



Grades K-5

Aligned with Common Core State Standards

For English Language Arts and Literacy in
History/Social Studies, Science & Technical Subjects

McGraw-Hill School Education Group and Common Core State Standards for English Language Arts and Literacy

McGraw-Hill Education, with its long history of providing the highest quality language arts and literacy materials for educators, supports the common core standards initiative. McGraw-Hill Education has the experts and expertise in instruction and assessment to help implement the common core standards in a credible way.

- McGraw-Hill Education is an endorsing partner of the NGA/CCSSO common core initiative.
- McGraw-Hill Education supports the goal of producing a common core of voluntary state standards that are aligned with college and career expectations and that are reflective of cross-disciplinary skills such as critical thinking and problem solving.
- McGraw-Hill Education employs psychometricians, technologists, and curriculum and pedagogical experts. Together with our authors, they are deeply immersed in the latest research and developments concerning education reform.
- McGraw-Hill Education's research-based literacy programs align with the March 10, 2010 draft of the common core standards. We fully expect to correlate well to the final version of the common core standards.
- McGraw-Hill Education's significant investments in technology will enable a seamless augmentation and delivery of content.
- McGraw-Hill Education's formative testing capabilities will empower teachers to use data to guide student learning of common standards. Our summative assessment practice provides credible, independent measures of achievement that will support a new era of accountability. Our test development capabilities — from content creation through research and validation, to technology-enhanced delivery and reporting — are available to provide the valid and reliable measurement of student mastery of common core standards.

Common Core State Standards • GRADE 5

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

KEY

T#	CCSLH	DR#B#	DR#	PC#	SS#
Teacher's Lesson Guide Unit	Common Core State Standards Literacy eHandbook	Differentiated Reader Unit and Book Number	Differentiated Readers Unit	Practice Companion Volume	Study Station Flip Chart (Book Corner)

Reading for Literature

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

T1: [154–155, 156–157, 158, 159], 163, [166–167, 168–169, 170, 171], 187, 188, [190–191, 192–193, 194, 195], 223, 247
T2: [250–251, 252–253, 254, 255]
T3: 188, [190–191, 192–193, 194, 195]
T4: [112–113, 114–115, 116, 117]
T5: 188, [190–191, 192–193, 194, 195]
T6: 188, [190–191, 192–193, 194, 195]
T7: [112–113, 114–115, 116, 117]
T8: [88–89, 90–91, 92, 93], [112–113, 114–115, 116, 117]

CCSLH: 1.1.A

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.

T1: 27, 86, 151, 176–177, [178–179, 180–181, 182, 183], 184, 202
T2: [88–89, 90–91, 92, 93], [112–113, 114–115, 116, 117], 202, 268–269
T3: 151, 202, 211, 236
T4: 202
T5: 176, 202, 236
T6: [88–89, 90–91, 92, 93], [100–101, 102–103, 104, 105], [112–113, 114–115, 116, 117], 151
T7: 124, 202
T8: 202

DR4: 78

DR8: 54

CCSLH: 1.1.B, 1.1.C

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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).

T1: 151, 176–177, 202
T2: 262
T3: [100–101, 102–103, 104, 105], 176
T5: 124, 164, 176–177, [178–179, 180–181, 182, 183]
T6: 124, 202

DR8: 54

CCSLH: 1.1.D, 1.1.E, 1.1.F

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

T1: 174, 234, 236
T2: [178–179, 180–181, 182, 183]
T3: 174, 176–177, 234
T5: 174, 234
T6: [100–101, 102–103, 104, 105], 234
T7: [100–101, 102–103, 104, 105]

CCSLH: 1.2.A, 1.2.B

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

T3: 164, 248–249
T5: 248
T6: 236, 248
T7: 130–141
T8: [100–101, 102–103, 104, 105], [112–113, 114–114, 116, 117], 124

DR8: 54

CCSLH: 1.2.C, 1.2.D, 1.2.E

6. Describe how a narrator’s or speaker’s point of view influences how events are described.

T1: 64
T7: 269
T8: 176–177, [178–179, 180–181, 182, 183], 202

CCSLH: 1.2.F

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Integration of Knowledge and Ideas

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).

