

A Correlation of



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to the

Indiana
Common Core State Standards
for English Language Arts
Grade Five

INTRODUCTION

This document demonstrates how ***Scott Foresman Reading Street @2011*** meets the objectives of the Indiana Common Core State Standards for English Language Arts. Correlation page references to the Teacher's Edition are cited by unit and volume. Lessons in the Teacher's Edition contain facsimile Student Edition pages. Student Edition pages are cited by volume.

Scott Foresman Reading Street is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension.

Assessment

Reading Street begins the year with the Baseline Group Test to make initial grouping decisions. Daily and Weekly assessment allow teachers to monitor students' progress at different critical points of instruction. The Unit Benchmark Test measures students' mastery of target skills taught throughout the unit. The End-of-Year Benchmark Test measures students' mastery of target skills taught throughout the six units of the program.

Writing on Reading Street

Writing instruction on ***Reading Street*** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

Differentiated Instruction for Group Time

Reading Street instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. ***Reading Street*** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

ELL Instruction

Daily support for English language learners can be found in the Differentiated Instruction feature in the ***Reading Street*** Teacher's Edition, as well as daily lessons for the ELL group. They offer pacing suggestions for the week and scaffolded instruction for the week's target skills and strategies. An ELL Reader reinforces the weekly concept and vocabulary while building language and fluency.

Literacy

Reading Street provides what teachers need to organize and carry out a customized literacy program. Planning guides and instructional lessons help teachers plan and implement lessons. Teachers can select from a rich array of readers to match texts to students.

21st Century Skills

Technology on ***Scott Foresman Reading Street*** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

TABLE OF CONTENTS

Reading Standards for Literature	1
Reading Standards for Informational Texts	8
Reading Standards for Foundational Skills	15
Writing Standards	20
Speaking and Listening Standards	39
Language Standards	45
Language Progressive Skills, by Grade.....	60

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Grade Five**

Indiana Common Core State Standards for English Language Arts - Grade Five	Scott Foresman Reading Street ©2011
Reading Standards for Literature	
Key Ideas and Details	
<p>Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 308, 344; 2: 38, 68, 126, 274, 394, 424, 458 TE 1.1: 21c, 30–31, 31a, 34c, 36–37, 43a, 51c, 52–53, 58–59, 59a, 61a, 63a, 66c, 66–67, 67a, 72–73, 73a, 75a, 81l; 1.2: 119a, 121a; 2.2: 259c, 272c, 279a, 283a, 287a, 289c, 290–291, 302c, 303a, 305a, 306–307a, 309a, 313a, 315a; 3.1: 325c, 326–327, 335a, 336–337, 338c, 338–339a, 343a, 345a, 353h, 353l–353m; 3.2: 435a; 4.1: 21c, 22–23, 30–31a, 33a, 34c, 36–37a, 39a, 45h, 45l–45m, 47a, 47c, 52–53, 54–55, 59a, 62a, 63a, 64–65a, 69a, 72a, 75h, 75i, 75l; 4.2: 105c, 116–117, 117a, 118c, 118–119, 127a; 5.1: 169c, 170–171, 176–177, 177a, 180–181, 181a, 182c, 183a, 185a, 189a; 5.2: 275a, 257c, 264–265, 265a, 270c, 270–271, 271a, 275a; 6.1: 395a; 6.2: 425a, 435c, 436–437, 442–443, 443a, 447a, 449a, 453a, 454–455, 455a, 457a, 459a Unit 2 Week 3 Tab Side 2: Use with Genre, SE/TE pp. 254–255 Unit 6 Week 3 Tab Side 2: Use with Literary Terms, TE p. 374d</p> <p>The program provides Think Critically questions at the end of each Student Edition selection and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for the selections. Students must cite textual evidence to support their answers to some questions in these sections as</p>

Reference Key



SE = Student Edition; **TE** = Teacher's Edition;
RWN = Reader's & Writer's Notebook

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Continued	<p>well as to make inferences and draw conclusions. (See, for example, TE 1.2: 119a, 121a.)</p> <p>In addition, lessons in the program, including Differentiated Instruction lessons, require students to quote from the text. (See, for example, Expand Comprehension TE 4.2: DI•83.)</p>
<p>Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>SE 1: 52, 74, 84, 100, 299, 303, 334, 340–341, 344; 2: 35, 266, 274</p> <p>TE 1.1: DI•15, DI•22, 51c, 61a, 64–65a, 66c, 68–69, 69a, 71a, 73a, 75a, DI•128, DI•133, DI•139, 83c, 84–85, 90–91, 91a, 96c, 96–97, 97a, 99a, 101a, 109h, 109l–109m, DI•53, DI•58, DI•63, DI•71, IR24, IR30, IR31, IR33; 2.1: 193a, 239a, 249a; 2.2: 259c, 260–261, 267a, 272c, 277a, 279a, 283a, 287h, 297a, 298–299, 302–303, 303a; 3.1: 334–335, 335a, 338c, 340–341, 341a, 345a, 379a, DI•3, DI•8, DI•13; 4.1: 21c, 22–23, 27a, 28–29a, 33a, 34c, 34–35, 35a, 37a, 39a, 43a; 5.1: 169c, 170–171, 179a, 182c, 184–185a, 186–187a, 189a, 197h, 197l–197m, 223a, CL8–CL9; 5.2: 266–267, 267a, 270c, 273a, 275a, 281a, DI•78, DI•83, DI•88, CL12; 6.1: 393a; 6.2: 435c, 436–437, 446–447, 447a, 448–449, 449a, 450c, 453a, 459a, 467h, 467l–467m</p> <p>Unit 3 Week 2 Tab Side 2: Use with Genre, SE/TE p. 382</p> <p>Unit 4 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 42–43</p> <p>As part of their analysis of each literary work, students are asked to summarize, or retell, the text. To do this, they are taught to recognize the most important ideas in the text; to identify the main literary elements,</p>

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Continued	including characters, settings, plot, and theme; and to describe these briefly in their own words. Students also relate selections to unit themes of the program as they identify the story's theme. (See, for example, TE 1.1 : 96–97 and SE 1 : 100.)
<p>Literature 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>SE 1: 29, 178, 188, 191, 194, 232, 238, 250 TE 1.1: 21c, 22–23, 28–29, 31a, 34c, 39a, 43a, 49h, 49l–49m, 61a, 73a; 2.1: 177c, 185a, 188–189, 189a, 190c, 191a, 195a, 199a, 201h, 201l–201m, DI•3, DI•8, DI•13, DI•21, 231c, 234d, 238–239a, 242–243, 244c, 245a, 246–247, 247a, 248–249a, 251a, 255a, 257h, 257l, DI•53, DI•58, DI•63, DI•71, CL8–CL9; 2.2: 269a, 272–273, 273a, 305a, IR10, IR13, IR30, IR31; 3.1: 337a; 5.1: 183a, 221a; 6.1: 371c, 373–373, 378–379, 379a, 382–383, 383a, 384c, 385a, 386–387, 387a, 395a, 401h, 401l–401m</p> <p>Compare and Contrast and Character, Setting, and Plot are major Comprehension Skills in the program and as such are well covered in both the Student Edition and the Teacher's Edition. Student Edition lessons and their accompanying Teacher's Edition lessons teach students how to identify, describe, and compare and contrast the characters, settings, and events in plots of stories using details from the texts. Think Critically questions in the Student Edition and Teacher's Edition check students' ability to compare and contrast story elements.</p>

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Craft and Structure	
<p>Literature 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>SE 1: 170–171, 172–173, 296, 318–319, 320–321, 442–443, 444–445, 474–475; 2: 42–43, 162–163, 164–165, 312–313, 314–315, 468–471 TE 1.2: 170–171, 171a, 173a; 2.1: 233e, DI•75; 2.2: 289c, 292d, 292e, 295a, 297a, 298–299, 299a, 302c, 317i, 318–319a, 321a; 3.2: 442c, 442–443, 444–445, 474–475, 475a, 477a; 4.1: 42c, 42–43; 4.2: 162–163, 163a, 164–165, 165a; 5.1: 171e–171f, DI•25; 5.2: 312–313, 313a, 314–315, 315a; 6.2: 468–469, 469a, 470–471, 471a</p> <p>Explicit instruction in identifying and differentiating figurative language, including similes and metaphors, and sound devices and poetic elements such as rhyme and rhyme scheme, repetition of words, assonance and alliteration, and rhythm is provided in Teacher’s Edition Literary Terms lessons. Questions in the Student Edition and Teacher’s Edition focus on using these poetic elements to derive meaning.</p>
<p>Literature 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>SE 1: 312–315; 2: 280–281 TE 2.2: 312c, 312–313, 313a, 314–315; 3.1: 331a, 333a, 343a; 4.2: 111a, 112–113, 113a, 118c, 120–121, 125a; 5.2: 278c, 278–279, 280–281 Unit 2 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 312–313 Unit 4 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 42–43 Unit 4 Week 4 Tab Side 2: Use with Genre, SE/TE pp. 110–111</p> <p>The program includes dramatic selections as well as prose. Pages of the Student Edition and Teacher’s</p>

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Continued	Edition provide thorough instruction in the genre elements of plays and compare them to those of prose and poetic forms. Discussion of the genre elements, as well as Let's Think About ... questions, Think Critically questions, and Reading Across Texts questions, encourage comparing and contrasting the elements of the prose and poem forms that students have learned.
<p>Literature 6. Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>TE 1.1: 24d, 49; 2.2: 262d, 271a, 287i; 5.1: 225a; 6.1: DI•75; 6.2: 438d, 445a, 467i</p> <p>Point of view is presented specifically in the Literary Terms lessons in connection with Student Edition selections. There is ample supporting discussion in the Teacher's Edition in which first-person and third-person omniscient, limited-omniscient, and objective points of view are distinguished. Think Critically questions may also focus on this skill. (See, for example, SE 1: 100.) In addition, the following questions can be asked about any Student Edition literary selection as students analyze the text:</p> <ul style="list-style-type: none"> • Who is the narrator of this story? • Is the story told from first-person point of view or third-person point of view? How do you know? • How does this point of view make a difference in the manner in which events are described? • How would the story differ if told from a different point of view?

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Integration of Knowledge and Ideas	
<p>Literature 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>SE 1: 81; 2: 197, 255, 467 TE 1.1: 81a; 2.1: 183a, 190c, 257a; 2.2: 279c, 317a; 5.1: 197a, 197n, 227a, 255a; 6.1: 343n; 6.2: 467a Unit 2 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 198–199</p> <p>Specific Listening and Speaking activities and Media Literacy activities offer opportunities to adapt stories for dramatization and Readers’ Theater. Use these activities as a springboard for comparing the written selection to the performance of material based on the story. Ask questions about how the selection and dramatization are alike and different. (See, for example, TE 6.2: 467a.)</p>
8. (Not applicable to literature)	N/A
<p>Literature 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>SE 1: 254–255, 282–285; 2: 398–399 TE 2.1: 249a, 254c, 254–255; 2.2: 231c, 232–233, 238–239a, 244c, 246–247a, 257h, 257l–257m, 282c, 282–283, 284–285; 6.1: 377a, 398c, 398–399</p> <p>As students are introduced to and read examples of various story genres (e.g., legend, myth including origin myth, folk tale) from various cultures, they learn about the characteristics that distinguish each genre from the others. Questions in the Student Edition and Teacher’s Edition ask students to compare these stories and their elements to one another as well as to other stories they have read in the program. (See, for example, Comprehension Check TE 2.1: 249a, Think Critically SE 1: 250, Reading Across Texts and Writing Across Texts SE 1: 255.)</p>

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Continued	To expand students' experiences with stories from various cultures, provide appropriate collections in the classroom library or help students find suitable materials in the school library and allow them time to read independently.
Range of Reading and Level of Text Complexity	
<p>Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Each fiction selection has opportunities to read a literary text independently, proficiently, and fluently. Routines and practice techniques appear on the Student Edition pages with application activities included in the accompanying Teacher's Edition lessons. See the following representative pages for two fiction selections in Unit 1:</p> <p>SE 1: 23, 25, 48, 52, 55, 80 TE 1.1: 22–23, 24–25, 43b, 48–49, 49j–49k, 52–53, 54–55, 75b, 80–81, 81j–81k</p> <p>Lessons focus on accuracy, rate, phrasing, punctuation cues, and expression/intonation. Each subskill is applied to appropriate selections in a variety of independent reading activities. Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below–Level, On–Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 1.1: DI•6, DI•11, DI•15, DI•31, DI•36, DI•40 for examples of the Readers for the first two fiction selections in Unit 1.</p>

