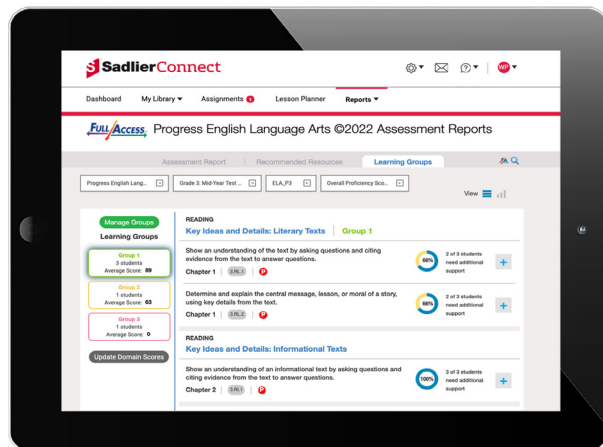
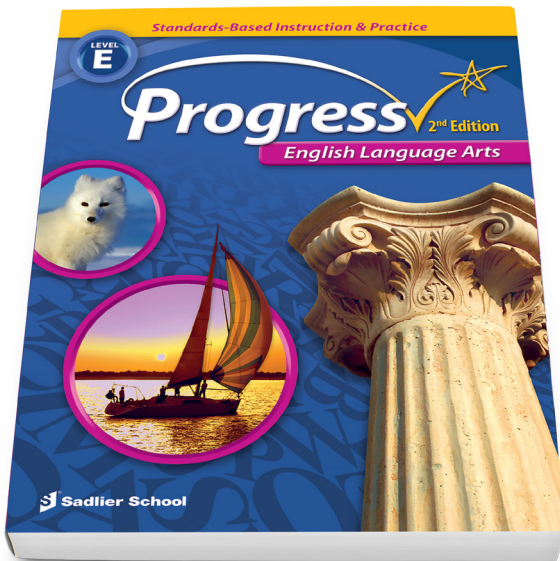


Progress

English Language Arts 2nd Edition

Correlation to the New Jersey Student Learning Standards for English Language Arts

Grade 5



Progress English Language Arts Full Access Bundle*

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*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 the New Jersey Student Learning Standards for English Language Arts.

Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Use details to make inferences about a story. • Drawing Inferences: “Like a Book” (Realistic Fiction)—pp. 12–17 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (drawing inferences)—p. 31 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Drawing Inferences—TE p. 19 <p>GRADE 5 DIGITAL RESOURCES* Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Wind” (Folktale) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “If at First You Don’t Succeed” (Realistic Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 1 “An Unexpected Friend” (Fantasy)
<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ◦ Determine theme and summarize. • Determining Theme and Summarizing: “Hurricane Taylor” (Adventure Story)—pp. 18–23 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (determining theme/summarizing a text)—p. 31 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Determining Theme and Summarizing—TE p. 25 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Key Ideas and Details

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme and Summarizing • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme and Summarizing: “Lady Caroline to the Rescue” (Fantasy) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme and Summarizing: “Tornado!” (Realistic Fiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect Activity: Characters’ Words and Actions/Theme (graphic organizer) ○ Chapter 1 Home Connect On the Go: Favorite Nursery Rhyme/Summary (graphic organizer)
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 9–10 <ul style="list-style-type: none"> ○ Compare and contrast story elements. • Comparing and Contrasting Story Elements: “Running for Hearts” (Fictional Narrative)—pp. 24–29 • Connect Across Texts <ul style="list-style-type: none"> ○ Connect to the Essential Question (comparing and contrasting story elements)—p. 31 • Chapter 1 Review: “A Different Kind of Summer School” (Realistic Fiction)—pp. 33–34 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Comparing and Contrasting Story Elements • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Comparing and Contrasting Story Elements: “Escaping East Berlin” (Historical Fiction) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Comparing and Contrasting Story Elements: “The Knights’ Challenge” (Realistic Fiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect Conversation Starter: Compare Versions of a Story or Book (graphic organizer)

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 61–62 <ul style="list-style-type: none"> ◦ Determine the meaning of figurative language, including similes and metaphors. • Determining Word Meanings: “Paul Revere’s Real Ride” (Realistic Fiction)—pp. 64–69 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (figurative language)—p. 83 • Chapter 3 Review: “Racing to the Ludington Home” (Adventure Story)—pp. 85–86 <p>Language</p> <ul style="list-style-type: none"> • Adages and Proverbs—p. 130 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Understanding Figurative Language—TE p. 71 <p>GRADE 5 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Letters from Boston” (Letters) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Understanding Figurative Language • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Treasure Trunk” (Adventure) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect On the Go: Similes and Metaphors (graphic organizer)
<p>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 61–63 <ul style="list-style-type: none"> ◦ Explain how a work of literature, such as a drama or poem, is structured. • Explaining Dramatic Structure: “Sybil Ludington’s Ride” (Drama)—pp. 70–75 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (text structure)—p. 83 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Chapter 3 Review: “Racing to the Ludington Home” (Adventure Story)—pp. 85–86 <p><u>GRADE 5 TEACHER’S EDITION</u> Review</p> <ul style="list-style-type: none"> • Explaining Structural Elements—TE p. 77 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Dramatic Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Dramatic Structure: “If the Walls Could Talk” (Contemporary Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Poetic Structure: “The Spider and the Fly” – by Mary Howitt (Narrative Poetry) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Treasure Trunk” (Adventure) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Activity: Structural Elements in Literature (graphic organizer)
<p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 61–63 <ul style="list-style-type: none"> ◦ Describe how an author’s or a narrator’s point of view influences how events are described. • Analyzing Point of View: “If-” (Poetry)—pp. 76–81 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (point of view)—p. 83 • Chapter 3 Review: “Racing to the Ludington Home” (Adventure Story)—pp. 85–86 <p><u>GRADE 5 TEACHER’S EDITION</u> Review</p> <ul style="list-style-type: none"> • Analyzing Point of View—TE p. 192 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “Sarah of the Mills” (Radio Play) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Point of View: “What I Heard in the Apple Barrel” – adapted excerpt from <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Literature

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 3 “Treasure Trunk” (Adventure) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect Conversation Starter: First-Person/Third-Person Points of View (graphic organizer)

Integration of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 113–114 <ul style="list-style-type: none"> ◦ Learn to analyze how visual effects contribute to the text. • Analyzing the Effects of Visuals: “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel)—pp. 116–121 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (analyzing visual elements)—p. 129 • Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Analyzing the Effects of Visuals—TE p. 123 <p>GRADE 5 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing the Effects of Visuals • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing the Effects of Visuals: “A Boy and His Dogs” (Graphic Novel) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Analyzing the Effects of Visuals: “A Little Princess” – Adapted excerpt from the novel by Frances Hodgson Burnett (Novel) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “How Summer and Winter Began” (Native American Myth) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)
<p>RL.5.8. (Not applicable to literature)</p>	

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Progress Indicators for Reading Literature

Integration of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 113–114 <ul style="list-style-type: none"> ◦ Compare and contrast approaches to similar themes in works in the same genre. • Comparing and Contrasting Themes: “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth)—pp. 122–127 • Connect Across Texts <ul style="list-style-type: none"> ◦ Compare and Contrast Texts—p. 128 ◦ Connect to the Essential Question (comparing themes)—p. 129 • Chapter 5 Review: “The Boy Who Flew Too High” (Greek Myth)—pp. 131–132 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Comparing and Contrasting Themes—TE p. 220 <p>GRADE 5 DIGITAL RESOURCES* Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: “Robinson Crusoe” (Adapted Story Excerpt)/“The Jungle Book” (Adapted Story Excerpt) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 5 Comparing and Contrasting Themes: “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) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 5 “How Summer and Winter Began” (Native American Myth) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect On the Go: Compare Versions of an Adventure or Mystery (graphic organizer)

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Progress Indicators for Reading Literature