T1: 162, 164, 174
T2: 176, 282–283
T3: 162, 164, 174, 282
T4: 289
T5: 163, 164, 174, 188–189

DR5: 104

eBook versions of the Theme and Differentiated Readers

CCSLH: 1.3.A

8. (Not applicable to literature)

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

T1: 64–65
T2: 202–203, 262–263
T3: 124–125, 202–203
T4: 202–203
T5: 124–125, 202–203
T7: 124–125, 202–203
T8: 124–125

CCSLH: 1.3.B

Range of Reading and Level of Text Complexity

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

Reading Standards for Informational Text

Key Ideas and Details

<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>T1: [16–17, 18–19, 20, 21], 50, [52–53, 54–55, 56, 57], 248, [250–251, 252–253, 254, 255] T2: 110, [112–113, 114–115, 116, 117] T6: 25, 26, [28–29, 30–31, 32, 33], 49, 50, [52–53, 54–55, 56, 57] T8: 85, 109, 110, [112–113, 114–15, 116, 117] CCSLH: 2.1.A</p>
<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>T2: 25, 26, [28–29, 30–31, 32, 33], 49, 50, [52–53, 54–55, 56, 57], 85, 86, [88–89, 90–91, 92, 93], 109, 110, [112–113, 114–115, 116, 117], 175, 176, 235 T5: 25, 26, [28–29, 30–31, 32, 33], 49 T6: 85, 86, 87, 109 T7: 37, 38, [40–41, 42–43, 44, 45] CCSLH: 2.1.B, 2.1.C</p>
<p>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>T2: 13, [16–17, 18–19, 20, 21], 26, 27, 50, [76–77, 78–79, 80, 81], 98, 164 T3: 50 T4: [16–17, 18–19, 20, 21], 38, 50, 98 T5: 12, [16–17, 18–19, 20, 21] T6: 12–13, 38, [16–17, 18–19, 20, 21] T7: 26–27, 236 T8: 98 CCSLH: 2.1.D, 2.1.E, 2.1.F</p>

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Craft and Structure

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.

T1: 96, 98, [100–101, 102–103, 104, 105], 234
T3: 36, 96, 98, 163, 234
T5: 96, 234
T7: 96, 98, 234

CCSLH: 2.2.A, 2.2.B

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.

T1: 248
T2: 248–249
T3: 248
T4: 248–249
T5: 248–249
T6: 248–249
T7: 248–249
T8: 236, 239, 248–249

CCSLH: 2.2.C

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

T2: 164–165

TR: 99–126

CCSLH: 2.2.D

Integration of Knowledge and Ideas

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.

T1: 122–123, 124–125, 127, 198–201
T2: 60–63, 120–123, 198–201
T4: 60–63, 120–123, 198–201
T5: 60–63, 120–123, 198–201
T6: 60–63, 64–65, 67, 120–123, 198–201, 262–263, 265
T8: 60–63, 120–123, 198–201

CCSLH: 2.3.A

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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).

T1: 37, 97, 236–237
T2: 130–131, 138–139, 175, 176, 235, 236
T3: 236
T4: 236
T5: 236–237
T6: 236
T7: 37, 38, [40–41, 42–43, 44, 45], 236
T8: 236

CCSLH: 2.3.B

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

T2: 64–65, 67, 124–125, 127, [214–215, 216–217, 218, 219], 224, 232
T4: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 236, 248, 262–263, 265
T7: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 262–263, 265
T8: 64–65, 67, [214–215, 216–217, 218, 219], 224, 232, 262–263, 265

CCSLH: 2.3.C

Range of Reading and Level of Text Complexity

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.