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Reading Standards for Informational Texts	
Key Ideas and Details	
<p>Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 130, 378, 412, 438, 464; 2: 94, 152, 200–201, 246, 336, 360 TE 1.2: 111c, 112–113, 118–119, 119a, 120–121, 121a, 126c, 126–127, 127a, 129a, 131a, 139h, 139l–139m; 2.1: 203c, 204–205, 210–211, 211a, 215a, 216–217, 217a, 219a, 221a, 229h, 229l–229m; 3.1: 361a, 372c, 377a, 379a, 389c, 390–391, 402c, 406–407, 407a, 409a, 411a, 413a, 419a, 423h, 423l–423m; 3.2: 439a, 449c, 465a, 465b, 465c, 468–469, 473h, 473l; 4.1: 77c, 78–79, 84–85a, 90c, 95a, 99a, 103h, 103l–103m; 4.2: 137c, 138–139, 145a, 146–147, 147a, 148c, 149a, 151a, 153a, 157a, 161h, 161l–161m; 5.1: 199c, 200–201, 208–209, 209a, 211a, 212c, 212–213, 213a, 215a, 217a, 237a, 239a, 243a, 244–245, 247a; 5.2: 285c, 294–295, 295a, 298c, 300–301; 6.1: 319c, 320–321, 328–329, 329a, 330c, 331a, 332–333, 333a, 335a, 337a, 343h, 343l–343m, 361a, 379a; 6.2: 403c, 404–405, 410–411, 411a, 415a, 416–417, 417a, 418c, 423a, 425a, 433h, 433l–433m</p> <p>Guide Comprehension and Extend Thinking questions in the Teacher’s Edition and Let’s Think About and Think Critically questions in the Student Edition may require students to support their statements and inferences with phrases or sentences quoted from the text. (See, for example, the last question on TE 1.2: 121a.)</p>

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<p>Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>SE 1: 327, 356, 363, 369, 372, 378, 398, 404, 411, 426–427, 436, 438, 464; 2: 94, 214, 215, 258, 346, 360, 412, 413, 420</p> <p>TE 1.2: 159a, 165a; 3.1: 325c, 355c, 362–363, 363a, 367a, 368–369, 369a, 372c, 372–373, 373a, 379a, 385a, 387h, 387l–387m, DI•28, DI•33, DI•38, DI•46, 398–399, 399a, 403a, 404–405, 405a, 410–411, 411a, 421a, CL8–CL9; 3.2: 425c, 426–427, 434c, 434–435a, 436–437, 437a, 439a, 447h, 447l, 449c, 450–451, DI•78, DI•83, DI•88, DI•96, 459a, 461a, 465a, 469a, 471a, IR20, IR21, IR23, IR40, IR41, IR43, IR44, IR45, CL8–CL9; 4.1: 77c, 78–79, 86–87, 87a, 90c, 93a, 95a, 99a, 100–101, 101a; 4.2: 159a; 5.1: 214–215, 215a, 245a; 5.2: 257c, DI•125; 6.1: 319c, 320–321, 330c, 330–331, 331a, 337a, 345c, 346–347, 352–353, 353a, 356c, 361a, 361c, 367a, 369h, 369l–369m, DI•28, DI•33, DI•38, DI•46, CL10–CL11; 6.2: 403c, 404–405, 411a, 412–413, 413a, 417a, 418c, 418–419, 419a, 420–421, 421a, 425a, IR20, IR21, IR24, IR25</p> <p>The program provides explicit instruction in identifying main idea and supporting details and summarizing text. Think Critically questions at the end of each Student Edition selection and Extend Thinking/Think Critically and Comprehension Check questions in the Teacher’s Edition lessons for the selections may require students to identify main ideas and details in texts or to summarize the text.</p>

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<p>Informational Text 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>SE 1: 137, 220, 384, 438; 2: 94, 101, 246, 367, 424 TE 1.1: 83c, 84–85, 91a, 93a, 96c, 98–99, 99a, 101a, 105a, 107a; 1.2: 141c, 142–143, 154c, 161a, 167a, 169h, 169l–169m; 2.1: 210–211; 3.1: 371a, 373a, 389c, 389–390, 395a, 402c, 402–403a, 408–409; 4.1: 87a; 5.1: 211a, 215a; 6.1: 356c, 356–357 Unit 1 Week 1 Tab Side 2: Use with Guide Comprehension, pp. 46–47 Unit 6 Week 1 Tab Side 2: Use with Think Critically, TE p. 337a</p> <p>Questions in the Student Edition and Teacher’s Edition may direct students’ attention to identifying the relationships of events or important concepts in informational texts. Also, Reading Across Texts and Writing Across Texts questions encourage students to compare and contrast ideas in selections with similar topics, themes, or purposes but different forms or points of view.</p>
<p>Craft and Structure</p>	
<p>Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>TE 1.1: 53a, DI•41, 85a, DI•66; 1.2: 113a, DI•91, 143a, DI•116, DI•118; 2.1: 179a, DI•16, 205a, DI•41, 233a, DI•66; 2.2: 261a, DI•91, 291a, DI•116; 3.1: 327a, DI•16, 357a, DI•41, 391a, DI•66; 3.2: 427a, DI•91, 451a, DI•116; 4.1: 23a, DI•16, 49a, DI•41, 79a, DI•66; 4.2: 107a, DI•91, 139a, DI•116; 5.1: 171a, DI•16, 201a, DI•41, 231a, DI•66; 5.2: DI•91, 287a, DI•116; 6.1: 321a, DI•16, 347a, DI•41, 373a, DI•66; 6.2: 405a, DI•91, DI•116</p> <p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit theme and</p>

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Continued	<p>the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words.</p> <p>For the teacher's convenience, the <i>Academic Vocabulary</i> words also appear in side notes at point of use. Each selection also has Lesson Vocabulary, which are words related to the selection's content. (See, for example, the following representative pages for the five-day lesson plan for one nonfiction selection: TE 2.1: 203a, 205a, 206b, 214b, 224b, 229g.)</p>
<p>Informational Text 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>SE 1: 79, 137, 199, 255, 284–285, 315, 351, 385, 421, 445; 2: 43, 73, 101, 133, 195, 225, 281, 309, 341, 367, 399, 465</p> <p>TE 1.1: 47a, 79a, 107a; 1.2: 137a, 141c, 147a, 154c, 161a; 2.1: 199a, 255a; 2.2: 285a, 314–315, 315a; 3.1: 351a, 385a, 419a, 421a; 3.2: 445a; 4.1: 42–43, 43a, 73a, 100–101, 101a; 4.2: 133a; 5.1: 195a, 224–225, 225a; 5.2: 280–281, 281a, 309a; 6.1: 340–341, 341a, 3435c, 346–347, 357a, 367a, 399a; 6.2: 465a</p> <p>Unit 5 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 192–193; 194–195</p> <p>Text organization or method of presenting information is addressed in the program's Text Structure Comprehension strand in the Student and Teacher's Editions. Organizational forms identified are cause and effect, compare and contrast, problem and</p>

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Continued	solution, description, main idea and details, and sequence. The Student and Teacher’s Editions include selection questions that then focus on text structure.
<p>Informational Text 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>SE 1: 421, 445; 2: 367, 430–431 TE 3.1: 419a, 421a, 444–445, 445a; 6.1: 367a; 6.2: 431a</p> <p>The purpose of the Reading Across Texts and Writing Across Texts questions and activities in the Student Edition is to give students opportunities to compare multiple texts—a main selection and a secondary selection—that have a related topic but are different in other ways. Additional questions in the Teacher’s Edition may also help students compare information from different sources.</p> <p>As part of students’ analysis of any two companion selections, ask them to identify and summarize the information or ideas that the two texts have in common.</p>
Integration of Knowledge and Ideas	
<p>Informational Text 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>SE 2: 101, 133, 195, 225, 281, 309, 341, 465 TE 4.1: 101a; 4.2: 133a, 144–145a, 146–147a, 148c, 149a, 151a, 159a; 5.1: 195a, 199c, 200–201, 209a, 212c, 213a, 225a, 227h, 227l–227m; 5.2: 281a, 309a; 6.1: 341a; 6.2: 465a Unit 1 Week 2 Tab Side 2: Use with Genre, SE/TE pp. 78–79 Unit 4 Week 5 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 156–157; 158–159 Unit 6 Week 4 Tab Side 2: Use with 21st Century Skills, SE/TE p. 428</p>

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Continued	Using print and digital sources of information is an important part of the Research and Inquiry skills and Research and Study Skills sections in Teacher's Edition lessons. Sources include almanacs, periodicals, dictionaries, online reference sources, Web sites, and more. In addition, Student Edition selections and their accompanying Teacher's Edition lessons include 21st Century Skills, which focus on digital sources and their formats.
<p>Informational Text 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>SE 2: 72–73 TE 4.1: 72c–72d, 72–73; 5.1: 229c, 237a, 239a, 242c, 242–243; 5.2: 285c, 286–287, 298c, 298–299, 299a, 303a Unit 3 Week 1 Tab Side 2: Use with Genre, SE/TE pp. 348–349, 350–351</p> <p>As students read selections, they are reminded through questions in the Student Edition and Teacher's Edition to be aware of the author's role in creating the selection. Relevant questions focus on the author's purpose for writing, choice of topic or illustrations, inclusion or exclusion of information, and use of evidence to support an opinion, idea, or conclusion.</p>
<p>Informational Text 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 47, 79, 107, 131, 137, 167, 197, 227, 251, 279, 303, 315, 351, 385, 421, 445, 471; 2: 43, 73, 101, 133, 153, 195, 225, 253, 275, 309, 341, 361, 399, 425, 431, 465 TE 1.1: 47a, 79a, 107a; 1.2: 131a, 137a, 167a; 2.1: 197a, 227a, 251a; 2.2: 279a, 303a, 315a; 3.1: 351a, 385a, 421a; 3.2: 445a, 471a; 4.1: 43a, 73a, 101a; 4.2: 133a, 153a; 5.1: 195a, 225a, 253a; 5.2: 275a, 309a;</p>

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Continued	<p>6.1: 341a, 361a, 399a; 6.2: 425a, 431a, 465a</p> <p>Unit 5 Week 3 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 250–251; 252–253</p> <p>Listening and Speaking activities, such as Informational Speech, and Writing activities including weekly writing lessons such as Writing a Newsletter Article, and writing process lessons in Customize Writing such as Research Report, require students to gather information. In addition, Research and Inquiry and Research and Study Skills sections of lessons provide skills students need to gather information from a variety of sources.</p>
Range of Reading and Level of Text Complexity	
<p>Informational Text 10. By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>Each nonfiction selection has opportunities to read an informational text independently, proficiently, and fluently. Routines and practice techniques appear on the Student Edition pages with application activities included in the accompanying Teacher’s Edition lessons. See the following representative pages for a selection:</p> <p>SE 1: 113, 115 TE 1.2: 112–113, 114–115, 131b, 138–139, 139j Unit 2 Week 2 Tab Side 2: Use with 21st Century Skills, SE/TE pp. 224–225, 226–227 Unit 6 Week 5 Tab Side 2: Use with Genre, SE/TE pp. 462–463; 464–465</p> <p>Lessons focus on accuracy, rate, phrasing, punctuation cues, and expression/intonation. Each subskill is applied to appropriate selections with a</p>

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Continued	<p>variety of independent reading activities.</p> <p>Additionally, the Differentiated Instruction pages continue skill development as students read the Concept Literacy Reader; ELL Reader; ELD Reader; and the Below–Level, On–Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages that follow each selection. See TE 2.1: DI•81, DI•86, and DI•90 for examples of the Readers for a nonfiction selection.</p>
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 5)	N/A
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 5)	N/A
Phonics and Word Recognition	
<p>Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>TE 1.1: 24c, 49i, 54c, 81i, 86c, 109i; 1.2: 144c, 169i; 2.1: 234c, 257i; 2.2: 292c, 317i; 3.1: 358c, 387i, 392c, 423i; 3.2: 428c, 447i; 4.1: 24c, 24e, 45i, 50c, 75i, 80c, 103i; 4.2: 108c, 135i; 5.1: 172c, 197i, 232c, 255i; 5.2: 260c, 283i, 288c, 311i; 6.1: 322c, 343i, 374c, 401i; 6.2: 406c, 433i, 438c, 467i</p> <p>The program’s Word Analysis strand provides a strategy for using word structure, including suffixes, prefixes, roots, compound words, and word origins, to decode words. In addition, the program’s Support for English Language Learners sections provide additional work with phonics and word analysis skills. (See, for example, TE 1.1: DI•20, DI•45,</p>

