> </ul>
<p>b. Include the central idea and relevant details for an informational text.</p>	<p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining the Main Idea and Summarizing: "Bump, Bump, and Away! The Science of Bumper Cars" (Explanatory Text)—pp. 44–49</li> </ul> <p><b>GRADE 5 DIGITAL RESOURCES</b>  <b>Chapter 2 Key Ideas and Details: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing</li> </ul> </li> <li>• Additional Practice             <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: "Working in Weightlessness" (Science Magazine Article)</li> </ul> </li> <li>• Assessments             <ul style="list-style-type: none"> <li>◦ Comprehension Check                     <ul style="list-style-type: none"> <li>◦ Chapter 2 Determining the Main Idea and Summarizing: "Magic or Science?" (Expository Nonfiction)</li> </ul> </li> </ul> </li> <li>• Close Reading Practice/Close Reading Lesson Plan             <ul style="list-style-type: none"> <li>◦ Chapter 2 "Amazing Octopuses and Squids" (Science Magazine Article)</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**READING**

**ELA.5.R.3 Reading Across Genres**

**Paraphrasing and Summarizing**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Parent Resources                             <ul style="list-style-type: none"> <li>◦ Chapter 2 Home Connect</li> <li>◦ Chapter 2 Home Connect On the Go: Main Ideas and Supporting Details (graphic organizer)</li> </ul> </li> </ul>
<p><b>Benchmark Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>	

**Comparative Reading**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p><b>ELA.5.R.3.3:</b> Compare and contrast primary and secondary sources related to the same topic.</p>	<p><b>GRADE 5 INSTRUCTIONAL GUIDE</b> <b>Full Access*</b> <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p><b>GRADE 6 DIGITAL RESOURCES</b> <b>Chapter 4 Craft and Structure: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Determining Author's Point of View or Purpose: "Can Anything Stop the Great Pacific Garbage Patch?" (Opinion Piece)                             <ul style="list-style-type: none"> <li>◦ Guided Instruction                                     <ul style="list-style-type: none"> <li>◦ Primary sources—SE/TE p. 127</li> </ul> </li> </ul> </li> </ul> <p><b>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</b></p> <ul style="list-style-type: none"> <li>• Integrating Information from Different Sources: "Primary Elections" (Web Article)                             <ul style="list-style-type: none"> <li>◦ Guided Practice                                     <ul style="list-style-type: none"> <li>◦ Firsthand account is a primary sources—SE/TE p. 168</li> <li>◦ Cite Evidence (primary source)—SE/TE p. 172</li> </ul> </li> <li>◦ Independent Practice                                     <ul style="list-style-type: none"> <li>◦ Cite Evidence (primary source)—SE/TE p. 170</li> <li>◦ Comprehension Check (primary source)—SE/TE p. 171</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## READING

### ELA.5.R.3 Reading Across Genres

#### Comparative Reading

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### GRADE 7 DIGITAL RESOURCES

#### Chapter 5 Integration of Knowledge and Ideas: Literary Texts

- Chapter Introduction/Home Connect
  - Progress Check
    - Compare and contrast primary and secondary sources on the same topic—SE/TE pp. 137-138
- Comparing and Contrasting Historical Accounts: “Journal of a British Officer” (Historical Account)
  - Guided Instruction
    - Cite Evidence (compare and contrast primary and secondary sources)—SE/TE pp. 148, 150, 151
  - Guided Practice
    - Comprehension Check (primary/secondary sources)—SE/TE p. 153
- Chapter 5 Review
  - Differences between primary and secondary sources—SE/TE p. 159

## COMMUNICATION

### ELA.3.C.1 Communicating Through Writing

#### Handwriting

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.1.1:** Demonstrate fluent and legible cursive writing skills.

N/A

#### Benchmark Clarifications:

Clarification 1: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.