This Common Core State Standard is basic to the instructional design of the program. The leveling system in combination with the program acceleration plan ensure that by the end of the year all students read and comprehend proficiently within appropriate readability levels for that grade. See *Program Implementation Guide* pages 9, 40–42 for the plan and **T7:** 306; **T8:** 308 for Lexile® scores at the end of the year.

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

This Common Core State Standard is regularly covered during daily Word Work instruction; page references cited are representative.

T1: 14, 27, 39, 74, 87, 99, 212, 225, 237

T2: 14, 27, 39, 74, 87, 99, 212, 225, 237

T3: 14, 27, 39, 74, 87, 99, 212, 225, 237

T4: 14, 27, 39, 74, 87, 99, 212, 225, 237

T5: 14, 27, 39, 74, 87, 99, 212, 225, 237

T6: 14, 27, 39, 74, 87, 99, 212, 225, 237

T7: 14, 27, 39, 74, 87, 99, 212, 225, 237

T8: 14, 27, 39, 74, 87, 99, 212, 225, 237

CCSLH: 3.1.A

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.

T1: 39, 99; 237

T2: 39, 51, 99, 177, 189

T3: 51, 177

T4: 14–15, 39, 74–75, 99, 152, 177, 212, 237

T5: 39

T6: 152, 212

T7: 14–15, 74, 111, 152, 212

T8: 14, 74

CCSLH: 3.1.A

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

This Common Core State Standard is covered during the Fluency Presentation in Weeks 1–4, Day 5; page references show the pattern within the program.

T1: 66, 126, 204, 264

T2: 66, 126, 204, 264

T3: 66, 126, 204, 264

T4: 66, 126, 204, 264

T5: 66, 126, 204, 264

T6: 66, 126, 204, 264

T7: 66, 126, 204, 264

T8: 66, 126, 204, 264

CCSLH: 3.2.A

a. Read on-level text with purpose and understanding.

This Common Core State Standard is covered during the Fluency lesson on Days 1–4 every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.

T1: 15, 27, 39, 51

T3: 15, 27, 39, 51

T5: 15, 27, 39, 51

T7: 15, 27, 39, 51

CCSLH: 3.2.A

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<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><i>This Common Core State Standard is covered during the Fluency lesson on Days 2, 3, and 4 of every week for all eight units. Page references cited from Week 1 are representative and show the pattern within the program.</i></p> <p>T2: 27, 39, 51 T4: 27, 39, 51 T6: 27, 39, 51 T8: 27, 39, 51</p> <p>CCSLH: 3.2.A</p>
<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>T1: 96 T3: 96, [100–101, 102–103, 104, 105], 163, 164, 234 T7: 96, [100–101, 102–103, 104, 105], 164</p> <p>CCSLH: 3.2.A</p>

College and Career Readiness Anchor Standards for Writing***Text Types and Purposes***

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of 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 tasks, purposes, and audiences.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>T2: 130–145</p> <p>SSW: 8, 20, 39</p> <p>CCSLH: 4.1.A</p>
<p>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>T2: 132–133, 134–135, 136</p> <p>WMC: 11</p> <p>CCSLH: 4.1.A</p>
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>T2: 134–135, 138–139</p> <p>CCSLH: 4.1.A</p>
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p>CCSLH: 4.1.A</p>
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>T2: 138–139</p> <p>CCSLH: 4.1.A</p>

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

T3: 130–134
T4: 130–145
T5: 130–145
T6: 130–145
T8: 130–145

DR1: 104
DR2: 105
DR3: 104
DR4: 104–105
DR5: 104
DR6: 104
DR7: 104–105
DR8: 104

CCSLH: 4.1.B

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.