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Continued	DI•70, DI•120; 1.2: DI•95.) The program’s spelling strand reinforces word analysis work by providing encoding instruction with word lists organized by consonant and vowel patterns, word structure, and meaning. (See, for example, TE 1.1: 23c, 33c, 43e, 49c, 49o.)
<p>Foundational Skills 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>The program’s Word Analysis strand (see references in Foundational Skills 3) provides a strategy for using word structure, including suffixes, prefixes, roots, compound words, and word origins, to decode words. In addition, the program’s Support for English Language Learners sections provide additional work with phonics and word analysis skills. (See, for example, TE 1.1: DI•20, DI•45; DI•95; 3.1: DI•20, DI•45, DI•70, DI•120.)</p> <p>The program’s spelling strand reinforces word analysis work by providing encoding instruction with word lists organized by consonant and vowel patterns, word structure, and meaning. (See, for example, TE 1.1: 23c, 33c, 43e, 49c, 49o.)</p> <p>TE 2.2: 292e, 302c, 302–303, 303a, 308–309, 309a, 317a, 317h; 3.2: 452e, 460c, 473a; 4.1: 21a, 23e, 24b, 24e, 34b, 42b; 5.2: 288e, 298c, 311a, 311h; 6.1: 348e, 348–349</p>
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Each week’s lesson provides five opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The activities for accuracy encourage students to adjust rate to</p>

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Continued	<p>facilitate comprehension and to read words accurately. See the following examples for the accuracy skill in the Fluency strand:</p> <p>SE 1: 228, 472; 2: 74, 254, 342 TE 1.2: 112–113, 114–115, 138–139, 142–143, 144–145; 2.1: 206–207, 221b, 228–229, 232–233, 234–235, 251b, 256–257; 2.2: IR25; 3.1: 328–331, 345b, 352–353, 356–357, 386–387; 3.2: 452–453, 465b, 472–473; 4.1: 50–51, 69b, 74–75; 4.2: IR25; 5.1: 232–233, 247b, 254–255; 5.2: IR35; 6.1: 322–323, 337b, 342–343; 6.2: IR15</p>
<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>The program provides prereading strategies and instruction in comprehension strategies that enable students to read with purpose and understanding. For every main selection in the program, the prereading activities in the Teacher’s Edition include building background and following a prereading strategy that helps students preview the selection, predict what it may be about, and set a purpose for reading. In addition, the program teaches comprehension strategies that students can apply as they read to ensure they are reading with understanding. Strategies include visualizing, monitoring and clarifying, predicting and setting a purpose, summarizing, questioning, identifying text and story structure, inferring, identifying important ideas, and using background knowledge.</p> <p>Following are representative pages for the prereading activities in Unit 1 in the Teacher’s Edition and the</p>

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Continued	<p>comprehension strategy lessons in the Student and Teacher’s Editions. Each unit follows this structure for every selection.</p> <p>Prereading Activities TE 1.1: 26–27, 27a, 56–57, 57a, 88–89, 89a; 1.2: 116–117, 117a, 146–147, 147a</p> <p>Comprehension Strategies SE 1: 390; 2: 48, 404 TE 2.2: 260–261, 262–263, 279b, 286–287; 3.1: 389c; 4.1: 47c; 6.2: 403c</p>
<p>Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Each week’s lesson provides five opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The Let’s Learn It! pages in the Student Edition include fluency activities, and the Fluency sections in the Teacher’s Edition include activities that encourage the teacher to model fluent reading and to check and evaluate students’ oral reading. See the following representative pages:</p> <p>SE 1: 48, 80, 108, 138, 168 TE 1.1: 22–23, 24–25, 43b, 48–49, 49j–49k, 52–53, 54–55, 75b, 80–81, 81j–81k, 81n, 84–85, 86–87, 101b, 108–109, 109j–109k; 1.2: 112–113, 114–115, 131b, 138–139, 139j–139k, 142–143, 144–145, 161b, 168–169, 169j–169k, IR15, IR25, IR35, IR45, IR55; 2.1: 178–179, 180–181, 195b, 200–201, 204–205, 206e; 2.2: 309b, 316–317; 3.1: 390–393, 413b, 422–423; 3.2: 287, 439b, 446–447, 450–451, 452–453, 465b, 472–473; 4.1:</p>

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Continued	<p>22–23, 24–25, 39b, 48–49, 69b, 74–75, 78–79, 80–81, 95b, 102–103; 4.2: 106–107, 108–109, 127b, 134–135, 138–139, 140–141, 153b, 160–161; 5.1: 170–171, 172–173, 189b, 196–197, 200–201, 202–203, 217b, 230–231, 232–233, 247b, 254–255; 5.2: 258–259, 260–261, 275b, 282–283, 286–287, 288–289, 303b, 310–311; 6.1: 320–321, 322–323, 337b, 342–342, 346–347, 348–349, 361b, 368–369, 372–373, 374–375, 395b, 401j; 6.2: 404–405, 406–407, 425b, 432–433, 436–437, 438–439, 459b, 466–467 Unit 3 Week 4 Tab Side 2: Use with SE/TE pp. 442–443; 444–445</p>
<p>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 22–23, 24–25, 48, 54–55, 114–115, 138, 144–145, 180–181, 200, 260–261, 262–263, 328–329, 392–393, 422, 428–429, 446; 2: 50–51, 74, 80–81, 102, 108–109, 134, 232–233, 254, 260–261, 282, 406–407, 432, 438–439, 466 TE 1.1: 21c, 24e, 49a, 54e; 1.2: 114e, 139a, 144e; 2.1: 180e, 201a; 2.2: 259c, 262e, 262–263, 287h; 3.1: 328e, 392e, 423a; 3.2: 428e, 423–433, 447a; 4.1: 50e, 75a, 77a, 79a, 80b, 80e, 80–81, 90b, 98b, 103a; 4.2: 108e, 135a; 5.1: 229c, 232e, 255a; 5.2: 260e, 283a; 6.2: 406e, 433a, 438e, 467a</p> <p>The program’s Vocabulary strand in the Student and Teacher’s Editions provides instruction in word–recognition strategies and concepts, including using context to determine meaning of multiple–meaning and unfamiliar words. Questions in the Teacher’s Edition help students apply the skill as they read selections.</p>

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Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>SE 1: 380, 414; 2: 276, 426 TE 3.1: 357e–357f, 371d–371e, 380–381, 387d–387e, 391e–391f, 401d–401e, 414–415, 415a–415b, 423d–423e; 5.2: 259e–259f, 269d–269e, 276–277, 277a, 277b, 277c, 283d–283e, 283p, 283q, CW•11–CW•20; 6.2: 405e–405f, 417d–417e, 426–427, 433d–433e</p> <p>The program’s Let’s Write It! pages in the Student Edition and the accompanying Teacher’s Edition lessons guiding students through the writing process present three kinds of persuasive, or opinion, writing. As they work through the process, students use details to support their opinions.</p>
<p>Writing 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>SE 2: 188, 276, 426 TE 2.1: CW•6–CW•7; 3.1: 371d, 371e, 387d, 387e; 5.1: 189a; 5.2: 259e–259f, 276–277, CW•11, CW•12–CW•14; 6.1: 405e–405f; 6.2: 405e, 417b, 426–427, 433d–433e</p> <p>The Let’s Write It! pages in the Student Edition present persuasive and opinion writing opportunities. Students write advertising brochures, letters to the editor for test–writing practice, persuasive speech for test–writing practice, and a review for test–writing practice. The writing sections in the accompanying Teacher’s Edition lessons identify features of the writing mode and guide students as they write. Also, the Customize Writing/Writing Process pages guide students through a five–stage writing process, from writing prompt to</p>

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Continued	<p>finished product. Students have opportunities to write opinions in E–Newsletters and Persuasive Essays. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the pages.</p> <p>In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to state their opinion about an issue or topic in writing. (See, for example, SE 2: 188.)</p>
<p>Writing 1.b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>SE 2: 276 TE 2.1: CW•6–CW•7; 3.1: 357e, 357f, 371d, 380–381c, 387d, 387e, 387p, 387q, 391e, 391f, 401d, 401e, 414–415c, 423d, 423e, 423p, 423q; 5.2: 259e–259f, 276–277, CW•16; 6.2: 405e–405f, 417d–417e, 426–427, 427a, 427b–427c, 433d–433e</p> <p>The Teacher’s Edition lessons help students focus on their supporting facts and details as they study writing–related topics. The Writing Process pages, RWN pages, and Look Back and Write prompts all remind students that the use of strong supporting evidence is a key feature in persuasive/opinion writing.</p>
<p>Writing 1.c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>In the program, the use of transitional words is taught in context of informational or expository writing. Use the following lesson to discuss transitional words. (See TE 5.2: 305a–305b.) Then help students apply the use of transitional or linking words to their opinion writing by making a list of words that can help them link or connect ideas.</p>

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Continued	<p>The program discusses combining sentences as a revising strategy. (See, for example, TE 1.1: 109d–109e.) This skill can be applied to any style of writing. The program discusses the structure and formation of compound and complex sentences in the Language Arts Conventions strand and applies it in a writing activity for writing newsletters. (See, for example, TE 1.2: 125c, 139p.) These skills can be applied to opinion writing as well as other forms of writing.</p> <p>SE 2: 304–305 TE 1.1: 109d–109e; 1.2: 125c, 131e, 132–133, 139c, 139p; 2.1 201d–201e; 5.2: 305a–305b, CW•15–CW16</p>
<p>Writing 1.d. Provide a concluding statement or section related to the opinion presented.</p>	<p>TE 2.1: CW•1–CW•10; 2.2: CW•11–CW•20</p> <p>In the program, the need for concluding statements is explicitly taught during writing activities. Use an instructional lesson to discuss conclusions (see TE 3.2: 467b) and then apply it to persuasive/opinion writing. In addition, for all writing forms, writing lessons as well as all models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their persuasive/opinion writing. To reinforce the need for a conclusion, encourage students to practice writing a summarizing sentence about their opinion that they could use to conclude their writing.</p>

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<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>SE 1: 44–45, 102–103, 132–133, 162–163, 196–197, 440–441 TE 1.1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 85e–85f, 95d–95e, 102–103, 103a–103c, 109d–109e, 109p–109q; 1.2: 113e–113f, 125d–125e, 132–133, 133a–133b, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163b, 163c, 169d–169e, 169p–169q; 2.1: 179e–179f, 189d–189e, 196–197, 197a–197c, 201d–201e, 201p–201q, CW•1–CW•10; 3.2: 427e–427f, 433d–433e, 440–441, 441a–441b, 447d–447e, 447p–447q, 451e, 451f, 459d, 466–467, 473d, 473e, 473p, 473q; 4.1: 79e, 79f, 89d, 89e, 96–97c, 103d, 103e, 103p, 103q; 4.2: CW•11–CW•20; 5.1: 231e, 231f, 241d, 241e, 248–249, 249a, 249b, 249c, 255d, 255e, 255p, 255q</p> <p>The program’s writing strand includes opportunities for writing a variety of expository texts, or informative/explanatory texts. Together the Student Edition’s Let’s Write It! pages and the accompanying Teacher’s Edition lessons guide students through the writing process in which they prewrite, draft, revise, edit and proofread, and publish their written work. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five-stage writing process, from expository writing prompt to finished product. The Reader’s and Writer’s Notebook (RWN)</p>

Reference Key



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Continued	pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic.
<p>Writing 2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>SE 1: 44–45, 102–103, 144, 162, 440, 466; 2: 96, 218, 248, 304 TE 1.1: 23e–23f, 33d–33e, 44–45b, 85e–85f, 95d–95e, 102–103a, 103b, 103c; 1.2: 113e–113f, 125d–125e, 143e–143f, 153d–153e, 162–163; 3.1: 391e–391f; 3.2: 440–441, 451e–451f, 459d–459e, 466–467, 467a–467b, DI•125, CW•11; CW•12–CW•14, CW•15–CW•16; 4.1: 96–97; 4.2: CW•11, CW•12–CW•14; 5.1: 201e, 201f, 211d, 211e, 218–219, 219a–219b, 219c, 227b, 227d, 227e, 227p, 227q, 248–249, CW•6, CW•7; 5.2: 287e–287f, 297d–297e, 304–305; 6.1: CW•6; 6.2: 405e–405f, CW•15–CW•16</p> <p>The Let’s Write It! pages in the Student Edition present several kinds of expository, or informative/explanatory, writing, such as directions, newsletter article, and expository composition. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing.</p>