Range of Reading and Complexity of Text

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Literature Reading Selections</p> <ul style="list-style-type: none"> • 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 3 “Witnessing the Boston Massacre” (Historical Fiction), pp. 64–69, “Sybil Ludington’s Ride” (Drama), pp. 70–75, “If–” (Poetry), pp. 76–81” • Chapter 5 “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel), pp. 116–121, “Persephone and Demeter” (Greek Myth)/“Clytie” (Greek Myth), pp. 122–127 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “The Wind” (Folktale); “Lady Caroline to the Rescue” (Fantasy); “Escaping East Berlin” (Historical Fiction) ○ Chapter 3 “Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play) ○ Chapter 5 “A Boy and His Dogs” (Graphic Novel); “Robinson Crusoe” (Adapted Story Excerpt) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “If at First You Don’t Succeed” (Realistic Fiction); “Tornado!” (Realistic Fiction); “The Knights’ Challenge” (Realistic Fiction) ○ Chapter 3 “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> 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 <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) ○ 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) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) ○ Chapter 3 “Treasure Trunk” (Adventure) ○ Chapter 5 “How Summer and Winter Began” (Native American Myth) • Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Like a Book” (Realistic Fiction) ○ Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction) ○ Chapter 5 “Theseus and the Minotaur” (Greek Myth/Graphic Novel)

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> ◦ Quote accurately to explain what a text says directly and also when I draw inferences from the text. • Drawing Inferences: “Understanding Newton’s Three Laws of Motion” (Technical Text)—pp. 38–43 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (making inferences)—p. 57 • Chapter 2 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 59–60 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Drawing Inferences—TE p. 45 <p>GRADE 5 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Sir Isaac Newton” (Biography) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “How Inertia Affects Flight” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Conversation Starter: Clues and Inferences (graphic organizer)
<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> ◦ Determine main ideas and explain how they are supported by key details. ◦ Summarize the ideas in an informational text. • Determining the Main Idea and Summarizing: “Bump, Bump, and Away! The Science of Bumper Cars” (Explanatory Text)—pp. 44–49 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (determining the main idea/summarizing)—p. 57 • Chapter 2 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 59–60 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> Determining Determining Main Idea and Summarizing—TE p. 51 <p>GRADE 5 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing Additional Practice <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Working in Weightlessness” (Science Magazine Article) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 2 Determining the Main Idea and Summarizing: “Magic or Science?” (Expository Nonfiction) Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) Parent Resources <ul style="list-style-type: none"> Chapter 2 Home Connect On the Go: Main Ideas and Supporting Details (graphic organizer)
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Progress Check/Home Connect—pp. 35–36 <ul style="list-style-type: none"> Explain relationships between ideas or concepts in texts. Explaining Relationships Between Ideas: “Experiments with Motion” (Science Procedural)—pp. 50–55 Connect Across Texts <ul style="list-style-type: none"> Connect to the Essential Question (explaining the relationships or interactions between ideas or concepts)—p. 57 Chapter 2 Review: “Sidewalk Surfing” (Explanatory Text)—pp. 59–60 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> Explaining Relationships Between Ideas—TE p. 178 <p>GRADE 5 DIGITAL RESOURCES* Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 2 Explaining Relationships Between Ideas Additional Practice <ul style="list-style-type: none"> Chapter 2 Explaining Relationships Between Ideas: “Newton’s Laws of Curling” (Science Explanatory Text) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Key Ideas and Details

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Explaining Relationships Between Ideas: “On the Shoulders of Giants” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Explaining Relationships Between Ideas • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect Activity: Relationships Between Ideas, Events, or People (graphic organizer)

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ◦ Determine the meanings of academic and domain-specific words. • Determining Word Meanings: “At Home in Thin Air” (Science Text)—pp. 90–95 <ul style="list-style-type: none"> ◦ Connect to the Essential Question (academic and domain-specific words)—p. 109 • Chapter 4 Review: “An Endangered Turtle” (Explanatory Text)—pp. 111–112 <p>GRADE 5 TEACHER’S EDITION Words to Know</p> <ul style="list-style-type: none"> • 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 <p>Review</p> <ul style="list-style-type: none"> • Determining Word Meanings—TE p. 97 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Determining Word Meanings • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Determining Word Meanings: “Cooking over Fire” (Informational Text) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Word Meanings: “Education Is Key” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect Activity: Domain-Specific Words (graphic organizer)
<p>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.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ○ Compare and contrast the overall structure of two or more informational texts. • Comparing and Contrasting Text Structures: “Life in the Rainforest Canopy and Below the Rainforest Canopy” (Science Magazine Article)—pp. 96–101 • Connect Across Texts <ul style="list-style-type: none"> ○ Connect to the Essential Question (comparing text structures)—p. 109 • Chapter 4 Review: “An Endangered Turtle” (Explanatory Text)—pp. 111–112 <p>GRADE 5 TEACHER’S EDITION</p> <p>Review</p> <ul style="list-style-type: none"> • Comparing and Contrasting Text Structures—TE p. 103 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Comparing and Contrasting Text Structures • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Comparing and Contrasting Text Structures: “Weekly Foliage Report” (Travel Blog)/“Zoe’s Nature Journal” (Journal) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Comparing and Contrasting Text Structures: “Education Is Key” (Expository Nonfiction)/“Save the Orangutan!” (Expository Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Craft and Structure

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect On the Go: Problem/Solution Structure (graphic organizer)
<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ○ Analyze points of view represented in different texts on the same topic. • Analyzing Multiple Accounts: “Undersea Thermal Vents” (Informational Article)/“The Importance of Studying Thermal Vents” (Scientific Text)—pp. 102–107 • Connect Across Texts <ul style="list-style-type: none"> ○ Compare and Contrast Texts—p. 108 ○ Connect to the Essential Question (comparing points of view)—p. 109 • Chapter 4 Review: “An Endangered Turtle” (Explanatory Text)—pp. 111–112 <p><u>GRADE 5 TEACHER’S EDITION</u> Review</p> <ul style="list-style-type: none"> • Comparing/Contrasting Events and Topics—TE p. 206 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Multiple Accounts • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Multiple Accounts: “Sea Otters at the Aquarium!” (Brochure)/“No-Otter Zone” (Petition) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Multiple Accounts: “Save the Orangutan!” (Expository Nonfiction)/“Responsible Farming” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 4 “Help Save the Coral Reefs” (Editorial)/ “Defending My Right to Fish” (Letter to the Editor) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect Conversation Starter: Author’s Point of View (graphic organizer)

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Learn to locate information in multiple sources. • Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text)—pp. 136–141 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (locating information in multiple sources)—p. 155 • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p>GRADE 5 TEACHER’S EDITION Review</p> <ul style="list-style-type: none"> • Finding Information in Multiple Sources—TE p. 143 <p>GRADE 5 DIGITAL RESOURCES* Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources: “Puerto Rican Migration” (Web Article)/“Spanish Harlem: A Self-Guided Tour” (Brochure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Finding Information in Multiple Sources: “Gold Mountain” (Expository Nonfiction)/“The Transcontinental Railroad” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Letters Home” (Letters) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect Conversation Starter: How to combine information from many sources (graphic organizer)
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Analyze an author’s argument to see how reasons and evidence are used to support points. • Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text) • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (analyzing an author’s arguments)—p. 155 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p><u>GRADE 5 TEACHER’S EDITION</u> Review</p> <ul style="list-style-type: none"> • Analyzing Reasons and Evidence—TE p. 149 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence: “What Built the Sun Belt?” (Explanatory Text) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 6 Analyzing Reasons and Evidence: “Gold Mountain” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing Reasons and Evidence • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ◦ Chapter 6 “Letters Home” (Letters) • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect On the Go: Author’s Point of View/Strength of Argument (graphic organizer)
<p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 133–134 <ul style="list-style-type: none"> ◦ Learn to integrate information on the same topic that comes from multiple sources and different media. • Integrating Information from Texts: “A Century of Change: The U.S. Population Since 1900” (Informational Article)—pp. 148–153 • Connect Across Texts <ul style="list-style-type: none"> ◦ Connect to the Essential Question (integrating information)—p. 155 • Chapter 6 Review: “Seward’s Folly” (Explanatory Text)—pp. 157–158 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Texts • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Integrating Information from Texts: “On This Day in History: May 10, 1869” (Blog)/“A Journey West: Rebecca’s Journal” (Journal) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Integration of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 6 Integrating Information from Texts: “Gold Mountain” (Expository Nonfiction)/“San Francisco’s Chinatown” (Expository Nonfiction) • Close Reading Practice/Lesson Plan <ul style="list-style-type: none"> ○ Chapter 6 “Letters Home” (Letters) • Parent Resources <ul style="list-style-type: none"> ○ Chapter 6 Home Connect Activity: Research Report: Sources of Information (graphic organizer)