## COMMUNICATION

### ■ ELA.3.C.1 Communicating Through Writing

#### Narrative Writing

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.1.2:** Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161
- Analyze a student model then outline and write a first draft—pp. 162–165
- Assignment: Write the final draft—p. 172

#### **GRADE 5 DIGITAL RESOURCES**

Online instructional support for Chapter 7 includes—

- Instruction & Practice
  - Write Nonfictional Narratives
- Additional Practice
  - Write Nonfictional Narratives
- Instructional Videos
  - Write Nonfictional Narratives
- Parent Resources
  - Chapter 7 Home Connect Conversation Starter: Sequence of Events (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: See Writing Types.

#### Argumentative Writing

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.1.3:** Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

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*continued*

## COMMUNICATION

### ELA.3.C.1 Communicating Through Writing

#### Argumentative Writing

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**GRADE 5 STUDENT EDITION/TEACHER'S EDITION**  
**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–203
- Analyze a student model then outline and write a first draft—pp. 204–207
- Assignment: Write the final draft—p. 214

**GRADE 5 DIGITAL RESOURCES**

Online instructional support for Chapter 10 includes—

- Instruction & Practice
  - Writing Opinion Pieces
- Additional Practice
  - Writing Opinion Pieces
- Instructional Videos
  - Writing Opinion Pieces
- Parent Resources
  - Chapter 10 Home Connect On the Go: Opinion and Reasons for My Opinion (graphic organizer)

**Benchmark Clarifications:**

Clarification 1: See Writing Types and Elaborative Techniques.

#### Expository Writing

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.1.4:** Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

**GRADE 5 INSTRUCTIONAL GUIDE**

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**GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

For the following writing lessons, students select a topic, create an organizational structure, and link supporting evidence using a variety of transitional words and phrases.

*continued*

**COMMUNICATION**

**■ ELA.3.C.1 Communicating Through Writing**

**Expository Writing**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts**

For this assignment, students use relevant facts, definitions, details, and quotations to develop a topic or explain a process.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175
- Analyze a student model then outline and write a first draft—pp. 176–179
- Assignment: Write the final draft—p. 186

**Chapter 9 Text Types and Purposes: Write Evidence-Based Essays**

In this lesson, students provide a summary of a literary work then state an idea based on their analysis of an element of that work. Next, they elaborate using linked, supporting evidence in the form of direct quotations and paraphrases, followed by a concluding statement.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189
- Analyze a student model then outline and write a first draft—pp. 190–193
- Assignment: Write the final draft—p. 200

**Chapter 11 Research to Build and Present Knowledge: Write Research Reports**

As in Chapter 9, students summarize and paraphrase information in their notes and their finished work. They hone research skills, developing a topic by gathering, organizing, and citing relevant facts and details from multiple sources.

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217
- Analyze a student model then outline and write a first draft—pp. 218–223
- Assignment: Write the final draft—p. 228

**GRADE 5 DIGITAL RESOURCES**

Online instructional support for Chapters 8, 9, and 11 includes—

- Instruction & Practice
- Additional Practice
- Instructional Videos
- Parent Resources

**Benchmark Clarifications:**

Clarification 1: See Writing Types and Elaborative Techniques.

**COMMUNICATION**

**ELA.3.C.1 Communicating Through Writing**

**Improve Writing**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.1.5:** Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

**GRADE 5 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 5 TEACHER'S EDITION**

**Writing Handbook**

- Chapter 7, TE p. 161; Chapter 8, TE p. 175; Chapter 9, TE p. 189; Chapter 10, TE p. 203; Chapter 11, TE p. 217

**Create: Organizational Structure**

Brainstorming, Planning, Drafting

- Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222

**Introduce the Writing Process**

Plan, Draft, Revise, Edit

- Chapter 7, TE p. 165; Chapter 8, TE p. 179; Chapter 9, TE p. 193; Chapter 10, TE p. 207; Chapter 11, TE p. 222

**Writing Process Summary**

Planning, Drafting, Rubrics

- Chapter 7, TE p. 172; Chapter 8, TE p. 186; Chapter 9, TE p. 200; Chapter 10, TE p. 214; Chapter 11, TE p. 228

**GRADE 5 DIGITAL RESOURCES**

**Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
  - Step 2: Drafting
  - Step 3: Revising
  - Step 4: Editing
  - Step 5: Producing, Publishing, and Presenting