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Continued	Also, the Customize Writing (CW) pages guide students through a five-stage writing process, from expository writing prompt to finished product. Reader's and Writer's Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher's Edition lessons and CW pages. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic.
<p>Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 102–103, 132–133, 162, 466; 2: 218, 248, 304 TE 1.1: 95d–95e, 102–103; 1.2: 113e–113f, 125c, 125d–125e, 133–133, 133a–133b, 133b–133c, 139d–139e, 139q, DI•100, 143e–143f, 153d–153e, 162–163, 163a–163b; 3.2: 427e, 427f, 433d, 433e, 440–441c, 447d, 447e, 447p, 447q, 451e–451f, 466–467; 4.1: 97b; 5.1: 218–219, 219a–219b, 227b, 231e–231f, 248–249, DI•75; 5.2: 287e–287f, 287d, 287e, 304–305, 305a, 305b, 305c, 311d, 311e; 6.1: CW•2–CW•5; 6.2: 405e–405f, DI•100</p> <p>The mini-lessons provided in the Teacher's Edition lessons on Days 2 and 3 help students focus on the facts, details, and examples they use to develop their topic as they fill out a graphic organizer and study a topic pertinent to the writing form, such as Keeping a Focus or Organization. The CW pages, RWN pages, and Look Back and Write prompts all remind students that the development of the topic through facts, details, and examples is a key feature in expository/informative/explanatory writing.</p>

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<p>Writing 2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>SE 1: 466; 2: 304 TE 1.2: 109d–109e; 1.2: 169d; 3.2: 466–467, 467c, CW•11, CW•15–CW•16; 4.2: CW•15–CW•16; 5.1: 255d–255e; 5.2: 304–305, 305a–305b</p> <p>Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting information; reorganizing sentences or paragraphs; and adding transition or linking words, phrases, or sentences are strategies that are suggested to and discussed with students during the revising stage. Also, as part of Peer Revision, students can point out places in their partners’ drafts where linking words, phrases, or sentences can be added to better join related ideas and information.</p>
<p>Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>As students are introduced to different forms of expository/informative/explanatory writing, they are also introduced to any vocabulary specific to a given form and essential to creating an appropriate example of that form. Examples include words for identifying similarities and differences for Compare–and–Contrast Essays and words for identifying causes and effects for Cause–and–Effect Essays, and words related to formal letters such as <i>heading, salutation, and closing</i>.</p> <p>TE 3.2: CW•11–CW•20 TE 4.1: 79e–79f, 96–97 TE 4.2: CW•15–CW•16, CW•11–CW•20</p> <p>In the program, students are introduced to and use content–related words in the form of every lesson’s</p>

Reference Key



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Continued	<p><i>Amazing Words</i> and lesson vocabulary. Students can use these and other content-related words in their own writing. See these representative examples from one lesson in Unit 2:</p> <p>SE 1: 206 TE 2.1: 203a, 205a, 206b, 214b, 224b</p> <p>Also, Literary Terms lessons focus on jargon. Students can use these and other specialized words in their own writing.</p> <p>TE 3.2: 433d, 433e, 440–441c, 447d, 447e, 452d, 473i; 5.1: 202d, 227i</p>
<p>Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE 1: 162–163, 466–467 TE 1.2: 143e–143f, 162–163, 163a–163b; 3.2: 451e–451f, 467a–467b, DI•125</p> <p>The drafting and revising stages of writing lessons as well as models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their expository/informative/explanatory writing. In addition, encourage students to practice writing sentences that summarize their ideas on their topic, which they could use to conclude their writing.</p>
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SE 1: 76–77, 280–281, 310–311, 346–347; 2: 128–129, 362–363, 396–397, 460–461 TE 1.1: 53e–53f, 65d–65e, 76–77, 81d, 81p, 81q; 1.2: CW•11–CW•20; 2.1: 179e, 179f, 189d, 189f, 196–197; 2.2: 261e–261f, 271d–271e, 280–281, 287d–287e, 291e–291f, 301d–301e,</p>

Reference Key



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Continued	<p>310–311, CW•11–CW•20; 3.1: 327e–327f, 337d–337e, 346–347, 353d–353e; 4.2: 107e–107f, 117d–117e, 128–129, 135d–135e; 6.1: 247e–247f, 355d–355e, 362–363, 369d–369e, 373e–373f, 383d–383e, 396–397, 401d–401e; 6.2: 437e–437f, 449d–449e, 460–461, 467d–467e</p> <p>The program’s writing strand includes opportunities for students to write the following narrative forms: realistic fiction, parody, personal narrative, poetry, myth, mystery, historical fiction, legend, and play. As students work through the writing process, they are guided to use effective techniques, clear sequence, and descriptive details in developing their stories.</p> <p>The Let’s Write It! pages in the Student Edition present writing genre and the daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas taking into consideration the elements of the particular kind of narrative writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five–stage writing process, from narrative writing prompt to finished product. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages.</p>

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<p>Writing 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>SE 1: 76–77, 222, 310–311, 346; 2: 70 TE 1.1: 65d–65e, 76–77; 1.2: CW•11, CW•12–CW•14, CW•15–CW•16; 2.1: 205e–205f, 213d–213e, 222–223, 229d, 229e, DI•50, 233e, 233f, 243d–243e, 253b, 257d, 257p, 257q; 2.2: 261e–261f, 271d–271e, 291e, 301d–301e, 310–311c, 317d–317e, CW•11, CW•12–CW•14; 3.1: 327d, 327e–327f, 337d–337e, 346–347c, 353d–353e, 353p, 353q, 357e–357f, CW•1–CW•4, CW•6; 4.1: 23e, 23f, 33d, 33e, 40–41, 45e, 45f, 45p, 45q, 61d, 61e, 70–71c, 75d, 75e, 75p, 75q; 4.2: 139e, 139f, 147d, 147e, 154–155c, 161d, 161e, 161p, 161q, CW•16; 6.1: 321a, 321f, 329d, 329e, 338–339, 339a, 339b, 339c, 343d, 343e, 343p, 343q, 355d–355e; 6.2: 437a, 437f, 449d–449e, 460–461, 461a, 461b, 461c, 367d, 467e, 467p, 467q</p> <p>See the statement for Writing Standard 3 above. As students develop their narratives, they establish setting, introduce characters, give their characters and narrator a voice, and develop a plot, using a logical sequence of events.</p>
<p>Writing 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>SE 1: 47, 196–197, 222, 280–281, 310–311, 346; 2: 338 TE 1.1: 47a; 2.1: 179e–179f, 189d–189e, 196–197a, 197b–197c, DI•25, 222–223; 2.2: 261e–261f, 271d, 271e, 280–281c, 287d–287e, 287p, 287q, 310–311, 317d, CW•11, CW•15–CW•16; 3.1: 346–347, CW•7; 4.1: DI•25; 4.2: 107e–107f, 117d, 117e, 128–129, 135d, 135e, 135p, 135q; 6.1: 338–339, 347e, 347f, 355d, 355e, 362–363, 363a, 363b, 363c, 369d, 369e, 369p, 369q, 383d,</p>

Reference Key



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Continued	<p>383e, 396–397, 397a, 397b, 397c, 401d, 401e</p> <p>The Let’s Write It! pages in the Student Edition present a variety of narrative writing forms, including personal narrative, historical fiction, mystery story, tall tale, picture book, and play. The daily writing sections in the accompanying Teacher’s Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing.</p> <p>Also, the Customize Writing (CW) pages guide students through a five-stage writing process, from narrative writing prompt to finished product. Reader’s and Writer’s Notebook (RWN) pages provide the models, graphic organizers, and activities that accompany the Teacher’s Edition lessons and CW pages.</p>
<p>Writing 3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>TE 1.1 23e–23f, 44–45, 45a–45c; 1.2: CW•15–CW•16, 2.2: 271d–271e</p> <p>The use of time-related clue words is first discussed in lessons related to writing directions. Students can apply transitional words, phrases, and clauses to their narrative writing as well.</p> <p>The program’s Comprehension strand lessons focus on sequence and clue words and phrases that show sequence. Students can apply their understandings to their own writing.</p>

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Continued	(See, for example, TE 2.1: 203c, 204–205). In addition, as students revise their writing for clarity, encourage them to use time-related clue words and other transitional words in their writing. Remind students that time order words and phrases include <i>first, next, then, last, finally, after, before, later, in the meantime</i> , and phrases that mention times of day, days, months, or years.
Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>SE 1: 196–197, 222, 252–253, 280–281, 310–311, 346–347; 2: 70 TE 1.1: 53e, 65d, 77a, 81p–81q; 1.2: CW•16; 2.1: 179e–179f, 196–197a, 197b–197c, 205e–205f, 222–223, 223a, 223b, 252–253a, 280–281, 281a–281c, 287d–287e, 310–311; 2.2: 271d, 271e, 281a, 287d, 287e, 301d, 301e, 310–311c, 317d, 317e; 3.1: 337d, 347a–347b, 401d, 401e, 414–415c, 423d, 423e; 4.1: 70–71; 4.2: 107e–107f, 117d–117e, 129a–129b, 135d, 135e, 147d, 147e, 154–155c, 161d, 161e; 5.1: 171e–171f, 181d, 181f, 191a–191b, 191c, 197d, 197e; 5.2: 269d, 269e, 276–277, 277a, 277b, 277c; 6.1: 329d, 329e, 338–339, 339a, 339b, 339c, 343d, 343e, 373e, 373f, 383d, 383e, 396–397, 397a, 397b, 397c, 401d, 401e, 401p, 401q; 6.2: 449c, 459e, 467c, 467o</p> <p>Both the Student Edition and Teacher’s Edition lessons emphasize the importance of word choice in writing. In addition to discussing specific examples of concrete and sensory words and phrases in models in the Student Edition and the Teacher’s Edition, a lesson may focus on word choice—for example, Using Sensory</p>

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Continued	Words and Powerful Verbs. In addition, Literary Terms lessons focusing on word choice and sensory words and details help students identify effective word usage, which they can then apply to their own writing. (See TE 1.2: 144d and TE 6.1: 348d.)
<p>Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE 1: 222; 2: 362–363 TE 2.1: 222–223; 6.1: 347e–347f, 355d–355e, 362–363, 363a–363b, 369d–369e</p> <p>The drafting and revising stages of writing lessons as well as models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as an important part of the structure of their narrative writing. In addition, ask students to reread the conclusions of several favorite stories or books and note how these authors wrap up their narratives in satisfying ways. Suggest that students then evaluate how well their conclusions perform the same task.</p>
Production and Distribution of Writing	
<p>Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Every week, students are introduced to a new writing form in the Student Edition. The accompanying Teacher’s Edition lessons guide students through the process of writing for that particular form or in writing the form in tests. The Customize Writing/Writing Process pages also use a step–by–step writing process to present another type of writing. Students are given many opportunities to produce examples of clear, coherent writing in which they demonstrate their understanding of the requirements for a particular writing</p>

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Continued	<p>task, purpose, and audience. See the following representative pages:</p> <p>SE 1: 76–77, 346–347 TE 1.1: 44–45, 45a, 49b, 49p, 49q, 53e–53f, 65d–65f, 76–77, 77a–77b, 81d, CW•1–CW•10, 85e, 85f, 102–103, 109d, 109e; 1.2: 153d, 153e, 163b, 163c, 2.1: 243d, 243e, 253b, 257d, 257e; 3.1: 327e–327f, 337d–337e, 346–347, 347a–347b, 353d–353e, 353p–353q; 3.2: 459d, 459e, 466–467c, 473d, 473e; 4.1: 33d, 33e, 45e, 89d, 89e, 96–97c, 103d, 103e, CW•6; 5.1: 211d, 211e, 218–219, 219a, 219b, 219c, 227d, 227e, 241d, 241e, 248–249, 249a, 249b, 249c, 255d, 255e; 5.2: 297d, 297e; 6.1: 355d, 355e, 362–363, 363a, 363b, 363c, 369d, 369e</p>
<p>Writing 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>Many weekly writing lessons in the Student Edition and Teacher’s Edition and the unit Customize Writing lessons in the Teacher’s Edition are based on an approach that divides the writing process into five steps. Three of these steps are Plan, Revise, and Edit. In the weekly lessons these three steps are presented on Days 2, 4, and 5, respectively. Day 4 also includes Peer Revision, during which student partners exchange drafts and offer ideas for strengthening one another’s writing.</p> <p>TE 1.1: 33d–33e, 49d–49e, 49p–49q, 65d–65e, 81p–81q, 95d–95e, 109d–109e, 109p–109q, CW•2–CW•5, CW•7–8; 1.2: 125d–125e, 139d–139e, 139p–139q, 153d–153e, 169d–169e, 169p–169q, CW•12–CW•14, CW•17–CW•18, CW•19; 2.1: 189d–189e, 201d–201e, 229d–229e, 229p–229q,</p>