Range of Reading and Complexity of Text

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u> Informational Text Reading Selections</p> <ul style="list-style-type: none"> • Chapter 2 “Sir Isaac Newton” (Biography); “Working in Weightlessness” (Science Magazine Article); “Newton’s Laws of Curling” (Science Explanatory Text) • Chapter 4 “Creating a Natural Desert Garden” (Pamphlet); “Weekly Foliage Report” (Journal); “Sea Otters at the Aquarium!” (Petition) • 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) <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapters 2, 4, 6</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 2 “Sir Isaac Newton” (Biography); “Working in Weightlessness” (Science Magazine Article); “Newton’s Laws of Curling” (Science Explanatory Text) ○ Chapter 4 “Creating a Natural Desert Garden” (Pamphlet); “Weekly Foliage Report” (Journal); “Sea Otters at the Aquarium!” (Petition) ○ 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 <ul style="list-style-type: none"> ○ Chapter 2 “How Inertia Affects Flight” (Expository Nonfiction); “Magic or Science?” (Expository Nonfiction); “On the Shoulders of Giants” (Expository Nonfiction) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Informational Text

Range of Reading and Complexity of Text

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> ○ 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 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 <ul style="list-style-type: none"> ○ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) ○ Chapter 4 “Help Save the Coral Reefs” (Editorial) / “Defending My Right to Fish” (Letter to the Editor) ○ Chapter 6 “Letters Home” (Letters) ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 2 “Understanding Newton’s Three Laws of Motion” (Technical Text) ○ Chapter 4 “Tundra: The Frozen Ecosystem” (Science Text) ○ Chapter 6 “Laura Ingalls Wilder: Eyes on the Frontier” (Biography) ● Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “If at First You Don’t Succeed” (Realistic Fiction); “Tornado!” (Realistic Fiction); “The Knights’ Challenge” (Realistic Fiction) ○ Chapter 3 “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> 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 <i>Treasure Island</i> by Robert Louis Stevenson (Adventure Story) ○ 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) ● Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “An Unexpected Friend” (Fantasy) ○ Chapter 3 “Treasure Trunk” (Adventure) ○ Chapter 5 “How Summer and Winter Began” (Native American Myth) ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 “Like a Book” (Realistic Fiction) ○ Chapter 3 “Witnessing the Boston Massacre” (Historical Fiction) ○ Chapter 5 “Theseus and the Minotaur” (Greek Myth/Graphic Novel)

Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	
<p>RF.5.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Greek and Latin Affixes and Roots—p. 182 <p><u>GRADE 5 TEACHER'S EDITION</u> Foundational Skill Review</p> <ul style="list-style-type: none"> • Chapter 1 Final Blends—TE p. 21 • Chapter 2 Digraphs <i>sh, wh</i>—TE p. 49 • Chapter 3 Vowel Team <i>ie</i>—TE p. 69 • Chapter 4 Inflectional Endings—TE p. 95 • Chapter 5 CVCe Words—TE p. 121 • Chapter 6 Long Vowel <i>e</i>—TE p. 147 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes and Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Greek and Latin Roots ◦ Open, Closed, and Consonant + <i>-le</i> Syllables ◦ Words with Consonant Variants ◦ <i>r</i>-Controlled Vowels and VCe Syllables ◦ Words with Long Vowels

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.5.4.A. Read grade-level text with purpose and understanding.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Chapter Reading Selections <ul style="list-style-type: none"> ○ 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 ○ Chapter 3 “Letters from Boston” (Letters); “If the Walls Could Talk” (Contemporary Fiction); “Sarah of the Mills” (Radio Play) ○ 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 <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “If at First You Don’t Succeed” (Realistic Fiction); “Tornado!” (Realistic Fiction); “The Knights’ Challenge” (Realistic Fiction) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> ◦ Chapter 2 “How Inertia Affects Flight” (Expository Nonfiction); “Magic or Science?” (Expository Nonfiction); “On the Shoulders of Giants” (Expository Nonfiction) ◦ Chapter 6 “Biomimicry: Inventions from Nature” (Expository Text); “How Prosthetics Work” (Expository Text); “How Prosthetics Work” (Expository Text)/“The Wonders of Self-Healing Plastic” (Expository Text) ◦ Chapter 3 “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> 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 <i>Treasure Island</i> 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 <ul style="list-style-type: none"> ◦ Close Reading <ul style="list-style-type: none"> ◦ Chapter 1 “An Unexpected Friend” (Fantasy) ◦ Chapter 2 “Amazing Octopuses and Squids” (Science Magazine Article) ◦ 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)
<p>RF.5.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>GRADE 5 TEACHER’S EDITION Foundational Skills Use expression when reading dialogue. Record then listen to themselves. Read with proper phrasing. Pay attention to punctuation marks. For poetry, pay attention to the line breaks, stanza breaks, and the rhythm structure</p> <ul style="list-style-type: none"> • Chapter 1 Fluency (read with expression)—TE p. 15 • Chapter 2 Fluency Practice (unfamiliar vocabulary)—TE p. 41 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Chapter 3 Fluency (reading poetry)—TE p. 67 • Chapter 4 Fluency Practice (pay attention to punctuation)—TE p. 93 • Chapter 5 Fluency Practice (read expressively and with emotion)—TE p. 119 • Chapter 6 Fluency Practice (listen for reading fluency)—TE p. 145 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Each Chapter (Chapters 1–6)</p> <ul style="list-style-type: none"> • Fluency Practice <ul style="list-style-type: none"> ◦ Chapter Fluency Practice <ul style="list-style-type: none"> ◦ 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 <ul style="list-style-type: none"> ◦ Teacher’s Guide to Fluency <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ “Bellowing Sal Fink” (American Tall Tale) • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Practicing Fluency—p. 10 <ul style="list-style-type: none"> ◦ Reading “Aloud” to Yourself <ul style="list-style-type: none"> • Fluency Skills <ul style="list-style-type: none"> • Attend to punctuation • Read in phrases • Read with emotion • Reflect change in characters while reading dialogue • Use context to self-correct or reread as necessary ◦ Speaking and Listening <ul style="list-style-type: none"> • Audio recordings ◦ Partner Practice • Additional Practice <ul style="list-style-type: none"> ◦ Practicing Fluency <ul style="list-style-type: none"> ◦ “The Oven Bird” by Robert Frost (Poem) • Teacher Resources <ul style="list-style-type: none"> ◦ How to Use the Handbook

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Progress Indicators for Reading Foundation Skills

Fluency

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ◦ Use context to determine the meanings of certain words.—p. 90 • Determining Word Meanings: “At Home in Thin Air” (Science Text)—pp. 90–95 <ul style="list-style-type: none"> ◦ Cite Evidence (context clues)—pp. 91, 92, 94 <p>Language</p> <ul style="list-style-type: none"> • Context Clues—pp. 110, 183 <p>GRADE 5 TEACHER'S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> • Identifying and using context clues—TE p. 110 <p>Words to Know</p> <ul style="list-style-type: none"> • Context clues—TE p. 124 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Identify context clues with a partner—TE p. 183 <p>GRADE 5 DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Context Clues <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Context Clues • Instructional Videos <ul style="list-style-type: none"> ◦ Context Clues

Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 201–202 <ul style="list-style-type: none"> ◦ Write an opinion piece that uses the structure of an introduction, a clear statement of the opinion, and a concluding statement. <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 204–207 Assignment: Write the final draft—p. 214 <p>GRADE 5 TEACHER'S EDITION Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 203A Genre: Opinion Piece—TE p. 203 Analyze a Student Model—TE pp. 204–206 Evaluate a Writer's Work—TE p. 206 <p>GRADE 5 DIGITAL RESOURCES* Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect On the Go: Opinion and Reasons for My Opinion (graphic organizer) <p>Additional online instructional support for Chapter 10—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos
<p>W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Creating an Organizational Structure—pp. 204, 207 Introduction (present the topic/writer's opinion)—pp. 204, 207 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> Organization and Coherence <ul style="list-style-type: none"> Does the beginning introduce the topic clearly? Is the information grouped in a logical order?
<p>W.5.1.B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Reason 1, Reason 2, Reason 3 (provide strong reasons to support the opinion)—pp. 205, 207 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> Ideas and Voice <ul style="list-style-type: none"> Have I developed my ideas by including enough details and supporting facts?