**Benchmark Clarifications:**

Clarification 1: "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

**COMMUNICATION**

**ELA.3.C.2 Communicating Orally**

**Oral Presentation**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.2.1:** Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

**GRADE 5 INSTRUCTIONAL GUIDE**

**Full Access\***

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**GRADE 5 TEACHER'S EDITION**

**Extend Thinking**

- Chapter 1 Create (storyboards for an adventure movie/present to class)—TE p. 23
- Chapter 1 Compare (create a presentation/make a word web)—TE p. 30
- Chapter 1 Investigate (create a visual/present to class)—TE p. 43
- Chapter 3 Research (use visual aids for short presentation)—TE p. 67
- Chapter 4 Research (present research to class/use a visual)—TE p. 93
- Chapter 4 Form Opinions (present opinions to class/use at least one visual)—TE p. 101
- Chapter 5 Creating a New Myth (present myths to class)—TE p. 128
- Chapter 6 Cite Evidence (use the Internet or library/present findings to class)—TE p. 141

**Speaking and Listening Presentation**

- Prepare and make a formal presentation (state topic clearly, present appropriate facts)—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 127; Chapter 6, TE p. 153

**GRADE 5 DIGITAL RESOURCES**

**Writing Handbook**

- Speaking Tips (giving an oral presentation)—p. 9
  - Use language that fits your audience and the occasion.
  - If necessary, use visuals to support what you say.
  - Speak loudly and clearly so that everyone can hear and understand you.
  - Speak in complete sentences, and pause between sentences to show the break in ideas.
  - Change the pitch, rate, and loudness of your voice to express your ideas.

*continued*

## COMMUNICATION

### ELA.3.C.2 Communicating Orally

#### Oral Presentation

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions.
- Take time to think before you respond.
- When you have finished speaking, ask your audience if they have any questions. Answer them politely and listen carefully to their questions.
- Take time to think before you respond.

**Benchmark Clarifications:**

Clarification 1: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

Clarification 2: For further guidance, see the Elementary Oral Communication Rubric.

### ELA.5.C.3 Following Conventions

#### Conventions

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.3.1:** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**GRADE 5 INSTRUCTIONAL GUIDE**

**Full Access\***

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**Benchmark Clarifications:**

Clarification 1: Skills to be mastered at this grade level are as follows:

- Use principal modals to indicate the mood of a verb.

**GRADE 4 DIGITAL RESOURCES**

**Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Instruction & Practice
  - Language: Modal Auxiliaries
- Additional Practice
  - Modal Auxiliaries
- Instructional Videos
  - Modal Auxiliaries



**COMMUNICATION**

**ELA.3.C.3 Following Conventions**

**Conventions**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<ul style="list-style-type: none"> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul>	<p><b>GRADE 7 DIGITAL RESOURCES</b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Function of Phrases and Clauses (independent/main clauses, dependent/subordinate clauses)</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Function of Phrases and Clauses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Function of Phrases and Clauses</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 2 Nouns</b></p> <ul style="list-style-type: none"> <li>• Lesson 14 Appositives—SE pp. 64–67/TAE p. T25</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and correct inappropriate shifts in tense and number.</li> </ul>	<p><b>GRADE 3 DIGITAL RESOURCES</b>  <b>Chapter 9 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Verbs and Verb Tenses</li> <li>○ Language: Subject-Verb Agreement</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> <li>○ Subject-Verb Agreement</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Verbs and Verb Tenses</li> <li>○ Subject-Verb Agreement</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 3 Verbs</b></p> <ul style="list-style-type: none"> <li>• Lesson 24 Inappropriate Shifts in Verb Tense—SE pp. 108–111/TAE p. T30</li> </ul>
<ul style="list-style-type: none"> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul>	<p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Conjunctions—p. 194</li> </ul> <p><b>GRADE 5 DIGITAL RESOURCES</b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Conjunctions</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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**COMMUNICATION**