Reference Key



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Indiana Common Core State Standards for English Language Arts - Grade Five	Scott Foresman Reading Street ©2011
Continued	257d–257e, 257p–257q, CW•2–CW•3, CW•4–CW•5, CW•7, CW•8; 2.2: 287d–287e, 287p–287q, 317p–317q, CW•12–CW•14, CW•17–CW•19; 3.1: 353d–353e, 353p–353q, 423d–423e, CW•2–CW•5, CW•7–CW•8; 3.2: 447d–447e, 447p–447q, 473d–473e, 473p–473q, CW•12–CW•14, CW•17–CW•19; 4.1: 45d–45e, 75d–75e, 75p–75q, 103d–103e, 103p–103q, CW•2–CW•5, CW•7, CW•8–CW•9; 4.2: 135d–135e, 135p–135q, 161p–161q, CW•12–CW•14, CW•17–CW•19; 5.1: 181d, 181f, 190–191, 191a, 191b, 191c, 197d–197e, 197p–197q, 227d–227e, 227p–227q, 255d–255e, 255p–255q, CW•2–CW•5, CW•7, CW•8–CW•9; 5.2: 311d–311e, 311p–311q, CW•12–CW•14, CW•17–CW•19; 6.1: 343d–343e, 343p–343q, 369d–369e, 369p–369q, 401d–401e, 401p–401q, CW•2–CW•5, CW•7–CW•8; 6.2: 433p–433q, 467d–467e, 467p–467q, CW•12–CW•14, CW•17–CW•19
<p>Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TE 1.2: CW•20; 2.1: CW•1–CW•10; 2.2: CW•20; 3.1: CW•1–CW•10; 3.2: CW•20; 4.1: CW•1–CW•10; 4.2: CW•20; 5.1: CW•1–CW•10; 5.2: CW•20; 6.1: CW•1–CW•10; 6.2: CW•20</p> <p>At the midpoint of each unit are the Customize Writing/21st Century Writing pages. Like the Customize Writing/Writing Process pages, these writing pages follow a five–step writing process; however, they emphasize the use of technology to produce and publish writing. The 21st Century Writing projects for Grade 5 are Podcast, E–Newsletter, Story Exchange, E–Pen Pals, Interview, and Photo Description. The lessons focus on the use of the computer to enhance</p>

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Continued	writing skill acquisition. It also focuses on skill application to meet curriculum expectations.
Research to Build and Present Knowledge	
<p>Writing 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>Each Teacher’s Edition lesson contains a weekly research project. The topic of this research project is always tied to the Question of the Week and the topic of the main Student Edition selection. The research project is divided into five steps—Identify Questions, Navigate/Search, Analyze, Synthesize, and Communicate—and one step is presented on each of the five days in the lesson. Students begin by posing questions about the topic and end by presenting a brief report on the topic to their classmates.</p> <p>TE 1.1: 23b, 33b, 43d, 49b, 49n, 53b, 65b, 75d, 81b, 81n, 85b, 95b, 101d, 109b, 109n, CW•2–CW•5; 1.2: 113b, 125b, 131c, 131d, 139b, 143b, 153b, 161c, 161d, 169b; 2.1: 179b, 189b, 195c, 195d, 201b, 201n, 205b, 213b, 221d, 229b, 233b, 243b, 251d, 257b, 257n; 2.2: 261b, 271b, 279d, 287b, 287n, 291b, 301b, 309d, 317b, 317n; 3.1: 327b, 337b, 345d, 353b, 353n, 357b, 371b, 379d, 387b, 387n, 401b, 413d, 423b; 3.2: 427b, 439d, 447b, 447n, 451b, 459b, 465d, 473b, 473n; 4.1: 33b, 39d, 45b, 61b, 69d, 75b, 89b, 95d; 4.2: 117b, 127d, 135b, 147b, 153d; 5.1: 181b, 189d, 197b, 211b, 217d, 241b, 247d; 5.2: 269b, 275d, 297b; 6.1: 329b, 355b, 383b; 6.2: 417c, 433b, 449b, CW•12–CW•14</p>

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<p>Writing 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>The weekly research project in each Teacher’s Edition lesson is divided into five steps. During the Navigate/Search step, students gather relevant information from various sources, take notes, and organize their evidence. During Analyze and Synthesize, they restate the information they find. During Synthesize, they also collect and arrange basic bibliographic information for the sources they used.</p> <p>TE 1.1: 23b, 33b, 43d, 49b, 49n, 53b, 65b, 75d, 81b, 81n, 85b, 95b, 101d, 109b, 109n; 1.2: 113b, 131c, 131d, 139b, 143b, 153b, 161c, 161d, 169b; 2.1: 179b, 189b, 195c, 195d, 201b, 201n, 205b, 213b, 221d, 229b, 233b, 243b, 251d, 257b, 257n; 2.2: 261b, 271b, 279d, 287b, 287n, 291b, 301b, 309d, 317b, 317n; 3.1: 327b, 337b, 345d, 353b, 353n, 357b, 371b, 379d, 387b, 387n, 401b, 413d, 423b; 3.2: 427b, 439d, 447b, 447n, 451b, 459b, 465d, 473b, 473n; 4.1: 33b, 39d, 45b, 61b, 69d, 75b, 89b, 95d, 103b; 4.2: 117b, 127d, 135b, 147b, 153d, 161b; 5.1: 181b, 189d, 197b, 201e–201f, 211b, 211d–211e, 217c, 217d, DI•50, 241b, 247d, 255b; 5.2: 269b, 275d, 283b, 297b, 303d, 311b; 6.1: 329b, 337d, 343b, 355b, 355b, 361d, 369b, 383b, 395b, 401b; 6.2: 417c, 425d, 433b, 449b, 459d, 467b</p>
<p>Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>The Look Back and Write prompts at the end of the informational texts in the Student Edition ask students to write extended responses to questions about the texts.</p> <p>SE 1: 42, 100, 130, 160, 194, 220, 250, 278, 308, 344, 358, 378, 445, 464; 2: 68, 126, 152, 188, 216, 246,</p>

Reference Key



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Continued	274, 302, 336, 341, 360, 394, 424, 459 TE 1.1: 43a, 101a; 1.2: 131a, 161a; 2.1: 195a, 221a, 251a; 2.2: 279a, 309a; 3.1: 345a, 379a; 3.2: 465a; 4.1: 69a; 4.2: 127a, 153a; 5.1: 189a, 217a, 247a; 5.2: 275a, 303a; 6.1: 337a, 361a, 395a; 6.2: 425a, 459a
Writing 9.a. Apply grade 5 Reading standards 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]”).	SE 1: 42, 74, 100, 194, 250, 278, 308, 345; 2: 38, 68, 126, 188, 274, 360, 394, 458 TE 1.1: 43a, 75a, 101a; 2.1: 195a, 251a; 2.2: 279a, 309a; 3.1: 345a; 4.1: 39a, 69a; 4.2: 127a; 5.1: 189a; 5.2: 275a; 6.1: 361a, 395a; 6.2: 459a The Look Back and Write prompts (question 5) at the end of the literature texts in the Student Edition ask students to write extended responses to questions about the texts. These questions require students to analyze and reflect on the literature, to provide evidence from the texts to support their ideas, and to demonstrate what they have learned about the key features of literature texts. The accompanying teacher’s Edition pages provide guidelines and scoring rubrics for evaluating students’ responses.
Writing 9.b. Apply grade 5 Reading standards 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]”).	SE 1: 130, 160, 220, 378, 412, 438, 464; 2: 94, 152, 216, 246, 302, 336, 424 TE 1.2: 131a, 161a; 2.1: 221a; 3.1: 379a, 413a; 3.2: 439a, 465a; 4.1: 95a; 4.2: 153a; 5.1: 217a, 247a; 5.2: 303a; 6.1: 337a; 6.2: 425a The Look Back and Write prompts (question 5) at the end of the informational texts in the Student Edition ask students to write extended

Reference Key



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Continued	responses to questions about the texts. These questions require students to analyze and reflect on the texts, to provide evidence from the texts to support their ideas, and to demonstrate what they have learned about the key features of informational texts. The accompanying Teacher's Edition pages provide guidelines and scoring rubrics for evaluating students' responses.
Range of Writing	
<p>Writing 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE 1: 20–21, 50–51, 82–83, 110–111, 140–141, 176–177, 202–203, 230–231, 258–259, 288–289, 324–325, 354–355, 388–389, 424–425, 448–449; 2: 104–105, 136–137, 168–169, 198–199, 228–229, 256–257, 284–285, 318–319, 344–345, 370–371, 402–403, 434–435</p> <p>TE 1.1: 20–21, 43a, 50–51, 75a, 82–83, 101a; 1.2: 110–111, 131a, 140–141, 161a; 2.1: 176–177, 195a, 202–203, 221a, 230–231, 251a; 2.2: 258–259, 279a, 288–289, 309a; 3.1: 324–325, 345a, 354–355, 379a, 388–389, 413a; 3.2: 424–425, 439a, 448–449, 465a; 4.1: 20–21, 39a, 46–47, 69a, 76–77, 95a; 4.2: 104–105, 127a, 136–137, 153a; 5.1: 168–169, 189a, 198–199, 217a, 228–229, 247a; 5.2: 256–257, 275a, 284–285, 303a; 6.1: 318–319, 337a, 344–345, 361a, 370–371, 395a; 6.2: 402–403, 425a, 434–435, 459a</p> <p>For a week's writing strand, students complete a writing project, which, because it takes place over the course of five days, gives them time for research, reflection, and revision. Throughout the week, students also complete numerous shorter writing</p>

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Continued	tasks. In addition, Customize Writing activities for the unit guide students through the five-step writing process. See the CW pages in any Teacher's Edition for examples.
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>Speaking/Listening 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>Each selection lesson plan contains multiple opportunities for students to initiate and engage in group discussions. Students discuss grade 5 topics and texts in the daily Anchored Talk, Oral Vocabulary, and Wrap Up Your Day, as well as in Day 2 Build Background and Day 5 Concept Wrap Up. See the following representative pages:</p> <p>SE 1: 20–21 TE 1.1: 20j, 20–21, 21a, 23f, 24a, 24b, 26–27, 34a, 34b, 46a, 46b, 49f, 49g; 1.2: IR18, IR19</p>
<p>Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>SE 1: 42, 49, 287, 317, 422; 2: 45, 103, 227 TE 1.1: 42–43, 49a, 74–75, 100–101; 1.2: 130–131, 139n, 160–161, 169n; 2.1: 194–195, 201a, 220–221, 229a, 229n; 2.2: 278–279, 287a, 308–309, 316–317; 3.1: 344–345, 379–379, 412–413, 423a, 423n; 4.1: 38–39, 45a, 68–69, 75n, 94–95, 103a, 103n; 4.2: 126–127, 135n, 152–153; 5.1: 188–189, 216–217, 227a, 246–247, 255n; 5.2: 274–275, 283n, 302–303, 311n; 6.1: 336–337, 343a, 360–361, 395–397, 401n; 6.2: 424–425, 458–459, 467n</p> <p>Retelling opportunities are provided with each selection. In these activities, students describe main ideas and</p>