T2: 198–201
T3: 132–133, 134–135, 136, 144
T4: 132–133, 134–135, 136–137, 144
T5: 132–133, 136–137, 144
T6: 132–133, 136–137, 138–139, 144
T8: 132–133, 136–137, 138–139, 141

CCSLH: 4.1.B

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

T4: 134–136, 138–139
T6: 134–135
T8: 134–135, 140–141

CCSLH: 4.1.B

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<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>T3: 136–137, 139 T5: 138–139 T6: 140–141 T8: 140–141</p> <p>WMC: 43</p> <p>SSW: 2</p> <p>CCSLH: 4.1.B</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>T5: 136–137 T4: 138–139 T6: 138–139</p> <p>WMC: 43, 47, 59</p> <p>CCSLH: 4.1.B</p>
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>T3: 138 T5: 137 T6: 140–141</p> <p>WMC: 59</p> <p>CCSLH: 4.1.B</p>

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3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

T1: 268–283
T2: 268–283
T3: 268–283
T5: 268–283
T7: 268–283
T8: 268–283

DR6: 105

SSW: 6, 12, 14, 16, 19, 22, 23, 24, 25, 26, 29

CCSLH: 4.1.C

a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

T1: 270–271, 272–273, 274–275
T2: 270–271, 272–273, 274–275
T3: 270–271, 272–273
T5: 270–271, 272–273, 274–275, 276–277
T7: 270–273, 274–275, 276–277
T8: 270–273, 274–275

CCSLH: 4.1.C

b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

T2: 272–273, 274–275, 276–277
T3: 274–275, 276–277
T5: 274–275
T7: 274–275, 276–277
T8: 274–277

CCSLH: 4.1.C

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

WMC: 7

SSW: 23

CCSLH: 4.1.C

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d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

T1: 272–273, 276–277
T2: 274–275
T3: 276–277
T5: 274–275
T7: 274–275
T8: 276–277

WMC: 7, 15, 23, 63

CCSLH: 4.1.C

e. Provide a conclusion that follows from the narrated experiences or events.

T1: 277
T2: 270–271
T5: 276–277

WMC: 23, 55, 63

CCSLH: 4.1.C

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

This Common Core State Standard is covered when students set writing goals in the Writing Process lessons in each of the eight units; page references cited are representative.

T1: 176–177, 269
T2: 131, 133, 136–137, 269–270
T3: 131, 269, 276
T4: 131, 269
T5: 131–133, 269–271
T6: 131, 269
T7: 131, 269
T8: 131, 269

CCSLH: 4.2.A

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5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)

This Common Core State Standard is covered within the Writing Process lessons in each of the eight units. Page references cited are representative.

T1: 268–273, 278–281

T2: 130–135, 140–143, 268–273, 278–281

T3: 130–135, 140–143, 268–273, 278–281

T4: 130–135, 140–143, 268–273, 278–281

T5: 130–135, 140–143, 268–273, 278–281

T6: 130–137, 142–143, 268–269, 272–273, 276–277, 280–281

T7: 130–131, 134–135, 140–143, 268–273, 278–281

T8: 130–137, 142–143, 268–273, 278–281

CCSLH: 4.2.A

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.

These features are used in the Writing Process lessons and in the Daily Writing across the grade; page references cited are representative.

eTools21: Writing Tool**T2:** 275**T3:** 136, 141, 275, 277**T4:** 142, 275, 277, 280**T5:** 139, 142, 280**T6:** 141, 272**T7:** 139, 275, 277**T8:** 138, 140, 277, 279–280**eTools21: Interactive Glossary****T1:** 278**T2:** 279**T3:** 275, 274**T4:** 134, 141, 279**T5:** 140, 278**T6:** 143, 280**T7:** 141, 273, 278**T8:** 142, 273, 278**eTools21: Story Starter****T1:** 82, 184**T2:** 58, 94**T3:** 34, 184**T4:** 22, 220**T5:** 34, 184**T6:** 46, 244**T7:** 58, 232**T8:** 82, 184**CCSLH:** 4.2.A