**ELA.3.C.3 Following Conventions**

**Conventions**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Conjunctions</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Conjunctions</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Form and use irregular plural nouns.</li> </ul>	<p><b><u>GRADE 3 DIGITAL RESOURCES</u></b>  <b>Chapter 7 Text Types and Purposes: Write Fictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Regular and Irregular Plural Nouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Plural Nouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Regular and Irregular Plural Nouns</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Form and use the progressive and perfect verb tenses.</li> </ul>	<p><b><u>GRADE 4 DIGITAL RESOURCES</u></b>  <b>Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language Progressive Forms of Verbs</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Progressive Forms of Verbs</li> </ul> </li> </ul> <p><b><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u></b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Perfect Verb Tenses—p. 180</li> </ul> <p><b><u>GRADE 5 DIGITAL RESOURCES</u></b>  <b>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>○ Language: Perfect Verb Tenses</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>○ Perfect Verb Tenses</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>○ Perfect Verb Tenses</li> </ul> </li> </ul>

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## COMMUNICATION

### ELA.3.C.3 Following Conventions

#### Conventions

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

Skills to be implemented but not yet mastered are as follows:

- Use verbals including gerunds, infinitives, and participial phrases.

#### **GRADE 7 DIGITAL RESOURCES**

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

- Instruction & Practice
  - Language: Verbals and Verb Phrases (gerunds, infinitives, and participial phrases)
- Additional Practice
  - Verbals and Verb Phrases
- Instructional Videos
  - Verbals and Verb Phrases

- Use comparative and superlative forms of adjectives

#### **GRADE 3 DIGITAL RESOURCES**

##### **Chapter 10 Text Types and Purposes: Write Opinion Pieces**

- Instruction & Practice
  - Language: Adjectives
- Additional Practice
  - Adjectives
- Instructional Videos
  - Adjectives

- Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

#### **GRADE 3 DIGITAL RESOURCES**

##### **Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts**

- Instruction & Practice
  - Language: Pronouns
  - Language: Pronoun-Antecedent Agreement
- Additional Practice
  - Pronouns
  - Pronoun-Antecedent Agreement
- Instructional Videos
  - Pronouns
  - Pronoun-Antecedent Agreement

#### **GRADE 4 DIGITAL RESOURCES**

##### **Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays**

- Instruction & Practice
  - Language: Relative Pronouns
- Additional Practice
  - Relative Pronouns

*continued*

**COMMUNICATION**

**ELA.3.C.3 Following Conventions**

**Conventions**

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Relative Pronouns</li> </ul> </li> </ul> <p><b>GRADE 6 DIGITAL RESOURCES</b>  <b>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Case of Pronouns</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Case of Pronouns</li> </ul> </li> <li>• Instructional Videos                             <ul style="list-style-type: none"> <li>◦ Case of Pronouns</li> </ul> </li> </ul> <p><i>See also Sadlier Grammar Workshop: Tools for Writing, Level Blue/Grade 5</i></p> <p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Unit 5 Pronouns</b></p> <ul style="list-style-type: none"> <li>• Lesson 40 Subject Pronouns—SE pp. 180-183/TAE p. T39</li> <li>• Lesson 41 Object Pronouns—SE pp. 184-187/TAE p. T40</li> <li>• Lesson 42 Using <i>I</i> and <i>Me, We, and Us</i>—SE pp. 188-191/TAE p. T40</li> <li>• Lesson 43 Possessive and Demonstrative Pronouns—SE pp. 192-195/TAE p. T41</li> <li>• Lesson 44 Relative Pronouns and Relative Adverbs—SE pp. 196-199/TAE p. T41</li> <li>• Lesson 45 Contractions with Pronouns—SE pp. 200-203/TAE p. T42</li> </ul>
<ul style="list-style-type: none"> <li>• Vary sentence structure.</li> </ul>	<p><b>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Sentence Combining—p. 195</li> <li>• Sentence Variety—p. 223</li> </ul> <p><b>GRADE 5 TEACHER'S EDITION</b>  <b>Language</b></p> <ul style="list-style-type: none"> <li>• Guided Instruction: Introduce sentence variety—TE p. 195</li> </ul> <p><b>Introduce the Review</b></p> <ul style="list-style-type: none"> <li>• Language Skills Summary (sentence variety)—TE p. 227</li> </ul> <p><b>GRADE 5 DIGITAL RESOURCES</b>  <b>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</b></p> <ul style="list-style-type: none"> <li>• Instruction &amp; Practice                             <ul style="list-style-type: none"> <li>◦ Language: Sentence Combining</li> </ul> </li> <li>• Additional Practice                             <ul style="list-style-type: none"> <li>◦ Sentence Combining</li> </ul> </li> </ul> <p style="text-align: right;"><i>continued</i></p>