Reference Key



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Continued	important ideas and draw conclusions from the text. In addition, the Listening and Speaking activities on the Let's Learn It! pages of the Student Edition and the accompanying Teacher's Edition lesson offer opportunities for students to participate in speaking activities that build on the reading selections.
Speaking/Listening 1.b. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>The Listening and Speaking activities on the Let's Learn It! pages of the Student Edition and the accompanying Teacher's Edition lesson identify rules for good listening, speaking, and teamwork. The Communicate section of the Research and Inquiry strand also identifies rules for listening and speaking that students apply as they present their information. See the following representative pages from Unit 1:</p> <p>SE 1: 49, 81, 109, 139, 169 TE 1.1: 49a, 49n, 81a, 81n, 109a, 109n; 1.2: 139a, 139n, 169a, 169n</p>
Speaking/Listening 1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p>SE 1: 49, 81, 317, 422, 447; 2: 45, 103, 135, 283, 369 TE 1.1: 20j–21, 49a, 81a; 1.2: 169n; 2.1: 229a, 316–317; 3.1: 423a, 423n; 3.2: 446–447, 447a; 4.1: 45a, 45n, 103a; 4.2: 135a, 135n; 5.1: 227n; 5.2: 283a; 6.1: 369a, 401n</p> <p>Listening and Speaking activities are the primary focus of the Let's Learn It! pages in the Student Edition. Together with the accompanying Teacher's Edition lessons, these pages provide tips advising students to ask questions to clarify understandings of information presented orally. The Communicate phase of the Research and Inquiry</p>

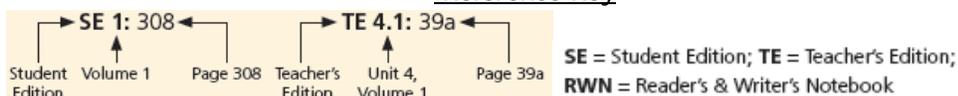
Reference Key



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Continued	strand also addresses the topic of asking and answering questions. The program also teaches the questioning strategy to help students derive meaning as they read. (See, for example, TE 1.2: 111c, 112–113 and TE 5.2: 285c, 286–287.)
Speaking/Listening 1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Listening and Speaking activities are the primary focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages provide tips encouraging students to use pertinent comments that help clarify and extend their understandings, improve their own presentations, and provide suggestions that build on the ideas of others. The Synthesize and Communicate phases of the Research and Inquiry strand as well as the Concept discussions provide additional opportunities for students to incorporate other’s ideas to reinforce and extend their own understandings. See these representative pages: SE 1: 387; 2: 283 TE 1.2: 110j, 110–111, 138–139, 139a, 169n; 3.1: 387a, 387b; 4.2: 161n; 5.2: 283a
Speaking/Listening 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	The program teaches summarizing skills in which students are guided in summarizing and retelling important ideas in written materials. (See, for example, SE 1: 52 and TE 1.1: 51c, 52–53, 64–65.) Students can apply this skill to summarizing graphically, visually, quantitatively, and orally presented material because students are required to analyze and restate information. Let’s Talk About pages in the Student Edition together

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Continued	<p>with Concept Talk pages in the Teacher’s Edition use pictures as the springboard for identifying and summarizing ideas. Suggestions for Let’s Learn It! Listening and Speaking activities may encourage students to restate oral or visual information given in presentations. Also, the Communicate phase of the weekly Research and Inquiry project encourages students to understand illustrations and other graphics used in presentations. See the following examples:</p> <p>SE 1: 20–21, 50–51, 109, 387; 2: 103, 227, 283, 433 TE 1.1: 20j, 20–21, 50j, 50–51, 109a; 3.1: 387a; 4.1: 45n, 103a; 5.1: 227a; 5.2: 283a, 283n, 311n; 6.1: 401n; 6.2: 433a</p>
<p>Speaking/Listening 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SE 2: 343 TE 6.1: 343a</p> <p>The program selections include persuasive essays and persuasive texts. Teacher’s Edition Genre pages help students identify persuasive techniques and supporting evidence. (See, for example, TE 3.2: 348c, 348–349 and TE 4.1: 72c–72d, 72–73.) These provide background that enables students to identify claims and supporting evidence in speeches and debates. A simple debate opportunity is provided in the Let’s Learn It! pages cited above. This is an opportunity to analyze claims and supporting evidence.</p> <p>In addition, the Writing strand in the program identifies the key features of persuasive and opinion writing. (See,</p>

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Continued	<p>for example, the persuasive essay writing in TE 3.1: 357e–357f, 380–381, 381a–381b and the persuasive writing activity in Customize Writing TE 5.2: CW•11–CW•20.)</p> <p>Provide students the opportunity to orally present their Customize Writing essays to the class. For each presentation, classmates should identify the purpose of the essay, the facts used as evidence to support the proposition, and the impact the essay had on them.</p>
Presentation of Knowledge and Ideas	
<p>Speaking/Listening 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>SE 1: 387; 2: 45, 135, 227 TE 1.2: 139a, 139n, 169a, 169n; 2.1: 229a, 229n; 3.1: 387a; 3.2: 473a; 4.1: 45a, 45n, 103n; 4.2: 135a, 161n; 5.1: 227a, 227n; 6.1: 369n, 401n; 6.2: 433n, 467n Unit 5 Week 2 Tab Side 2: Use with Retelling, TE pp. 216–217; SE p. 220</p> <p>The Listening and Speaking activities on the Let’s Learn It! pages of the Student Edition and the accompanying Teacher’s Edition lesson provide numerous opportunities for students to prepare presentations with appropriate main ideas and supporting details. Students gather information, write the presentation, prepare visuals, and finally give the presentation.</p> <p>Use the main idea and supporting facts lessons in the Comprehension strand to reinforce understanding of the concepts. The strand provides explicit instruction in identifying main ideas and details in written materials. (See, for example, TE 3.1: 355c, 356–357, 368–369.) Review identifying main</p>

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Continued	idea and supporting details to help students as they prepare their presentations. Remind them to include supportive facts and details for the main ideas in their presentations.
<p>Speaking/Listening 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>SE 1: 472; 2: 45, 227 TE 1.1: 49b, 49n, 81b, 81n; 1.2: 139b, 139n; 2.2: 287b, 287n; 3.1: 353b; 3.2: 447b, 447n, 473a, 473b, 473n; 4.1: 45a, 45b, 45n, 75b, 75n, 103b, 103n; 4.2: 135n, 161b, 161n; 5.1: 197b, 227a, 255n; 5.2: 283n, 311n; 6.1: 369n; 6.2: 433n, 467n</p> <p>The Listening and Speaking and Media Literacy activities on the Let's Learn It! pages of the Student Edition and the accompanying Teacher's Edition lessons suggest using visuals to support oral presentations. Suggestions for the types of visuals to use and where to find appropriate visuals are included. In addition, many of the weekly Research and Inquiry projects include preparing and presenting visual materials.</p>
<p>Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>SE 1: 387; 2: 45, 103, 255, 283, 433 TE 1.2: 139a, 139n, 169a, 169n; 2.1: 201a, 229a, 229n; 2.2: 287a; 3.1: 387a, 423a; 3.2: 473a; 4.1: 45a, 75n, 103a 103n; 4.2: 135n, 161n; 5.1: 197n, 255a, 255n; 5.2: 283a, 283n, 311n; 6.1: 401n; 6.2: 433a</p> <p>Students have many opportunities to determine which kind of language to use in presentations and discussions in the Speaking and Listening and Media Literacy lessons on the Let's Learn It! pages in the Student Edition and the accompanying Teacher's Edition pages and as part of the weekly Research</p>

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Continued	<p>and Inquiry project.</p> <p>Help students decide whether to use formal or informal language based on the type of speaking situation before they begin preparing for their presentations or discussions. As an additional aid, identify situations and ask students whether the context requires formal language and to explain why. Use these contexts: a conversation with family members, a job interview, a political campaign speech, an awards ceremony, instructions for how to play a game, and so on. As students begin working on each speaking activity in the program, have them identify the reason for speaking and whether they should use formal or informal language for their presentation.</p>

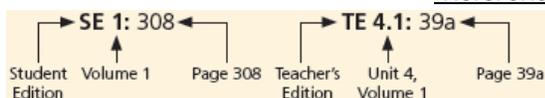
Language Standards

Conventions of Standard English

Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TE 1.1: 23d, 24c, 44, 49o, DI•20, DI•24, 53d, 65c, 75e, 81c, 81o, 85d, 95c, 101e, 109n, 109o, 109p, 109q, DI•74; **1.2:** 113d, 125c, 131e, 139c, 139n, 139o, 139p, DI•99, 143d, 153c, 161e, 169c, 169n, 169o, DI•124, IR16, IR36, IR46, IR56; **2.1:** 179d, 189c, 195e, 201c, 201n, 201o, DI•24, 205c, 205d, 213c, 221e, 229c, 229n, 229o, DI•49, 233c, 233d, 243c, 251e, 257c, 257p, 257q; **2.2:** 261d, 271c, 279e, 281b, 281c, 287c, 287p, 287q, DI•99, 291d, 301c, 309d, 309e, 317c, 317n, 317o, DI•124, IR16, IR26, IR36, IR46, IR56; **3.1:** 327c, 337c, 345e, 353c, 357d, 371c, 379e, 387c, 387o, DI•49, 391d, 401c, 413e, 423c, 423o, DI•74, CW•8; **3.2:** 427d, 433c, 439e, 447c, 447n, 447o, 451c, 459c, 465e, 473c, IR16, IR26, IR36, IR46, IR56; **4.1:** 23d, 33c, 39e, 45c, 45o, DI•24, 49d,

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Continued	<p>61c, 69e, 75c, 75o, 75p–75q, 79d, 89c, 95e, 103c, 103o, DI•74; 4.2: 107d, 117c, 127e, 135c, 135o, DI•99, 139d, 147c, 153e, 161c, 161o, DI•24, IR16, IR26, IR36, IR46, IR56; 5.1: 171d, 181c, 189e, 197c, 197o, DI•24, 201d, 211c, 217e, 227c, 227o, 231d, 241c, 247e, 255c, 255o, DI•74; 5.2: 259d, 269c, 275e, 283c, 283o, DI•99, 287d, 297c, 303e, 311c, 311o, DI•124, IR16, IR26, IR36, IR46, IR56; 6.1: 321d, 329c, 337e, 343c, 343o, DI•24, 347d, 355c, 361e, 369c, DI•49, 373d, 383c, 395e, 401c, DI•74; 6.2: 405d, 417c, 425e, 433c, DI•99, 437d, 449c, IR16, IR26, IR36, IR46, IR56</p> <p>Unit 1 Week 3 Tab Side 2: Use with Conventions, TE p. 85d</p> <p>In the Student Edition, grammar and usage are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, grammar and usage, along with capitalization and punctuation, comprise Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction pages at the end of the week and in the Interactive Review week at the end of the unit.</p> <p>The Speaking and Listening sections emphasize using correct grammar, sentence forms, and word choice in all activities. Students are also reminded to use correct grammar and language when making presentations in the Research and Inquiry/Communicate activity.</p>

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<p>Language 1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>The program includes work with prepositions (and prepositional phrases) and lessons focus on both coordinating (<i>and, but, or</i>) and subordinating (<i>because, although, when, before</i>) conjunctions.</p> <p>SE 1: 467; 2: 363 TE 3.2: 451d, 459c, 465e, 466–467, 473c, 473o, 473p; 6.1: 347d, 355c, 361e, 362–363, 369c, 369o, 369p Unit 3 Week 5 Tab Side 2: Use with Conventions, TE p. 451d Unit 6 Week 2 Tab Side 2: Use with Conventions, TE p. 347d</p>
<p>Language 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>In the Conventions strand, lessons are provided for identifying simple tenses, main verbs, and helping verbs, and the principal parts of verbs. In the first lesson on the principal parts of regular verbs (TE 3.1: 357d), the perfect tenses are presented on the lesson’s Grammar Transparency 12.</p> <p>When discussing verbs, review the perfect tenses with students. Remind them that the present perfect identifies action that took place at an indefinite time in the past, past perfect identifies action that took place before another action in the past, and future perfect tells about a future action that will end before another future event begins.</p> <ul style="list-style-type: none"> • Present perfect tense <i>I have walked. She has walked.</i> • Past perfect tense <i>I had walked. He had walked.</i> • Future perfect tense <i>I will have walked. She will have walked.</i> <p>Find examples of perfect tenses in a selection, such as <i>Leonardo’s Horse</i>—</p>