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Linking Words and Phrases (use words and phrases to link the opinion and reasons)—pp. 205, 207 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words to link ideas across categories?
<p>W.5.1.D. Provide a conclusion related to the opinion presented.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Concluding Statement (relate to information presented earlier/restate opinion)—pp. 206, 207 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Do I have a strong concluding section that relates to my opinion?
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>INFORMATIVE/EXPLANATORY TEXTS</p> <p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 173–175 <ul style="list-style-type: none"> ◦ Learn to write an informative or explanatory text that groups information logically and ends with a conclusion. ◦ Use facts, definitions, details, and quotations to develop a topic. • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 <p>GRADE 5 TEACHER'S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 175A • Genre: Informative/Explanatory Text—TE p. 176 • Analyze a Student Model—TE pp. 176–178 • Evaluate a Writer's Work—TE p. 178 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES* Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Activity: Steps in a Process (graphic organizer) <p>Additional online instructional support for Chapter 8—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: center;">EVIDENCE-BASED ESSAYS</p> <p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 9 Research to Build and Present Knowledge:: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 187–189 <ul style="list-style-type: none"> ◦ Write an evidence-based essay that draws evidence from literary texts to support an analysis. • Analyze a student model then outline and write a first draft—pp. 190–193 • Assignment: Write the final draft—p. 200 <p>GRADE 5 TEACHER’S EDITION</p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 189A • Genre: Evidence-Based Essays—TE p. 190 • Analyze a Student Model—TE pp. 190–192 • Evaluate a Writer’s Work—TE p. 192 <p>GRADE 5 DIGITAL RESOURCES* Chapter 9 Research to Build and Present Knowledge:: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect Activity: Paraphrase: In My Own Words (graphic organizer) <p>Additional online instructional support for Chapter 9—</p> <ul style="list-style-type: none"> • Instruction & Practice • Additional Practice • Instructional Videos <p style="text-align: center;">RESEARCH REPORTS</p> <p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 215–217 <ul style="list-style-type: none"> ◦ Learn to write a research report that builds knowledge about different aspects of a topic. <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 Assignment: Write the final draft—p. 228 <p>GRADE 5 TEACHER’S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 217A Genre: Research Report—TE p. 218 Analyze a Student Model—TE pp. 218–220 Evaluate a Writer’s Work—TE p. 220 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 11 Home Connect On the Go: Main Idea and Details (graphic organizer) <p>Additional online instructional support for Chapter 11—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos
<p>W.5.2.A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Creating an Organizational Structure—pp. 176, 179, 190, 193, 218, 222 Introduction (introduce the topic/provide a focus)—pp. 176, 179, 190, 193, 218, 222 Grouping Related Information—pp. 177, 179 Organize Information (use subheads)—pp. 219, 222 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> Organization and Coherence <ul style="list-style-type: none"> Does my introduction state my topic clearly? Have I grouped related ideas to support my purpose? Step 5 Producing, Publishing, and Presenting—p. 9 <ul style="list-style-type: none"> Use images to add interest Use text features to make ideas easier to understand
<p>W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Facts and Concrete Details—pp. 177, 179 Supporting Ideas with Text Evidence—pp. 191, 193 Direct Quotations—pp. 191, 193 Recall Relevant Information—pp. 219, 222 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Ideas and Voice <ul style="list-style-type: none"> • Have I developed my ideas by including enough details and supporting facts?
<p>W.5.2.C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Linking Ideas (use words to show how ideas are related)—pp. 177, 179 <p>Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases—p. 210 <p>GRADE 5 DIGITAL RESOURCES* Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Transitional Words and Phrases • Additional Practice <ul style="list-style-type: none"> ◦ Transitional Words and Phrases • Instructional Videos <ul style="list-style-type: none"> ◦ Transitional Words and Phrases <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words to link ideas across categories? ◦ Step 4: Editing: Editing Checklist—p. 7 <ul style="list-style-type: none"> • Grammar <ul style="list-style-type: none"> • Linking words and phrases are used correctly to show relationships between ideas.
<p>W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Precise Language (use precise language to explain about your topic)—pp. 177, 179 <p>GRADE 5 TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> • General Academic Vocabulary/Working with Word Meaning—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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • 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 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Word Choice <ul style="list-style-type: none"> • Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Have I used words correctly and checked their definitions? <p><i>Other grade</i></p> <p>GRADE 4 DIGITAL RESOURCES** Chapter 8 Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Precise Words and Phrases • Additional Practice <ul style="list-style-type: none"> ◦ Precise Words and Phrases • Instructional Videos <ul style="list-style-type: none"> ◦ Precise Words and Phrases
<p>W.5.2.E. Provide a conclusion related to the information of explanation presented.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Concluding Statement—pp. 178, 179, 192, 193 • Conclusion (wrap up finding and summarize the analysis)—pp. 220, 222 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> ◦ Organization and Coherence <ul style="list-style-type: none"> • Do I have a concluding section that relates to my topic?
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Chapter Opener (Progress Check/Home Connect/Essential Question/Theme)—pp. 159–161 <ul style="list-style-type: none"> ◦ Learn to write a nonfictional narrative that introduces a narrator and/or characters, includes an organized sequence of events, and ends with a conclusion. ◦ Learn to use dialogue, description, and pacing to develop the events. <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> Analyze a student model then outline and write a first draft—pp. 162-165 Assignment: Write the final draft—p. 172 <p>GRADE 5 TEACHER'S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 161A Genre: Nonfictional Narrative—TE p. 162 Analyze a Student Model—TE pp. 162-164 Evaluate a Writer's Work—TE p. 164 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 7 Text Types and Purposes: Write Fictional Narratives</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Chapter 7 Home Connect Conversation Starter: Sequence of Events (graphic organizer) <p>Additional online instructional support for Chapter 7—</p> <ul style="list-style-type: none"> Instruction & Practice Additional Practice Instructional Videos
<p>W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Creating an Organizational Structure (introduce the narrator, show the sequence of events, and includes a conclusion)—pp. 162, 165 Introduction (introduce the narrator/establish the situation)—pp. 162, 165 Sequencing Events (provide events that build up tension)—pp. 162, 165 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> Step 1: Planning—p. 3 <ul style="list-style-type: none"> Ask yourself: "What problem does my character face, and how will he or she solve it?"
<p>W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</p> <p>Read/Analyze the Student Model</p> <ul style="list-style-type: none"> Dialogue (use dialogue to show how other characters think and feel, and how they interact with the narrator/try to make your dialogue sound natural, the way people really speak)—pp. 163, 165 Sequencing Events (develop events and show how the characters respond to situations)—pp. 163, 165 Figurative Language—p. 196

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Transitional Words (use transitional words and phrases to show the sequence of events)—pp. 163, 165 <p>Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases—p. 210 <p>GRADE 5 DIGITAL RESOURCES* Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Transitional Words and Phrases • Additional Practice <ul style="list-style-type: none"> ◦ Transitional Words and Phrases • Instructional Videos <ul style="list-style-type: none"> ◦ Transitional Words and Phrases <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Have I used linking words to link ideas across categories? ◦ Step 4: Editing: Editing Checklist—p. 7 <ul style="list-style-type: none"> • Grammar <ul style="list-style-type: none"> • Linking words and phrases are used correctly to show relationships between ideas.
<p>W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Sensory Details (use vivid sensory details to involve the reader's five senses)—pp. 163, 165 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist <ul style="list-style-type: none"> • Word Choice—p. 5 <ul style="list-style-type: none"> • Have I used words correctly and checked their definitions? • Have I used vivid words to make the text interesting? ◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> • What is another word you could use to say that?
<p>W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Read/Analyze the Student Model</p> <ul style="list-style-type: none"> • Concluding Statement—pp. 164, 165 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Text Types and Purposes

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice Lesson Plan <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Organization and Coherence <ul style="list-style-type: none"> • Do I have a concluding section that relates to my topic? ◦ Peer Collaboration—pp. 6 and 7 <ul style="list-style-type: none"> • Can the conclusion provide a better sense of closure?