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## COMMUNICATION

### ELA.3.C.3 Following Conventions

#### Conventions

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

- Instructional Videos
  - Sentence Combining

**Chapter 11 Research to Build and Present Knowledge:  
Write Research Reports**

- Instruction & Practice
  - Language: Sentence Variety
- Additional Practice
  - Sentence Variety
- Instructional Videos
  - Sentence Variety

**Benchmark Clarifications:**

Clarification 2: See Convention Progression by Grade Level for more information.

#### Researching and Using Information

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.4.1:** Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.

**GRADE 5 INSTRUCTIONAL GUIDE**

**Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

**GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

**Chapter 11 Research to Build and Present Knowledge:  
Write Research Reports**

- Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217
- Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–223
- Assignment: Write the final draft—p. 228

**GRADE 5 TEACHER'S EDITION**

**Extend Thinking**

- Chapter 1 Investigate—TE p. 43
- Chapter 3 Research—TE p. 67
- Chapter 3 Investigate—TE p. 75
- Chapter 4 Research—TE p. 93
- Chapter 6 Synthesize (consult multiple sources/write a brief report)—TE p. 154

*continued*

**COMMUNICATION**

**ELA.3.C.4 Researching**

**Researching and Using Information**

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**Digital Connection: Online Research**

- identify claim in the text and find supporting evidence—TE p. 143

**Genre: Research Report**

- Conduct research to find out more information about a topic of interest—TE p. 218

**Review: Comparing and Contrasting Themes**

- Use only relevant research found during research—TE p. 220

**GRADE 5 DIGITAL RESOURCES**

**Chapter 11 Text Types and Purposes: Write Research Reports**

- Instruction & Practice
  - Writing Research Reports
- Additional Practice
  - Writing Research Reports
- Instructional Videos
  - Writing Research Reports
- Parent Resources
  - Chapter 11 Home Connect
  - Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer)

**Writing Handbook**

- Instruction & Practice
  - Step 1: Planning
    - Research Tips (gather information by reading and evaluating sources/use print materials or websites for information)—p. 3
  - Step 3 Revising: Revising Checklist
    - Have I included accurate information from my research?—p. 5
- Instruction & Practice Lesson Plans
  - Step 1: Planning
    - Digital Integration: Research Tip—pp. 2 and 3

**Benchmark Clarifications:**

Clarification 1: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

## COMMUNICATION

### ELA.3.C.5 Creating and Collaborating

#### Multimedia

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.5.1:** Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

##### **Full Access\***

**Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 5 TEACHER'S EDITION**

##### **Extend Thinking**

- Chapter 1 Create (storyboards for an adventure movie/present to class)—TE p. 23
- Chapter 1 Compare (create a presentation/make a word web)—TE p. 30
- Chapter 1 Investigate (create a visual/present to class)—TE p. 43
- Chapter 3 Research (use visual aids for short presentation)—TE p. 67
- Chapter 4 Research (present research to class/use a visual)—TE p. 93
- Chapter 4 Form Opinions (present opinions to class/use at least one visual)—TE p. 101
- Chapter 5 Creating a New Myth (present myths to class/include a multimedia component)—TE p. 128

##### **Speaking and Listening Presentation**

- Provide engaging visuals to enhance presentations—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 5, TE p. 127; Chapter 6, TE p. 153

##### **Digital Connection**

- Chapter 1 Digital Storyboarding—TE p. 21
- Chapter 4 Video Storytelling—TE p. 117
- Chapter 11 Digital Slide Presentations (use visuals and audio)—TE p. 228

#### **GRADE 5 DIGITAL RESOURCES**

##### **Writing Handbook**

- Speaking Tips (giving an oral presentation)—p. 9
  - Use visuals to support what you say.