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Continued	<p>past perfect tense: “<i>had forgotten</i>” in the sentence “<i>The age was called the Renaissance, a time of rebirth when people who had forgotten how to be curious became curious again.</i>” Discuss the past perfect tense and ask students to give the present perfect and future perfect tense of <i>forgotten</i>. Repeat with other examples from the selection, such as “<i>had heard</i>” and “<i>had planned.</i>”</p> <p>Unit 3 Week 3 Tab Side 2: Use with Conventions, TE p. 391d</p>
<p>Language 1.c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>In the Teacher’s Edition, verb tense and principal parts of verbs are formally presented as part of Conventions in the Language Arts section of Unit 3 lessons. As students apply their grammar skills in the Writing activities, they use the correct verb form and tense.</p> <p>SE 1: 347, 381, 414–415 TE 3.1: 327d, 337c, 345e, 346–347, 353c, 353o, 353p, 357d, 371c, 379e, 380–381, 387c, 387o, 387p, 391d, 401c, 413e, 423c, 423o, 423p</p>
<p>Language 1.d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>TE 3.1: 327d, 337c, 345e, 353c, 353p–353q, DI•24; 3.2: IR16</p> <p>In the Conventions strand, lessons are provided for identifying simple tenses as well as for main and helping verbs and the principal parts of verbs. In addition, in the Writing strand, students are encouraged to proofread for errors in grammar and usage as they edit their written work. To provide additional support with any lesson such as <i>The Dinosaurs of Waterhouse Hawkins</i>, write the following sentences</p>

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Continued	<p>or ones of your own on the board and guide students in correcting them.</p> <ul style="list-style-type: none"> • <i>I went to the museum where I will see dinosaur bones.</i> • <i>I see that the model was smaller than the actual dinosaur.</i> • <i>He builds a model of a dinosaur, which went on exhibit.</i> • <i>Everyone enjoyed the exhibit, which opens on Monday</i>
<p>Language 1.e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>SE 2: 363 TE 6.1: 347d, 355c, 361e, 362–363, 369c, 369o, 369p Unit 6 Week 2 Tab Side 2: Use with Conventions, TE p. 347d</p> <p>The program includes work with conjunctions. The lessons focus on coordinating (<i>and, but, or</i>) and subordinating (<i>because, although, when, before</i>) conjunctions. The writing activity on TE 6.1: 369p–369q explains how to improve student writing using conjunctions to combine sentences. Extend instruction to correlative conjunctions, pointing out that conjunction pairs such as <i>either/or, neither/nor, and both/and</i> can be used to connect parts of sentences.</p> <ul style="list-style-type: none"> • Write these examples on the board: <p><i>We can go either to the matinee or the show at 7:30.</i> <i>Neither Jackson nor Alise has a passport.</i> <i>We wanted to visit both the lava beds and the redwood forest on our trip.</i></p> <ul style="list-style-type: none"> • Discuss the examples and the use of correlative conjunctions.

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Continued	<ul style="list-style-type: none"> • Have students look for sentences with correlative conjunctions in the selections in their Student Edition. • Ask students to share the sentences and identify the sentence parts connected by the correlative conjunctions.
<p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE 1: 162; 2: 426 TE 1.1: 20h, 23e, 33c, 43e, 49c, 49o, 49p, DI•20, 53d, 65c, 75e, 81c, 81o, DI•45, 85c, 95c, 101e, 109c, 109o, DI•70. CW•8; 1.2: 113c, 125c, 131e, 139c, 139o, DI•95, 143c, 143d, 153c, 161c, 161e, 162–163, 169c, 169o, 169p, DI•120, IR16, IR26, IR36, IR46, IR56; 2.1: 179c, 189c, 195e, 201c, 201o, DI•20, 205c, 213c, 221e, 229c, 229o, 233c, 243c, 251e, 257c, CW•8; 2.2: 261d, 271c, 279e, 287c, 291c, 301c, 309d, 317c, IR16, IR26, IR36, IR46, IR56; 3.1: 327c, 337c, 345e, 353c, 357c, 371c, 379e, 387c, 391c, 401c, 413e, 423c, CW•8; 3.2: 427c, 433c, 439e, 447c, 451c, 459c, 465e, 473c, IR16, IR26, IR36, IR46, IR56; 4.1: 23c, 33c, 39e, 45c, 49d, 61c, 69e, 75p–75q, 79c, 89c, 95e, 103c CW•8; 4.2: 107c, 117c, 127e, 135c, DI•99, 139d, 147c, 153e, 161c, IR16, IR26, IR36, IR46, IR56; 5.1: 171c, 181c, 189e, 197c, 201c, 211c, 217e, 227c, 231c, 241c, 247e, 255c, DI•75, CW•8; 5.2: 259c, 269c, 275e, 283c, 287c, 297c, 303e, 311c, IR16, IR26, IR36, IR46, IR56; 6.1: 321c, 329c, 337e, 343c, 347c, 355c, 361e, 369c, 373c, 374c, 383c, 395e, 401c, 401i, 401p, DI•74, CW•8; 6.2: 405c, 405d, 417c, 425e, 426–427, 433c, 433o, DI•99, 437c, 437d, 449c, 459e, 467c, 467o, IR16, IR26, IR36, IR46, IR56</p>

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Continued	<p>Unit 1 Week 5 Tab Side 2: Use with Conventions, TE p. 143d; SE pp. 148–149</p> <p>In the Student Edition, capitalization and punctuation are taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, capitalization and punctuation, along with grammar and usage, comprise Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let’s Write It! lesson in the Student Edition is taught and practiced in all the Teacher’s Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. Spelling is a separate main component of the Language Arts strand.</p> <p>In the writing lessons, the editing and proofreading step has mini-lessons or other reminders for students to proofread for capitalization, punctuation, and spelling. Student Edition Writing pages also provide a Writer’s Checklist that focuses on writing conventions. (See, for example, TE 1.1: 49p and SE 1: 162.)</p>
<p>Language 2.a. Use punctuation to separate items in a series.</p>	<p>TE 6.1: 373d, 383c, 395e, 401c, 401o, DI•74</p> <p>The varied uses of commas, including using commas to separate items in lists, are explicitly taught in the program’s Conventions strand. Together with the Grammar Transparency, Let’s Practice It! and</p>

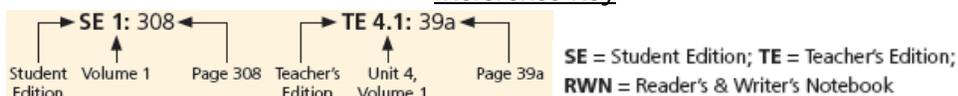
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Continued	Reader's and Writer's Notebook pages, these lessons guide students in using commas to separate items in a list.
<p>Language 2.b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>TE 6.1: 373d, 383c, 395e, 401c, 401o, 401p</p> <p>The varied uses of commas, including using commas to separate introductory words and phrases, are explicitly taught in the program's Conventions strand. Together with the Grammar Transparency, Let's Practice It! and Reader's and Writer's Notebook pages, these lessons guide students in using commas to separate introductory elements.</p>
<p>Language 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>In the Student Edition, punctuation including commas and quotation marks is taught in conjunction with writing. In the Teacher's Edition, punctuation including commas and quotation marks, along with grammar and usage and capitalization, is presented in Conventions, a main component of the Language Arts strand that appears in all lessons. The Conventions topic presented in the Let's Write It! lesson in the Student Edition is taught and practiced in the Teacher's Edition lessons for the week. The Conventions rubric for the writing activity focuses on the featured trait.</p> <p>Use <i>The Fabulous Perpetual Motion Machine</i> in Unit 3, Week 1 and <i>The Stormi Giovanni Club</i> in Unit 4, Week 4 to point out commas used to set off words ("Yeah, you wanted to show us something?") and to indicate address ("Sure are, Larry.") Continue with other examples as the selections are read.</p>

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<p>Language 2.d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>TE 6.2: 405e, 417c, 425e, 426–427, 433c, 433p, DI•99, 437d, 449c, 459e, 467c, 467o</p> <p>The varied uses of italics, underlining, and quotation marks, including for titles, are explicitly presented and practiced in the program’s Conventions strand. Together with the Grammar Transparency, Let’s Practice It! and Reader’s and Writer’s Notebook pages, these lessons guide students in using quotation marks, underlining, and italics to indicate titles of works.</p>
<p>Language 2.e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>TE 1.1: 20h, 23c, 33c, 43e, 49c, 49o, DI•20, 53d, 65c, 75e, 81c, 81o, DI•45, 85c, 95c, 101e, 109c, 109o, DI•70; 1.2: 113c, 125c, 131e, 139c, 139o, DI•95, 143c, 153a, 161e, 169c, DI•120, IR16, IR26, IR36, IR46, IR56; 2.1: 179c, 189c, 195e, 201c, 201o, DI•20, 205c, 213c, 221e, 229c, 229o, 233c, 243c, 251e, 257c; 2.2: 261d, 271c, 279e, 287c, 291c, 301c, 309d, 317c, IR16, IR26, IR36, IR46, IR56; 3.1: 327c, 337c, 345e, 353c, 357c, 371c, 379e, 387c, 391c, 401c, 413e, 423c; 3.2: 427c, 433c, 439e, 447c, 451c, 459c, 465e, 473c, IR16, IR26, IR36, IR46, IR56; 4.1: 23c, 33c, 39e, 45c, 49d, 61c, 69e, 75c, 79c, 89c, 95e, 103c; 4.2: 107c, 117c, 127e, 135c, 139d, 147c, 153e 161c, IR16, IR26, IR36, IR46, IR56; 5.1: 171c, 181c, 189e, 197c, 201c, 211c, 217e, 227c, 231c, 241c, 247e, 255c; 5.2: 259c, 269c, 275e, 283c, 287c, 297c, 303e, 311c, IR16, IR26, IR36, IR46, IR56; 6.1: 321c, 329c, 337e, 343c, 347c, 355c, 361e, 369c, 373c, 374c, 383c, 395e, 401c, 401i; 6.2: 405c, 417c, 425e, 433c, 437c, 449c, 459e, 467c, IR16, IR26, IR36, IR46, IR56</p>

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Continued	Each week in the Teacher’s Edition a spelling concept is pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages; and tested again on Day 5. The spelling concept also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit.
Knowledge of Language	
<p>Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>SE 1: 44, 76, 196, 252, 414, 440; 2: 70, 190, 304 TE 1.1: 49d, 77b; 1.2: 133a–133b, 133c, 144d, 169a; 2.1: 189f, 197a–197b, 223a–223b; 2.2: 281a–281b; 3.1: 347a–347b; 3.2: 369i, 433d–433e, 441a–441b, 452d; 4.1: 71b; 4.2: 129a–129b; 5.1: 191a–191b; 5.2: 305a–305b; 6.1: 348d, 369i</p> <p>Whenever appropriate to the type of writing or speaking they are doing, students are encouraged to make language choices that are suitable for their audience and purpose. In addition to the use of formal or informal language, language choice includes word choice, such as persuasive words or sensory words and jargon. The Literary Terms strand offers explicit instruction in jargon, word choices, and sensory words/details, as well as figurative language. Word choice is an important topic in the writing lessons in both the Student Edition and the Teacher’s Edition.</p>

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<p>Language 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>TE 1.1: 109d–109e; 1.2: 139p–139q, CW•17; 4.1: 61d, 61e, 70–71c, 75d, 75e, CW•7; 4.2: CW•17; 5.1: 249a–249b</p> <p>Students revise their drafts on Day 4 of the Teacher’s Edition lessons. Adding or deleting information, reorganizing or consolidating sentences, adding transition or linking words or phrases, and clarifying are strategies that are suggested to and discussed with students during the revising stage.</p>
<p>Language 3.b. Compare and contrast the varieties of English (e.g.dialects, registers) used in stories, dramas, or poems.</p>	<p>SE 1: 118, 124 TE 1.2: 114d, 119a, 129a, 139i, 173a; 3.1: 423a; 3.2: 452d, 473i; 5.1: 202d, 227i; 6.1: 348d, 359a, 369i</p>
Vocabulary Acquisition and Use	
<p>Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>The program offers numerous instructional opportunities to help students determine the meanings of words through Vocabulary, Dictionary and Reference Sources, and affixation activities. Representative pages from Unit 1:</p> <p>SE 1: 24, 33, 48, 54, 86, 108 TE 1.1: 21a, 24b, 24e, 31a, 32–33, 33a, 34c, 41a, 46b, 49a, 49h, DI•4, DI•9, DI•14, 51a, 53a, 54b, 54c, 62–63, 63a, 66b, 66c, 71a, 78b, 81h, DI•28, DI•34, DI•39, 83a, 85a, 86b, 86e, 92–93, 93a, 96b, 96c, 104b, 108–109, 109h, DI•54, DI•59, DI•64; 2.2: 262e, 262–263, 287h; 3.1: 328e, 328–329, 332–333, 333a, 338c, 353a, 353h; 4.1: 50e, 50–51, 60–61a, 65a, 75h; 5.1: 232e, 236–237, 237a, 242c, 243a, 255h; 5.2: 260e, 268–269, 269a, 270c; 6.1: 322e, 322–323, 326–</p>