Production and Distribution of Writing

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • 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 <p>Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • 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 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • 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 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • 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 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Production and Distribution of Writing

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • 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. 218–222 • Assignment: Write the final draft—p. 228
<p>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.</p>	<p><u>GRADE 5 TEACHER’S EDITION</u></p> <p>Writing Handbook Direct students to the online <i>Writing Handbook</i> for detailed instruction on planning, drafting, revising, editing, and producing, publishing, and presenting their writing.</p> <ul style="list-style-type: none"> • 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 <p>Evaluate a Writer’s Work Students work in pairs/group discussions.</p> <ul style="list-style-type: none"> • 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 <p>Create: Organizational Structure Brainstorming, Planning, Drafting.</p> <ul style="list-style-type: none"> • 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 <p>Introduce the Writing Process Steps of the writing process.</p> <ul style="list-style-type: none"> • 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 <p>Writing Process Summary Planning, Drafting, Rubrics.</p> <ul style="list-style-type: none"> • 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 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ○ Step 1: Planning ○ Step 2: Drafting ○ Step 3: Revising ○ Step 4: Editing ○ Step 5: Producing, Publishing, and Presenting

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Progress Indicators for Writing

Production and Distribution of Writing

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.6. With some guidance and support from adults and peers, 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>GRADE 5 TEACHER'S EDITION</p> <p>Digital Connection</p> <ul style="list-style-type: none"> • Digital Storyboarding—TE p. 21 • Online Research—TE p. 45 • Digital Filmmaking—TE p. 82 • Video Storytelling—TE p. 117 • Online Research—TE p. 143 • Blog Entries—TE p. 172 • Slide Presentation—TE p. 186 • Web Pages—TE p. 200 • Digital PSAs—TE p. 214 • Digital Slide Presentations—TE p. 228 <p>Foundational Skills</p> <ul style="list-style-type: none"> • Fluency Practice (search for images then present them on a class computer or tablet)—TE p. 141 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Cite Evidence (use the Internet for research)—TE p. 141 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Use a computer to check to see sources have been cited accurately—TE p. 221 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use print or digital dictionaries—TE p. 225 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tips (websites) ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Use a computer (copy, cut, and paste text)—p. 5 ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Using a computer (print out a copy)—p. 6 ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Digital Connection—p. 9 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip—pp. 2 and 3 ◦ Step 2: Drafting <ul style="list-style-type: none"> ◦ Digital Integration (use a word processing program)—pp. 4 and 5 ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Digital Integration (use a spellchecker when working on a computer)—pp. 6 and 7 ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Assignment: Digital Presentation (digital slide show, videoconference, post to website)—pp. 8 and 9

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Progress Indicators for Writing

Research to Build and Present Knowledge

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Progress Check—p. 222 <ul style="list-style-type: none"> ◦ Conduct a research project. • Graphic organizer and outline <ul style="list-style-type: none"> ◦ Plan and organize a research project—p. 222 <p>GRADE 5 TEACHER’S EDITION Extend Thinking</p> <ul style="list-style-type: none"> • Investigate—TE pp. 43, 75 • Hypothesize (conduct experiments)—TE p. 56 • Research—TE pp. 67, 93 • Form Opinions (research)—TE p. 101 • Cite Evidence (use the Internet the Internet and the resources at the library to find at least two reliable sources to corroborate their facts)—TE p. 141 • Synthesize (consult multiple sources)—TE p. 154 <p>Digital Connection</p> <ul style="list-style-type: none"> • Online Research—TE pp. 45, 143 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Research renewable energy—TE p. 153 <p>Genre</p> <ul style="list-style-type: none"> • Research Report (consult many sources to find relevant and interesting information about the topic)—TE p. 218 <p>GRADE 5 DIGITAL RESOURCES* Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tips—p. 3 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning • Digital Integration: Research Tip—pp. 2 and 3 <i>continued</i> <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Finding Information in Multiple Sources: “Citizenship and Naturalization” (Informational Text)—pp. 136–141
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Use index cards (record source/summarize or paraphrase information)—p. 221 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Research to Build and Present Knowledge

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 TEACHER'S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Have students work in teams on research reports/share list of sources—TE p. 139 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Cite Evidence (use the Internet the Internet and the resources at the library to find at least two reliable sources to corroborate their facts)—TE p. 141 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> • Paraphrase Evidence (avoid plagiarism)—TE p. 191 • Use Several Sources/Paraphrase—TE p. 219 • Provide a List of Sources—TE p. 220 <p>Conduct Research</p> <ul style="list-style-type: none"> • Create: Note-Taking1 <ul style="list-style-type: none"> ◦ Taking Notes—TE p. 221 ◦ Summarizing and Paraphrasing Information—TE p. 181 <p>GRADE 5 DIGITAL RESOURCES</p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Research Tips—p. 3 <ul style="list-style-type: none"> • Take notes from multiple sources • Sort information • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration: Research Tip (conduct research online using a child-friendly search engine)—pp. 2 and 3
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</p> <p>Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Cite Evidence (examining evidence to answer text-dependent questions)—pp. 12-13, 14, 16, 18-19, 20, 22, 24-25, 26, 28, 64-65, 66, 68, 70-71, 72, 74, 76-77, 78, 80, 116-117, 118, 120, 122-123, 124, 126 • Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 13, 19, 25, 65, 71, 77, 117, 123 • Check Comprehension (multiple-choice and short essay questions)—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 65, 67, 69, 71, 73, 75, 77, 79, 81, 117, 119, 121, 123, 125, 127 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Research to Build and Present Knowledge

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 1, pp. 30–31; Chapter 3, pp. 82–83; Chapter 5, pp. 128–129 <p>GRADE 5 TEACHER’S EDITION* Literary Texts: Chapters 1, 3, 5</p> <ul style="list-style-type: none"> Cite Evidence (strategies for discovery)—TE pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 116–117, 118, 120, 122–123, 124, 126 Check Comprehension: Sample Answer/Answer Explanation—TE pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 65, 67, 69, 71, 73, 75, 77, 79, 81, 117, 119, 121, 123, 125, 127 Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 17, 23, 29, 69, 75, 81, 121, 127
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> Cite Evidence (examining evidence to answer text-dependent questions)—pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 Check Comprehension (comprehension questions for discussion of inferences and conclusions based on evidence from the text)—pp. 39, 45, 51, 91, 97, 103, 137, 143, 149 Check Comprehension (multiple-choice and short essay questions)—pp. 41, 43, 47, 49, 53, 55, 93, 95, 99, 101, 105, 107, 139, 141, 145, 147, 151, 153 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts/Connect to the Essential Question/Connect to the Theme (support claims using evidence from the chapter texts)—Chapter 2, pp. 56–57; Chapter 4, pp. 108–109; Chapter 6, pp. 154–155 <p>GRADE 5 TEACHER’S EDITION Informational Texts: Chapters 2, 4, 6</p> <ul style="list-style-type: none"> Cite Evidence (strategies for discovery)—TE pp. 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 Check Comprehension: Sample Answer/Answer Explanation—TE pp. 39, 41, 43, 45, 47, 49, 51, 53, 55, 91, 93, 95, 97, 99, 101, 103, 105, 107, 137, 139, 141, 143, 145, 147, 149, 151, 153 Critical Comprehension (question(s) that require students to reflect/think deeply about the text and support answers with evidence from the text)—TE pp. 43, 49, 55, 95, 101, 107, 141, 147, 153

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Progress Indicators for Writing