Research to Build and Present Knowledge

<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><i>This Common Core State Standard is covered during Inquiry in Weeks 1–4, Day 5; page references cited are representative.</i></p> <p>T1: 60–65, 120–125, 198–203, 258–264 T2: 60–65, 120–125, 198–203, 258–264 T3: 60–65, 120–125, 198–203, 258–264 T4: 60–65, 120–125, 198–203, 258–264 T5: 60–65, 120–125, 198–203, 258–264 T6: 60–65, 120–125, 198–203, 258–264 T7: 60–65, 120–125, 198–203, 258–264 T8: 60–65, 120–125, 198–203, 258–264</p> <p>CCSLH: 4.3.A</p>
<p>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>T1: 270–271, 272–273 T2: 61–63 T3: 63, 132–133 T4: 65, 122, 133 T5: 65, 122, 270–271, 272–273 T6: 65, 122, 133, 134–135 T7: 65, 122 T8: 65, 122–123, 132–133, 134–135</p> <p>CCSLH: 4.3.A</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><i>This Common Core State Standard is covered during Inquiry Weeks 1–3, Day 5 for all units; page references cited are representative.</i></p> <p>T2: 65, 120–123, 125, 203 T3: 65, 120–123, 125, 203 T4: 65, 120–123, 125, 203 T7: 65, 120–123, 125, 203</p> <p>CCSLH: 4.3.B</p>

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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]”).

T1: [52–53, 54–55, 56, 57], 188, [190–191, 192–193, 194, 195]
T3: [100–101, 102–103, 104, 105]
T5: 176, [178–179, 180–181, 182, 183], 188
T7: 124

CCSLH: 4.3.B

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]”).

T2: 50, [52–53, 54–55, 56, 57], 110, [112–113, 114–115, 116, 117], 176, 188, 236
T4: 50, [52–53, 54–55, 56, 57], 110, 188, 224
T6: 50, 110
T7: 38, 188

CCSLH: 4.3.B

Range of 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.

This Common Core State Standard is covered during Daily Writing on Weeks 1–4, Days 1–5 as well as during the Writing Process lessons for all units; page references cited are representative.

T1: 130–145, 268–283
T2: 22, 34, 46, 58, 67, 130–145, 268–283
T4: 82, 94, 106, 118, 127, 130–145, 268–283
T5: 130–145, 160, 172, 184, 196, 205, 268–283
T7: 130–145, 220, 232, 244, 256, 265, 268–283
T8: 22, 94, 130–145, 184, 265, 268–283

CCSLH: 4.1.A, 4.1.B, 4.1.C, 4.3.A, 4.4.A

College and Career Readiness Anchor Standards for Speaking and Listening*Comprehension and Collaboration*

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

This Common Core State Standard is covered daily; page references cited are representative.

T1: 13, 46, 60–63, 94, 124–125, 151, 160, 198–201, 202–203, 236, 256, 262–263, 276
T2: 46, 64–65, 67, 86, 120–123, 151, 164, 202–203, 258–261, 262–263, 282
T3: 22, 26, 64–65, 98, 120–123, 134, 172, 198–201, 244, 262–263
T4: 25, 26, 60–63, 73, 106, 120–123, 124–125, 198–201, 236, 258–261, 262–263
T5: 38, 60–63, 64–65, 67, 95, 107, 151, 188, 198–201, 202–203, 258–261, 262–263
T6: 26, 46, 120–123, 124–125, 126, 151, 184, 202–203, 211, 248, 258–261, 262–263
T7: 34, 64–65, 98, 120–123, 176, 202–203, 211, 236, 244, 258–261, 262–263
T8: 64–65, 98, 124–125, 151, 184, 198–201, 202–203, 211, 236, 244, 262–263

C CSLH: 5.1.A

- 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.