*Related content*

#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Analyzing the Effects of Visuals: "Prometheus: Giver of Fire" (Greek Myth/Graphic Novel)—pp. 116–121

*continued*

## COMMUNICATION

### ■ ELA.3.C.5 Creating and Collaborating

#### Multimedia

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### **GRADE 5 DIGITAL RESOURCES**

#### **Chapter 5 Integration of Knowledge and Ideas: Literary Texts**

- Instruction & Practice
  - Chapter 5 Analyzing the Effects of Visuals
- Additional Practice
  - Chapter 5 Analyzing the Effects of Visuals: "A Boy and His Dogs" (Graphic Novel)
- Assessments
  - Comprehension Check
    - Chapter 5 Analyzing the Effects of Visuals: "A Little Princess" – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel)
- Parent Resources
  - Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)

#### **Benchmark Clarifications:**

Clarification 1: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.

#### Technology in Communication

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.C.5.2:** Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

#### **Full Access\***

**Full Access** is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 5 DIGITAL RESOURCE**

#### **Writing Handbook**

- Instruction & Practice/Lesson Plans
  - Step 1: Planning
    - Digital Integration
      - Use precise search words and phrases in order to conduct online research efficiently.

*continued*



## COMMUNICATION

### ■ ELA.3.C.5 Creating and Collaborating

#### Technology in Communication

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
	<ul style="list-style-type: none"> <li>○ Step 2: Drafting                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Word processing on a computer can help students focus on fluency of ideas, ordering of information, and connection of thoughts from sentence to sentence and paragraph to paragraph.</li> </ul> </li> </ul> </li> <li>○ Step 3: Revising                             <ul style="list-style-type: none"> <li>○ Revising Together                                     <ul style="list-style-type: none"> <li>• Print out a copy of student writing, review work using the Revising Checklist, and revise work as needed based on feedback from a partner.</li> </ul> </li> </ul> </li> <li>○ Step 4: Editing                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Understand the limitations of using a spellchecker when working on computers.</li> </ul> </li> </ul> </li> <li>○ Step 5: Producing, Publishing, and Presenting                             <ul style="list-style-type: none"> <li>○ Digital Integration                                     <ul style="list-style-type: none"> <li>• Use a school or class website to participate in giving online feedback on presentations; provide constructive criticism with supporting details.</li> </ul> </li> <li>○ Assignment: Digital Presentation                                     <ul style="list-style-type: none"> <li>• Use digital technology to present and publish student work; read work aloud during a videoconference; create eBooks with text and images.</li> </ul> </li> </ul> </li> </ul>

## VOCABULARY

### ■ ELA.5.V.1 Finding Meaning

#### Academic Vocabulary

5 <sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5
<p><b>ELA.5.V.1.1:</b> Use grade-level academic vocabulary appropriately in speaking and writing.</p>	<p><b>GRADE 5 INSTRUCTIONAL GUIDE</b>  <b>Full Access*</b>  <i>Full Access</i> is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.</p> <p style="text-align: right;"><i>continued</i></p>

## VOCABULARY

### ■ ELA.3.V.1 Finding Meaning

#### Academic Vocabulary

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

##### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

Academic and domain-specific vocabulary are introduced in a text-based context with the appropriate standards-based instruction.

##### **Words to Know**

- General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

##### **Home Connect**

- Progress Check/Introduction (domain-specific and academic words)—pp. 88–89

##### **Guided Instruction**

- Cite Evidence (academic word)—pp. 90, 94

##### **GRADE 5 TEACHER'S EDITION**

##### **Vocabulary Overview**

- General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, TE p. 11; Chapter 2, TE p. 37; Chapter 3, TE p. 63; Chapter 4, TE p. 89; Chapter 5, TE p. 115; Chapter 6, TE p. 135

##### **Words to Know**

- General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 40, 42, 44, 46, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150
- Domain-Specific Vocabulary—TE pp. 12, 14, 20, 22, 28, 38, 40, 42, 44, 46, 48, 50, 68, 70, 78, 90, 94, 96, 98, 100, 104, 106, 116, 138, 140, 142, 144, 146, 148, 150, 152
- Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 38, 40, 42, 44, 46, 48, 50, 52, 54, 64, 66, 68, 70, 72, 74, 76, 78, 80, 90, 92, 94, 96, 98, 100, 102, 104, 106, 116, 118, 120, 122, 124, 126, 136, 138, 140, 142, 144, 146, 148, 150, 152