Range of Writing

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapters 1–6</p> <ul style="list-style-type: none"> • Comprehension Check In addition to multi-choice questions, Comprehension Check activities include a comprehension question requiring a thoughtful, written answer. <ul style="list-style-type: none"> ○ Chapter 1, pp. 13, 15, 17, 19, 21, 23, 25, 27, 29; Chapter 2, pp. 39, 41, 43, 45, 47, 49, 51, 53, 55; Chapter 3, pp. 65, 67, 69, 71, 73, 75, 77, 79, 81; Chapter 4, pp. 91, 93, 95, 97, 99, 101, 103, 105, 107; Chapter 5, pp. 117, 119, 121, 123, 125, 127; Chapter 6, pp., 137, 139, 141, 143, 145, 147, 149, 151, 153 • Connect Across Texts <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (answer short essay questions, drawing evidence from chapter texts)—Chapter 1, TE p. 31; Chapter 2, TE p. 57; Chapter 3, TE p. 83; Chapter 4, TE p. 109; Chapter 5, TE p. 129; Chapter 6, TE p. 155 • Write About It <ul style="list-style-type: none"> • Write a short response to the Chapter Review reading selection(s)—Chapter 1, p. 34; Chapter 2, p. 60; Chapter 3, p. 86; Chapter 4, p. 112; Chapter 5, p. 132; Chapter 6, p. 158 • Speaking and Listening <ul style="list-style-type: none"> • Discuss the Essential Question (answer short essay questions)—Chapter 7, p. 170; Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 • Chapter 7 Text Types and Purposes: Write Nonfictional Narratives <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 162–165 • Assignment: Write the final draft—p. 172 • Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 176–179 • Assignment: Write the final draft—p. 186 • Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 190–193 • Assignment: Write the final draft—p. 200 • Chapter 10 Text Types and Purposes: Write Opinion Pieces <ul style="list-style-type: none"> • Analyze a student model then outline and write a first draft—pp. 204–207 • Assignment: Write the final draft—p. 214 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Writing

Range of Writing

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Write Research Reports</p> <ul style="list-style-type: none"> Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 Assignment: Write the final draft—p. 228 <p>GRADE 5 TEACHER’S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> Write About It Rubric—Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158 <p>Extend Thinking</p> <ul style="list-style-type: none"> Creating a New Myth (write a myth)—TE p. 128 Synthesize (write a brief report)—TE p. 154 <p>Chapter 11 Research to Build and Present Knowledge:</p> <p>Write Research Reports</p> <ul style="list-style-type: none"> Analyze a student model, conduct research/take notes, then outline and write a first draft—pp. 218–222 Assignment: Write the final draft—p. 228 <p>GRADE 5 TEACHER’S EDITION</p> <p>Writearound</p> <ul style="list-style-type: none"> Students in a group of four complete sentence starters to produce summaries of the text—TE p. 27, 53 <p>Write About It Rubric</p> <ul style="list-style-type: none"> Chapter 1, TE p. 34; Chapter 2, TE p. 60; Chapter 3, TE p. 86; Chapter 4, TE p. 112; Chapter 5, TE p. 132; Chapter 6, TE p. 158

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	<p>GRADE 5 TEACHER’S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 125; Chapter 6, TE p. 151; Chapter 7, TE p. 169; Chapter 8, TE p. 184; Chapter 9, TE p. 198; Chapter 10, TE p. 212; Chapter 11, TE p. 226 <p style="text-align: right;"><i>continued</i></p>

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Theme Wrap-Up</p> <ul style="list-style-type: none"> Lead students in a group discussion on the chapter theme—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Turn and Talk</p> <ul style="list-style-type: none"> Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151
<p>SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (be prepared to discuss your ideas)—Chapter 1, p. 30; Chapter 2, p. 56; Chapter 3, p. 82; Chapter 4, p. 108; Chapter 5, p. 128; Chapter 6, p. 154 Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> Did I? Come to the discussion prepared?—p. 170 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (be prepared for small group/class discussion)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> Did I? Come to the discussion prepared and stay on the topic?—p. 204 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)
<p>SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion/ follow agreed-upon rules for discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist—p. 170 <ul style="list-style-type: none"> ◦ Did I: Follow agreed-upon rules for discussion? <p><u>GRADE 5 TEACHER’S EDITION</u></p> <p>Reciprocal Teaching</p> <ul style="list-style-type: none"> • Form groups of four students and assign one of the following roles to each group member: Summarizer, Questioner, Clarifier, and Predictor. <ul style="list-style-type: none"> ◦ Chapter 3, TE p. 73; Chapter 9, TE p. 99 <p>Discussion Skills</p> <ul style="list-style-type: none"> • Work in pairs/exchange roles—TE p. 79 • Be respectful to one another’s ideas—TE p. 151 • Understand roles of speaker and listener—TE p. 184 <p><u>GRADE 5 DIGITAL RESOURCES</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <ul style="list-style-type: none"> ◦ Follow agreed-upon rules for discussion. ◦ Decide on a group leader. ◦ Establish an order for speaking.
<p>SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question/Connect to the Theme (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Good Speaker/Good Listener Checklist—p. 170 <ul style="list-style-type: none"> ◦ Did I? <ul style="list-style-type: none"> • Follow the agreed-upon rules for discussions? ◦ Graphic Organizer (complete the organizer using notes of what is discussed)—Chapter 8, p. 184; Chapter 9, p. 198; Chapter 10, p. 212; Chapter 11, p. 226 <ul style="list-style-type: none"> ◦ Ideas I Agree or Disagree With ◦ New Ideas I Had During Discussion ◦ Questions I Asked ◦ Questions I Answered <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 TEACHER'S EDITION</p> <p>Peer Collaboration</p> <ul style="list-style-type: none"> Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Discussion Skills</p> <ul style="list-style-type: none"> Listen carefully/ask clarifying questions/build on each other's reasoning—TE pp. 27, 53, 105, 125, 151, 169, 184, 198, 212, 226 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Listeners should listen attentively and ask questions to better understand the information—Chapter 1, TE p. 29; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapters 7–10</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas <ul style="list-style-type: none"> Ask and respond to questions that clarify ideas.
<p>SL.5.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (small group/class discussion)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 <p>GRADE 5 TEACHER'S EDITION</p> <p>Peer Collaboration</p> <p>Ask students to think independently about each Comprehension Check question and form their own ideas for answering them. Then have students discuss their responses to the questions with a partner, adjusting their ideas when warranted.</p> <ul style="list-style-type: none"> Chapter 1, TE p. 15; Chapter 2, TE p. 41; Chapter 3, TE p. 67; Chapter 4, TE p. 93; Chapter 5, TE p. 119; Chapter 6, TE p. 139 <p>Turn and Talk</p> <ul style="list-style-type: none"> Discuss and revise answers to comprehension questions in pairs/share conclusions with the class—Chapter 1, TE p. 27; Chapter 2, TE p. 53; Chapter 3, TE p. 79; Chapter 4, TE p. 105; Chapter 5, TE p. 145; Chapter 6, TE p. 151 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> Instructional Videos <ul style="list-style-type: none"> Speaking and Listening: Presentation of Knowledge and Ideas <ul style="list-style-type: none"> Summarize and explain a speaker's points, reasons, and evidence. <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ◦ Draw conclusions based on information and knowledge discussed. <p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Model and Teach The teacher reads aloud each chapter reading selection as students follow along in their books.</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 12, 18, 24; Chapter 2, TE pp. 38, 44, 50; Chapter 3, TE pp. 64, 70, 76; Chapter 4, TE pp. 90, 96, 102; Chapter 5, TE pp. 116, 122; Chapter 6, TE pp. 136, 142, 148 <p>Cite Evidence Students cite evidence from complex texts to respond to text-dependent questions.</p> <ul style="list-style-type: none"> • Details in the text—pp. 12–13, 14, 16, 18–19, 20, 22, 24–25, 26, 28, 38–39, 40, 42, 44–45, 46, 48, 50–51, 52, 54, 64–65, 66, 68, 70–71, 72, 74, 76–77, 78, 80, 90–91, 92, 94, 96–97, 98, 100, 102–103, 104, 106, 116–117, 118, 120, 122–123, 124, 126, 136–137, 138, 140, 142–143, 144, 146, 148–149, 150, 152 <p>Comprehension Check Discussion-based Comprehension Checks provide students an opportunity to engage in collaborative and meaningful discourse concerning key ideas in the text.</p> <ul style="list-style-type: none"> • Key ideas—pp. 13, 15, 17, 19, 21, 23, 25, 27, 29, 39, 41, 43, 45, 47, 49, 51, 53, 55, 65, 67, 69, 71, 73, 75, 77, 79, 81, 91, 93, 95, 97, 99, 101, 103, 105, 107, 117, 119, 121, 123, 125, 127, 137, 139, 141, 143, 145, 147, 149, 151, 153 <p>Connect Across Texts In small groups or as a class, answer the Essential Question using evidence from the chapter texts.</p> <ul style="list-style-type: none"> • Connect to the Essential Question—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question <ul style="list-style-type: none"> ◦ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226 <p>Taking Notes</p> <ul style="list-style-type: none"> • Summarize or paraphrase information—p. 221 <p><u>GRADE 5 TEACHER'S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Students revoice/place the other person's statement in their own words—TE pp. 105, 125 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (summarize and explain speaker's main points, reasons, and evidence) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Comprehension and Collaboration