T1: 26, 64–65, 86, 106, 184, 198–199, 232, 259, 262–263
T2: 22, 38, 98, 118, 122–123, 164, 200, [214–215, 216–217, 218, 219], 256, 260
T3: 34, 50, 110, 120, 124–125, 160, 176, 200, 202–203, 220, 258
T4: 58, 64–65, 86, 120–121, 184, [214–215, 216–217, 218, 219], 244, 258
T5: 38, 58, 120, 160, 164, 205, 236, 258, 262–263
T6: 26, 34, 64–65, 82, 98, 122–123, 160, 200, [214–215, 216–217, 218, 219], 248, 260
T7: 22, 38, 82, 86, 122–123, 124–125, 151, 172, 220
T8: 82, 124–125, 176, 184, 200, 202–203, 232, 248, 265

C CSLH: 5.1.A

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b. Follow agreed-upon rules for discussions and carry out assigned roles.

T1: 60–61, 120–121, 136
T2: 61, 122, 140, 259, 287
T3: 62, 120–121, 200–201, 259, 260–261, 278–279
T4: 140–141, 259, 287
T5: 61, 62, 120–121, 122, 200, 259
T6: 259, 260, 272–273
T7: 61, 62, 120–121, 122, 259, 278
T8: 259, 260, 278

PC2: 370

CCSLH: 5.1.A

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

T1: 61–63, 120–121, 142–143, 278
T2: 62–63, 64–65, 140, 202–203, 262–263, 278
T3: 62–63, 124–125, 140, 262–263, 278
T4: 62–63, 140, 202–203, 278
T5: 62–63, 64–65, 140, 262–263, 278
T6: 62–63, 64–65, 142, 278
T7: 62–63, 124–125, 140, 278
T8: 62–63, 64–65, 142, 202–203, 278

DR1: 28, 54, 78, 103

DR2: 28, 54, 78, 103

DR3: 28, 54, 78, 103

DR4: 28, 54, 78, 103

DR5: 28, 54, 78, 103

DR6: 28, 54, 78, 103

DR7: 28, 54, 78, 103

DR8: 28, 54, 78, 103

PC1: 14

PC2: 14

CCSLH: 5.1.A

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d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

T1: 22, 64–65, 67, 127, 200, 202–203, 205, 265
T2: 67, 123, 124–125, 127, 205, 262–263, 265
T3: 67, 123, 124–125, 127, 202–203, 205, 265
T4: 64–65, 67, 82, 123, 124–125, 127, 205, 265
T5: 262–263
T6: 64–65, 67, 123, 124–125, 127, 205, 262–263, 265
T7: 67, 123, 124–125, 127, 202–203, 205, 265
T8: 67, 123, 124–125, 127, 202–203, 205, 265

PC1: 32, 61

CCSLH: 5.1.A

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

T1: 26, 38, 67, 264
T2: 25–26, 85, 110
T3: 64–65, 200, 264
T4: 38, 64–65, 86, 145, 265
T5: 25–26, 49–50, 64–65, 98, 110, 205, 264
T6: 12–13, 38, 64–65, 86, 98, 127, 260–261, 283
T7: 50, 64–65, 86, 122, 264
T8: 26, 64–65, 86, 127, 145

This standard is also supported as students use the following digital features:
eBook
eTools21: Inquiry Project Online

CCSLH: 5.1.B

3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

T1: 260–261, 264, 278, 283
T2: 140, 145, 264
T4: 140, 145, 260–261
T5: 140, 264
T6: 260–261, 283
T7: 264
T8: 142, 145, 260–261, 264

CCSLH: 5.1.B

Presentation of Knowledge and Ideas

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.