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Continued	327, 327a, 330c, 343a, 343h Unit 2 Week 4 Tab Side 2: Use with Vocabulary, TE p. 287a
Language 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	The program offers numerous instructional opportunities to help students determine the meanings of unfamiliar and multiple-meaning words through Vocabulary, Dictionary and Reference Sources, and affixation activities. Representative pages from Unit 1: SE 1: 24, 33, 48, 54, 86, 108 TE 1.1: 20h, 23a, 24e, 31a, 32–33, 33a, 34c, 41a, 46b, 49a, 49h, DI•4, DI•9, DI•14, 51a, 53a, 54b, 54e, 62–63, 63a, 66b, 66c, 71a, 78b, 81h, DI•28, DI•34, DI•39, 83a, 85a, 86b, 86e, 92–93, 93a, 96b, 96c, 104b, 108–109, 109h, DI•54, DI•59, DI•64; 1.2: 111a, 113f, 114b, 119a, 126b, 139g, 144e; 2.1: 180e, 180–181, 190c, 190–191, 191a, 201a, 201h; 3.1: 391a, 392e, 407a; 4.2: 108e, 108–109, 118c, 120–121, 125a; 6.2: 406e, 406–407, 414–415, 415a, 419a, 421a, 422–423, 423a, 433h, 438e, 450c, 450–451, 467a, 467h
Language 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>).	SE 1: 234, 358, 386; 2: 172, 179, 196 TE 1.1: 54c, 81i, DI•45; 2.1: 233a, 234e, 240–241, 241a, 243a, 244c, 245a, 247a, 257a, 257h, DI•54, DI•59, DI•64; 2.2: IR32, IR33; 3.1: 358c, 358e, 364–365, 365a, 372c, 376–377, 377a, 387a, 387h, DI•29, DI•34, DI•39, DI•45; 3.2: IR22, IR23; 4.2: 140e, 140–141, 148c, 150–151a, 161h; 5.1: 171a, 172e, 172–173, 178–179, 179a, 182c, 197a, 197h, 255i, DI•4, DI•9, DI•14, 232c, 255i, DI•70; 5.2: 259c, 269c, 275e, 283c, IR12, IR13, IR15, IR46; 6.1: 373c, 374e, 374–375, 383c,

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Continued	395e, 401c; 6.2: IR36 Unit 5 Week 4 Tab Side 2: Use with Vocabulary, TE p. 260e The program’s Vocabulary and Word Analysis strands incorporate lessons in affixation and words related by base or root. Lessons are included for common base words and Latin roots and Greek word parts as well as prefixes and suffixes and their meanings.
Language 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.	The program’s Conventions strand provides explicit instruction and practice in using glossaries and dictionaries to find word meanings. SE 1: 86, 206; 2: 202, 322 TE 1.1: 43c, 86e, 92–93, 96c, 109a, 109h; 2.1: 195c, 206e, 214c, 214–215, 215a, 217a, 218–219, 219a, 229a, 229h; 3.2: 428e, 432–433; 4.2: 127c; 5.1: 202e, 210–211, 211a, 212c, 213a, 227a, 227h; 5.2: 227h; 6.1: 322e, 326–327, 327a, 330c, 343a, 343h
Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Word relationships including words related by meaning, such as synonyms; by sound, such as homophones; and by structure, such as base words and affixes, are a focus of the program’s Vocabulary and Word Analysis strands. See these representative pages: SE 1: 24, 48, 54 TE 1.1: 20h, 24e, 34c, 41a, 49a, DI•4, DI•9, DI•14, 53a, 54d, 54e, 62–63, 63a, 65a, 66c, 69a, 71a, 81i, DI•28, DI•34, DI•39; 1.2: 114c, 139j; 2.2: 292c, 317i, DI•120; 3.1: 423a; 3.2: 477a; 4.1: 24d, 29a, 45i, 75i, 80d, 87a, 103i; 4.2: 140c, 140d, 147a, 161i, 164–165, 165a; 5.1: 232d, 255i;

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Continued	5.2: 260d, 271a, 283i; 6.1: DI•45; 6.2: 406c, 433i, 438e, 450c, 450–451, 467a, 467h, DI•95, 471a, IR46
Language 5.a. Interpret figurative language, including similes and metaphors, in context.	SE 1: 118, 408; 2: 270 TE 1.1: 69a; 1.2: 119a, 135a, 151a; 3.1: 409a; 4.1: 80d, 87a, 103i; 4.2: 140d, 161i; 5.1: 171e–171f; 5.2: 260d, 269a, 271a, 283i; 6.2: 471a Unit 4 Week 3 Tab Side 2: Use with Literary Terms, TE p. 80d Figurative language including metaphors, similes, hyperbole, personification, symbolism, and idioms are explicitly introduced and practiced in the Literary Terms strand.
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	SE 1: 80, 123, 168, 286, 352, 422; 2: 28, 74 TE 1.1: 81a; 1.2: 114d, 121a, 139i, 169a, 287a; 3.1: 353a, 423a; 4.1: 24d, 29a, 45i, 75a; 4.2: 140c, 161i, DI•120; 5.1: 232d, 255i Unit 4 Week 2 Tab Side 2: Use with Vocabulary, TE p. 75a Student Edition and accompanying Teacher’s Edition Vocabulary pages present lessons on idioms and adages, or proverbs. When discussing idioms and adages, or proverbs, remind students that they can find information about the meanings by looking in reference books such as a dictionary of idioms and a book of adages or by conducting an Internet search. In addition, the Literary Terms strand presents lessons on idioms.

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<p>Language 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>SE 1: 24, 54, 114, 428; 2: 20, 80, 102, 392 TE 1.1: 24e, 32–33, 33a, 34c, 49a, 49h, 54e, 62–6366c, 71a; 1.2: 111a, 113f, 114b, 114–115, 119a, 124–125, 125a, 126b, 139g; 2.1: 233a; 3.1: 392e, 402c, 423h; 3.2: 428e, 432–433, 433a; 4.1: 49a, 80e, 88–89, 89a, 90c, 103a, 103h, DI•54, DI•59, DI•64; 4.2: IR32, IR33, IR35 Unit 1 Week 4 Tab Side 2: Use with Vocabulary, TE p. 114e</p> <p>To foster the use of specific words, Vocabulary lessons in the Read and Comprehend section and questions that accompany the reading selection in the Teacher’s Edition focus on defining and identifying synonyms and using them to understand the meanings of words with related meanings.</p>
<p>Language 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>TE 3.1: DI•75; 3.2: 452d, 473i; 5.1: 202d, 227i Unit 5 Week 5 Tab Side 2: Use with Oral Vocabulary, SE/TE pp. 284–285</p> <p>Each selection lesson plan contains <i>Amazing Words</i>, which are content words related to the unit theme and the specific selection. The words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. Day 1 of each lesson plan also contains <i>Academic Vocabulary</i> to help students learn the meanings of general academic words.</p>

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Language Progressive Skills, by Grade	
Grade 3	
<p>Language 1.f. Ensure subject-verb and pronoun-antecedent agreement.</p>	<p>SE 1: 310–311, 317 TE 2.2: 291d, 301c, 309e, 310–311, 317a, 317c, 317o, 317p–317q, DI•124, IR56; 4.1: 49d, 61c, 69e, 75c, 75p–75q, DI•49; 4.2: IR26</p> <p>In its Conventions lessons, the program provides explicit instruction in identifying and following rules for subject–verb agreement and the agreement of pronouns and their antecedents. Student Edition Let's Write It! and the accompanying Teacher's Edition pages may include reminders about the use of pronouns and verbs in sentences. (See, for example, SE 1: 310 and TE 2.2: 310–311.)</p>
<p>Language 3.a. Choose words and phrases for effect.</p>	<p>SE 1: 44, 76, 196, 252, 414, 440; 2: 70, 190, 304 TE 1.1: 49d, 77b; 1.2: 133a–133b, 144d, 169a; 2.1: 197a–197b, 223a–223b; 2.2: 281a–281b; 3.1: 347a–347b; 3.2: 369i, 433d–433e, 441a–441b, 452d; 4.1: 71b; 4.2: 129a–129b; 5.1: 191a–191b; 5.2: 305a–305b; 6.1: 348d, 369i</p> <p>As noted previously, the program emphasizes the importance of choosing words carefully to achieve the desired effect in a particular kind of writing. In addition to presenting specific examples of well-chosen words in models in the Student Edition and Teacher's Edition, the Teacher's Edition writing lessons include activities to choose words, including vivid words, strong verbs, and persuasive words. In addition, students learn that as they draft and revise, they should look for</p>

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Continued	vague or weak words that they can replace with more exact or more vivid words to improve the effect of their writing.
Grade 4	
<p>Language 1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>TE 1.1: 53d, 65c, 75e, 76–77; 1.2: IR26</p> <p>Lessons in the Conventions strand discuss sentences, their parts, and their structure including the structure of compound and complex sentences. When discussing complete subjects, remind students that a complete sentence is one that has both a subject and a predicate. Offer incomplete sentences that are missing either a subject or a predicate and ask students to make the sentences complete.</p> <p>Explain to students that a fragment is a group of words that is not a sentence because it is missing a subject, a predicate, or both or is written as a dependent clause.</p> <p>Provide examples and offer ways to correct them. For example: <i>For me.</i> (Is this for me? Are you doing that for me?) <i>Paul Bunyan and the blue ox.</i> (Paul Bunyan and his blue ox worked in the forest.) <i>Slept late.</i> (The exhausted worker slept late on Saturday.) <i>When the storm was over.</i> (Everyone was relieved when the storm was over.)</p> <p>Point out that while fragments may sometimes be used for effect, especially in dialogue, they should not be used in formal writing or speaking. Give examples by identifying complete sentences and fragments used in the selection <i>Thunder Rose</i>, such as</p>

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Continued	complete sentences <i>“He became as playful as a kitten and even began to purr.”</i> and fragments <i>“So I like to think of it as a Barbara’s Wire.”</i>
Language 1.g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	<p>TE 3.2: 433c, 439e, 440–441, 447c, 447o, 447p–447q, DI•99, IR46; 4.1: 79c, 89c, 95e, 103c, 103o; 6.1: DI•45; 6.2: 437c, 449c, 459e, 467c</p> <p>The program’s Conventions strand focuses on troublesome verbs, and the Spelling strand has lessons related to easily confused words and homophones. Discuss homophones when reading a selection such as <i>The Mystery of Saint Matthew Island</i>. Point out example of homophones in the selection such as <i>herd (heard), too (to, two), male (mail), and lain (lane)</i>. Help students identify the meaning of the word used in the selection and distinguish it from the meaning of its homophone.</p>
Language 3.a. Choose words and phrases to convey ideas precisely.	<p>SE 1: 196 TE 2.1: 196–197, 197b–197c; 2.2: 281b–281c, DI•100; 3.1: 401d–401e, DI•75; 3.2: 433d–433e</p> <p>As noted previously, the program emphasizes the importance of choosing words carefully to achieve the desired effect and meaning in a particular kind of writing.</p>
Language 3.b. Choose punctuation for effect.	<p>In the Student Edition, punctuation is taught in conjunction with the weekly writing lesson. In the Teacher’s Edition, punctuation, along with grammar and usage and capitalization, comprises Conventions, a main component of the Language Arts strand that appears in all lessons. Together with the Grammar Transparency, Let’s Practice It! and</p>

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Continued	<p>Reader's and Writer's Notebook pages, these lessons guide students in use of punctuation. The Conventions topic presented in the Let's Write It! lesson in the Student Edition is taught and practiced in all the Teacher's Edition lessons for the week. The topic also appears in the Differentiated Instruction (DI) pages at the end of the week and in the Interactive Review (IR) week at the end of the unit. In addition, students are encouraged to proofread for punctuation in the editing/proofreading phase of the writing process.</p> <p>See the following pages for examples: TE 1.1: 23d, 33c, 43e, 44–45, 49c, 49o, 48p; 6.1: 373d, 383c, 395e, 401c, 401o, 401p</p>

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