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect On the Go: Summarize Then Identify Main Ideas and Supporting Details (graphic organizer)
<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Connect to the Essential Question (small group/class discussion)—Chapter 1, p. 31; Chapter 2, p. 57; Chapter 3, p. 83; Chapter 4, p. 109; Chapter 5, p. 129; Chapter 6, p. 155 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question <ul style="list-style-type: none"> ◦ Summarize or paraphrase and record information using a graphic organizer—pp. 170, 184, 198, 212, 226 <p>Taking Notes</p> <ul style="list-style-type: none"> • Summarize or paraphrase information (graphic organizer/note cards)—p. 221 <p><u>GRADE 5 TEACHER'S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Place the other person's statement in their own words—TE pp. 53, <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Summarize how visuals help them understand how the character being described looks or feels—TE p. 65 • Understand meaning of words summarize and paraphrase—TE p. 191 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (summarize and explain speaker's main points, reasons, and evidence) <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect On the Go: Summarize Then Identify Main Ideas and Supporting Details (graphic organizer)

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) (when you speak, be sure to explain your ideas fully)—Chapter 7, p. 170, Chapter 8, p. 184, Chapter 9, p. 198, Chapter 10, p. 212, Chapter 11, p. 226 • Good Speaker/Good Listener Checklist—p. 170 <ul style="list-style-type: none"> ◦ Did I? <ul style="list-style-type: none"> ◦ Stay on topic? ◦ Back up what I say with reasons and evidence? <p><u>GRADE 5 TEACHER’S EDITION</u> Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Prepare and make a formal presentation (state topic clearly/present appropriate facts/use formal language/speak clearly, in complete sentences, and at a reasonable rate)—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 <p>Extend Thinking</p> <ul style="list-style-type: none"> • Create (storyboards for an adventure movie/present to class)—p. 23 • Compare (create a presentation/make a word web)—p. 30 • Investigate (create a visual/present to class)—p. 43 • Hypothesize (create a presentation)—p. 56 • Research (present research to class)—p. 67 • Investigate (present to class/speak clearly, in complete sentences, and at a reasonable rate)—p. 75 • Research (present research to class)—p. 93 • Form Opinions (present opinions to class)—p. 101 • Compare and Contrast (share ideas in small groups)—p. 108 • Creating a New Myth (present myths to class)—p. 128 • Cite Evidence (use the Internet or library/present findings to class)—p. 141 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Fluency Practice (Chapters 1–6) <ul style="list-style-type: none"> ◦ Fluency Practice: Teaching Suggestions <ul style="list-style-type: none"> ◦ Teacher’s Guide to Fluency <ul style="list-style-type: none"> • Phrasing • Expression and Intonation • Punctuation • Rate • Accuracy <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas (back up what I say with reasons and evidence) <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Writing Handbook</p> <ul style="list-style-type: none"> • Speaking Tips (giving an oral presentation)—p. 9 <ul style="list-style-type: none"> ○ 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. ○ 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. <p><i>Related content</i></p> <p>Fluency Practice (Chapters 1—6)</p> <ul style="list-style-type: none"> • Chapter Fluency Practice <ul style="list-style-type: none"> ○ 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 The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy. • Fluency Practice: Teaching Suggestions The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.
<p>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>GRADE 5 TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Create (storyboards for an adventure movie/presentation to class)—TE p. 23 • Compare (create a presentation/make a word web)—TE p. 30 • Investigate (create a visual/presentation to class)—TE p. 43 • Research (use visual aids for short presentation)—TE p. 67 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Research (present research to class/use a visual)—TE p. 93 • Form Opinions (present opinions to class/use at least one visual)—TE p. 101 • Creating a New Myth (present myths to class/include a multimedia component)—TE p. 128 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • 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 <p>Digital Connection</p> <ul style="list-style-type: none"> • Video Storytelling—TE p. 117 • Online Research—TE p. 143 • Slide Presentation—TE p. 186 • Web Pages—TE p. 200 • Digital PSAs—TE p. 214 • Digital Slide Presentations—TE p. 228 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips—p. 9 <ul style="list-style-type: none"> • Use visuals as needed to support what you say ◦ If necessary, use visuals to support what you say. <p><i>Related content</i></p> <p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing the Effects of Visuals: “Prometheus: Giver of Fire” (Greek Myth/Graphic Novel)—pp. 116–121 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 5 Home Connect Activity: Create a Four-Panel Comic Strip (graphic organizer)
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Varieties of English (formal/informal)—p. 224 <p><u>GRADE 5 TEACHER'S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Create (use formal English in presentations)—TE p. 23 • Investigate (present to class/use formal English)—TE p. 43 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Speaking and Listening

Presentation of Knowledge and Ideas

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Research (present research to class/use formal English)—TE p. 67 • Investigate (formal English)—TE p. 75 • Research (English should be in an appropriately formal register)—TE p. 93 • Form Opinions (present opinions to class/use formal English)—TE p. 101 • Creating a New Myth (present myths to class/use formal English as appropriate)—TE p. 128= <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Use formal language suitable for an academic presentation—Chapter 1, TE p. 29; Chapter 2, TE p. 55; Chapter 3, TE p. 81; Chapter 4, TE p. 107; Chapter 6, TE p. 153 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Varieties of English (formal/informal) • Additional Practice <ul style="list-style-type: none"> ◦ Varieties of English (formal/informal) • Instructional Videos <ul style="list-style-type: none"> ◦ Varieties of English (formal/informal)

Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
<p>L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Interjections—p. 169 • Conjunctions—p. 194 • Prepositions and Prepositional Phrases—p. 209 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Interjections • Additional Practice <ul style="list-style-type: none"> ○ Interjections <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conjunctions • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Prepositions and Prepositional Phrases • Additional Practice <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases • Instructional Videos <ul style="list-style-type: none"> ○ Prepositions and Prepositional Phrases
<p>L.5.1.B. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Perfect Verb Tenses—p. 180 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Perfect Verb Tenses
<p>L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>GRADE 6 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Pronoun Number and Person—pp. 228–229 <p>GRADE 6 DIGITAL RESOURCES*</p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Pronoun Number and Person • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Pronoun Number and Person • Instructional Videos <ul style="list-style-type: none"> ○ Pronoun Number and Person <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Perfect Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Perfect Verb Tenses
<p>L.5.1.D. Recognize and correct inappropriate shifts in verb tense.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Verb Tenses (avoid shifts in verb tense)—p. 166 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Verb Tenses • Additional Practice <ul style="list-style-type: none"> ○ Verb Tenses • Instructional Videos <ul style="list-style-type: none"> ○ Verb Tenses
<p>L.5.1.E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Conjunctions (common conjunctions/correlative conjunctions)—p. 194 • Sentence Combining (use common/correlative conjunctions)—p. 195 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Conjunctions ○ Language: Sentence Combining (use common/correlative conjunctions) • Additional Practice <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use common/correlative conjunctions) • Instructional Videos <ul style="list-style-type: none"> ○ Conjunctions ○ Sentence Combining (use common/correlative conjunctions)