T2: 64, 124, 136–139, 145, 202, 259, 262, 264

T3: 136–139, 145, 264

T4: 64, 136–139, 145, 264

T5: 64, 124, 136–139, 145, 264, 274–277, 283

T6: 136–139, 145, 202, 262, 264

T7: 202, 262, 264

T8: 64, 124, 138–141, 145, 264

CCSLH: 5.2.A, 5.2.B

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

T1: 144–145, 282–283

T2: 145, 198–199, 283

T3: 145; 198–199, 283

T4: 145, 198–199, 283

T5: 145, 198–199, 283

T6: 123, 145, 198–199, 274–275, 283

T7: 123, 145, 198–199, 259, 283

T8: 198–199, 283

DR1: 104

DR3: 104

DR5: 104

DR6: 104

DR8: 104

CCSLH: 5.2.A, 5.2.B

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6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

T1: 133, 134–135, 142–143, 278–279, 281, 283

T2: 133, 135, 136–137, 140–141, 145, 274–275, 276, 278

T3: 140–141, 143, 274, 276, 278–279, 281, 283

T4: 133, 135, 137, 138–139, 276–277, 278–279, 283

T5: 138, 140–141, 271, 276, 278–279, 283

T6: 138–139, 141, 142–143, 270–271, 273, 275, 276–277, 278–279

T7: 145, 276–277, 278–279, 283

T8: 135, 138–139, 141, 142–143, 273, 275, 276–277, 279, 281, 283

CCSLH: 5.2.C

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are identified. These Language Progressive Skills for grades 3 and 4 are shown following the Language Standards.

Conventions of Standard English

<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>T1: 135, 137, 141, 143 144–145, 273, 275, 280–283 T2: 141, 142–145, 279, 280–283 T3: 141, 142–145, 279, 280–283 T4: 141, 142–145, 279, 280–283 T5: 141, 142–145, 279, 280–283 T6: 139, 141, 142–145, 279, 280–283 T7: 141, 142–145, 279, 280–283 T8: 141, 142–145, 279, 282–283</p> <p>CCSLH: 6.1.A, 6.1.B, 6.1.C, 6.1.D, 6.1.E, 6.1.F, 6.1.G</p>
<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>T1: 279, 281 T2: 135, 137 T6: 139, 141, 273, 275 T7: 279 T8: 135, 141, 273, 281</p> <p>CCSLH: 6.1.G</p>
<p>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<p>CCSLH: 6.1.C</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>T3: 141, 279, 281 T4: 135, 137 T5: 271</p> <p>CCSLH: 6.1.C</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>CCSLH: 6.1.C</p>
<p>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p>CCSLH: 6.1.G</p>

Common Core State Standards • Grade 5	Page References
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>T1: 144–145, 280–281 T2: 142–143, 280–281 T3: 142–143, 280–281 T4: 142–143, 280–281 T5: 142–143, 280–281 T6: 142–143, 272–273, 280–281 T7: 142–143, 280–281 T8: 142–143, 280–281</p> <p>CCSLH: 6.1.H, 6.1.I, 6.1.J, 6.1.K</p>
<p>a. Use punctuation to separate items in a series.</p>	<p>T7: 141, 273</p> <p>CCSLH: 6.1.I</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>CCSLH: 6.1.I</p>
<p>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>T7: 279</p> <p>CCSLH: 6.1.I</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>CCSLH: 6.1.J</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><i>The Common Core State Standard is covered on Weeks 1–4, Days 1–5 in each of the eight units in the Spelling Pretest, Practice, Practice Test, and Posttest. Page references cited show the pattern within the program.</i></p> <p>T1: 14, 27, 39, 51, 66 T3: 74, 87, 99, 111, 126 T5: 152, 165, 177, 189, 212 T7: 225, 237, 249, 264</p> <p>CCSLH: 6.1.K</p>