##### **Benchmark Clarifications:**

Clarification 1: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

## VOCABULARY

### ■ ELA.3.V.1 Finding Meaning

#### Morphology

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.V.1.2** Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Greek and Latin Roots—p. 58
- Greek and Latin Affixes and Roots—p. 182

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 2 Key Ideas and Details: Informational Texts**

- Instruction & Practice
  - Language: Greek and Latin Roots

##### **Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts**

- Instruction & Practice
  - Language: Greek and Latin Affixes and Roots

##### **Foundational Skills Handbook**

- Instruction & Practice/Lesson Plans/Additional Practice
  - Base Words
  - Prefixes
  - Suffixes
  - Greek and Latin Roots

#### **Benchmark Clarifications:**

Clarification 1: See Common Greek and Latin Roots 3-5.

#### Context and Connotation

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

**ELA.5.V.1.3** Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

#### **GRADE 5 INSTRUCTIONAL GUIDE**

##### **Full Access\***

*Full Access* is a data-driven solution with diagnostic assessments and detailed reporting. Create, assign, and teach personalized action plans with recommended instruction and practice, including on- and off-grade-level content covering Florida's B.E.S.T. Standards for English Language Arts.

*continued*

## VOCABULARY

### ■ ELA.3.V.1 Finding Meaning

#### Context and Connotation

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### **GRADE 5 STUDENT EDITION/TEACHER'S EDITION**

##### **Language**

- Context Clues—pp. 110, 183
- Idioms—p. 168
- Figurative Language (simile, metaphor, personification)—pp. 196–197
- Reference Materials (use a dictionary/glossary to check the spellings of words)—p. 225

##### **Guided Instruction**

- Cite Evidence (context clues)—pp. 90, 91

##### **Glossary**

- Cumulative list of boldfaced Words to Know (from reading selections)—pp. 229–235

#### **GRADE 5 TEACHER'S EDITION**

##### **Guided Instruction**

- Cite Evidence (context clues)—TE p. 90

##### **Independent Practice**

- Use context clues—TE p. 94

##### **Words to Know**

- Context clues—TE p. 124

##### **Turn and Talk**

- Identify context clues with a partner—TE p. 183

##### **Support English Language Learners**

- Use reference materials to learn new words and spell them correctly—TE p. 225

##### **Language Skills Summary**

- Use reference materials—TE p. 227

#### **GRADE 5 DIGITAL RESOURCES**

##### **Chapter 4 Craft and Structure: Informational Texts**

- Instruction & Practice
  - Language: Context Clues

##### **Chapter 7 Text Types and Purposes: Write Nonfictional Narratives**

- Instruction & Practice
  - Language: Idioms
- Additional Practice
  - Idioms
- Instructional Videos
  - Idioms

## VOCABULARY

### ■ ELA.3.V.1 Finding Meaning

#### Context and Connotation

5<sup>TH</sup> GRADE FLORIDA'S B.E.S.T. STANDARDS: ENGLISH LANGUAGE ARTS

PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL E / GRADE 5

#### Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts

- Instruction & Practice
  - Language: Context Clues
- Instructional Videos
  - Context Clues

#### Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays

- Instruction & Practice
  - Language: Figurative Language
- Additional Practice
  - Figurative Language
- Instructional Videos
  - Figurative Language

#### Writing Handbook

- Instruction & Practice
  - Step 4: Editing
    - Editing Checklist—p. 7
      - I have used a dictionary to check spellings I am unsure about.
      - I have correctly used frequently confused words, such as homophones (words that sound the same, such as their, there, they're).
    - Proofreading Marks—p. 8
      - Spelling error
- Instruction & Practice Lesson Plans
  - Step 4: Editing
    - Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7

#### Benchmark Clarifications:

Clarification 1: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

Clarification 2: See Context Clues and Word Relationships.

Clarification 3: See ELA.5.R.3.1 and Elementary Figurative Language.