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Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.5.2.A. Use punctuation to separate items in a series.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Commas (separate items in a series)—p. 208 <p><u>GRADE 5 TEACHER'S EDITION Differentiate Instruction</u></p> <ul style="list-style-type: none"> • Punctuate nouns, verbs, or adjectives in a series—p. 208 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas (separate items in a series) • Additional Practice <ul style="list-style-type: none"> ○ Commas (separate items in a series) • Instructional Videos <ul style="list-style-type: none"> ○ Commas (separate items in a series)
<p>L.5.2.B. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Commas (used to separate introductory words or phrases from the rest of the sentence)—p. 208 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas • Additional Practice <ul style="list-style-type: none"> ○ Commas • Instructional Videos <ul style="list-style-type: none"> ○ Commas
<p>L.5.2.C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</u></p> <ul style="list-style-type: none"> • Commas (set off words in dialogue/a tag question/direct address)—p. 167 <p><u>GRADE 5 DIGITAL RESOURCES*</u></p> <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Commas • Additional Practice <ul style="list-style-type: none"> ○ Commas <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Commas
<p>L.5.2.D. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Titles of Works (italics, underlining, or quotation marks)—p. 181 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Titles of Works (italics, underlining, or quotation marks) • Additional Practice <ul style="list-style-type: none"> ◦ Titles of Works (italics, underlining, or quotation marks) • Instructional Videos <ul style="list-style-type: none"> ◦ Titles of Works (italics, underlining, or quotation marks)
<p>L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Homographs—p. 156 • Reference Materials (use a dictionary/glossary to check the spellings of words)—p. 225 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary (cumulative list of boldfaced Words to Know from reading selections)—pp. 229–232 <p><u>GRADE 5 TEACHER'S EDITION</u> Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Consult a dictionary—TE pp. 51, 110, 177, 219 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Homographs • Additional Practice <ul style="list-style-type: none"> ◦ Homographs <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Conventions of Standard English

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Reference Materials • Additional Practice <ul style="list-style-type: none"> ◦ Reference Materials <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Editing: Editing Checklist—p. 5 <ul style="list-style-type: none"> ◦ Spelling <ul style="list-style-type: none"> • 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 <i>their, there, they're</i>). <p><i>Other grades</i></p> <p>GRADE 3 DIGITAL RESOURCES**</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Correct Spelling • Additional Practice <ul style="list-style-type: none"> ◦ Correct Spelling <p>GRADE 6 DIGITAL RESOURCES**</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Spelling • Additional Practice <ul style="list-style-type: none"> ◦ Spelling

Knowledge of Language

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Sentence Combining—p. 195 • Sentence Variety—p. 223 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Knowledge of Language

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p><u>GRADE 5 TEACHER'S EDITION</u> Writearound</p> <ul style="list-style-type: none"> • Write and revise sentences—TE p. 223 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Sentence Combining • Additional Practice <ul style="list-style-type: none"> ◦ Sentence Combining • Instructional Videos <ul style="list-style-type: none"> ◦ Sentence Combining <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Sentence Variety • Additional Practice <ul style="list-style-type: none"> ◦ Additional Practice: Sentence Variety <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3 Revising: Revising Checklist—p. 5 <ul style="list-style-type: none"> • Have I combined sentences for better style or to clarify meaning?
<p>L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Varieties of English (register, dialects/formal English, informal English)—pp. 84, 224 <p><u>GRADE 5 TEACHER'S EDITION</u> Discussion Skills</p> <ul style="list-style-type: none"> • Maintain a formal style and tone in presentations—TE p. 232 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> • Different tone and different styles—TE p. 243 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Varieties of English <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Varieties of English <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Knowledge of Language

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Additional Practice: Varieties of English • Instructional Videos <ul style="list-style-type: none"> ○ Varieties of English

Vocabulary Acquisition and Use

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect—pp. 87–88 <ul style="list-style-type: none"> ○ Use context to determine the meanings of certain words.—p. 90 • Determining Word Meanings: “At Home in Thin Air” (Science Text)—pp. 90–95 <ul style="list-style-type: none"> ○ Cite Evidence (context clues)—pp. 91, 92, 94 <p>Language</p> <ul style="list-style-type: none"> • Context Clues—pp. 110, 183 <p><u>GRADE 5 TEACHER'S EDITION</u> Support English Language Learners</p> <ul style="list-style-type: none"> • Identifying and using context clues—TE p. 110 <p>Words to Know</p> <ul style="list-style-type: none"> • Context clues—TE p. 124 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Identify context clues with a partner—TE p. 183 <p><u>GRADE 5 DIGITAL RESOURCES*</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Context Clues <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Context Clues • Instructional Videos <ul style="list-style-type: none"> ○ Context Clues

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Greek and Latin Affixes and Roots—p. 182 <p>GRADE 5 DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Roots <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Greek and Latin Affixes and Roots <p>Foundational Skills Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans/Additional Practice <ul style="list-style-type: none"> ◦ Base Words ◦ Prefixes ◦ Suffixes ◦ Latin and Greek Roots
<p>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>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Reference Materials (use a dictionary/glossary/thesaurus)—p. 225 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 229–232 <p>Words to Know Part of speech and definition given for each word.</p> <ul style="list-style-type: none"> • 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 <p>Apply to Reading</p> <ul style="list-style-type: none"> • Use a dictionary to define words—TE p. 58, 110 <p>GRADE 5 TEACHER'S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> • Look up words in an English or bilingual dictionary—TE pp. 51, 110, 156, 177, 219 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary (consult a print or online dictionary)—TE pp. 229 and 230 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES* Student Resources (each chapter)</p> <ul style="list-style-type: none"> • Glossary <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Reference Materials • Additional Practice <ul style="list-style-type: none"> ◦ Reference Materials
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L.5.5.A. Interpret figurative language, including similes and metaphors, in context.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Understanding Figurative Language: “Witnessing the Boston Massacre” (Historical Fiction)—pp. 64–69 <p>Language</p> <ul style="list-style-type: none"> • Figurative Language (simile, metaphor, personification)—pp. 196–197 <p>GRADE 5 DIGITAL RESOURCES* Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Letters from Boston” (Letters) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Understanding Figurative Language: “Escape from Chateau d’If” – Adapted excerpt from <i>The Count of Monte Cristo</i> by Alexandre Dumas (Historical Fiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Understanding Figurative Language
<p>L.5.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Adages and Proverbs—p. 130 • Idioms—p. 168 <p>GRADE 5 TEACHER'S EDITION Language Skills Summary</p> <ul style="list-style-type: none"> • Idioms—TE p. 171 <p style="text-align: right;"><i>continued</i></p>

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
	<p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Adages and Proverbs • Additional Practice <ul style="list-style-type: none"> ○ Adages and Proverbs <p>Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Idioms • Additional Practice <ul style="list-style-type: none"> ○ Idioms • Instructional Videos <ul style="list-style-type: none"> ○ Idioms
<p>L.5.5.C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>GRADE 5 STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Synonyms and Antonyms—p. 32 • Homographs—p. 156 • Reference Materials (use a thesaurus to find synonyms)—p. 225 <p>GRADE 5 TEACHER'S EDITION</p> <p>Words to Know</p> <ul style="list-style-type: none"> • Working with Word Meaning (synonyms and antonyms)—TE pp. 80, 122, 138 <p>Glossary</p> <ul style="list-style-type: none"> • How to Use the Glossary (find synonyms)—TE pp. 229, 230 <p>GRADE 5 DIGITAL RESOURCES*</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Synonyms and Antonyms <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Homographs <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Reference Materials (synonyms) • Additional Practice <ul style="list-style-type: none"> ○ Reference Materials (synonyms)

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Progress Indicators for Language

Vocabulary Acquisition and Use

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS	PROGRESS: ENGLISH LANGUAGE ARTS 2 ND ED., LEVEL E / GRADE 5
<p>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, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><u>GRADE 5 STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Words to Know</p> <ul style="list-style-type: none"> • 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 <p>Language</p> <ul style="list-style-type: none"> • Greek and Latin Roots—p. 58 • Context Clues—p. 110 • Adages and Proverbs—p. 130 • Homographs—p. 156 • Idioms—p. 168 • Greek and Latin Affixes and Roots—p. 182 • Context Clues—p. 183 • Reference Materials—p. 225 <p><u>GRADE 5 TEACHER’S EDITION</u></p> <p>Vocabulary Overview</p> <ul style="list-style-type: none"> • 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 <p>Words to Know</p> <ul style="list-style-type: none"> • 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

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