Knowledge of Language

<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>T1: 135, 137, 141, 143, 144–145, 273, 275, 280–283 T2: 141, 142–145, 279, 280–283 T3: 141, 142–145, 279, 280–283 T4: 141, 142–145, 279, 280–283 T5: 141, 142–145, 279, 280–283 T6: 139, 141, 142–145, 279, 280–283 T7: 141, 142–145, 279, 280–283 T8: 141, 142–145, 279, 282</p> <p>CCSLH: 6.2.A, 6.2.B, 6.2.C, 6.2.D</p>
<p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>T1: 134–135, 142–143, 278–279, 281 T2: 135, 137, 140–141, 278 T3: 140–141, 278–279 T4: 278–279 T5: 140–141, 278–279 T6: 142–143 T7: 278–279 T8: 141, 142–143, 273, 275, 279, 281</p> <p>CCSLH: 6.2.C</p>
<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>T1: 133, 283 T2: 133, 136–137, 145, 274–275, 276 T3: 274, 276, 283 T4: 133, 138–139, 276–277, 283 T5: 138, 276, 283 T6: 138, 270–271, 276–277, 278–279 T7: 130–139, 145, 276–277, 283 T8: 138–139, 276–277, 281, 283</p> <p>CCSLH: 6.2.D</p>

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

This Common Core State Standard is covered on Week 4 Day 3 as part of the multiple vocabulary strategy instruction; page references cited are representative.

T1: 234

T2: 234

T3: 36, 174, 234

T4: 234

T5: 234

T6: 234

T7: 234

T8: 234

CCSLH: 6.3.A, 6.3.B, 6.3.C, 6.3.D

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

T1: 96, 98, [100–101, 102–103, 104, 105]

T3: 96, 98, [100–101, 102–103, 104, 105], 234

T7: 96, 98, [100–101, 102–103, 104, 105], 234

CCSLH: 6.3.B

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

T2: 39, 51, 177, 189

T5: 99, 111, 237, 249

T8: 14, 74, 99, 111, 237, 249

CCSLH: 6.3.C

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c. Consult print 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.

T1: 98, 278
T3: 27, 36, 39, 61
T5: 96, [100–101, 102–103, 104, 105], 234
T7: 108
T8: 39

eTools21: Interactive Glossary

T1: 278
T3: 279
T4: 141, 279
T5: 140, 278
T6: 143, 280
T7: 141, 278
T8: 142, 278

CCSLH: 6.3.D

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

T1: 174
T3: 36–37
T5: 124
T6: 36–37, 202
T7: 174–175

CCSLH: 6.3.E, 6.3.F, 6.3.G

a. Interpret figurative language, including similes and metaphors, in context.

T1: 174, 236, 237
T2: 174, 176–177, [178–179, 180–181, 182, 183]
T3: 174, 176 174, 176
T7: 136
T8: 275

CCSLH: 6.3.E

Common Core State Standards • Grade 5	Page References
<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>T1: 153 T2: 96 T4: 177 T6: 96, 99, [100–101, 102–103, 104, 105], 234</p> <p>CCSLH: 6.3.F</p>
<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>T1: 36 T2: 36 T4: 36, 174 T5: 36, 174 T7: 36, 37, 174, 234 T8: 36, 174</p> <p>CCSLH: 6.3.G</p>
<p>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>T1: 72–73, [76–77, 78–79, 80, 81], 82, 162, [166–167, 168–169, 170, 171], 210 T2: 11–13, [16–17, 18–19, 20, 21], 24, [28–29, 30–31, 32, 33], 72–73, [76–77, 78–79, 80, 81], 82, 210 T3: 72–73, [76–77, 78–79, 80, 81], 82, 130, 131, 136, 137, 248 T4: 72, [76–77, 78–79, 80, 81], 84, [88–89, 90–91, 92, 93] T6: 248 T7: 210, 222 T8: 248</p> <p>CCSLH: 6.3.H</p>

Language Progressive Skills

Below are the grades 3 and 4 Language Standards indicated by CCSS to be particularly likely to require continued attention in grade 5 as they are applied to increasingly sophisticated writing and speaking.

Conventions of Standard English

3.1.f Ensure subject-verb and pronoun-antecedent agreement.

T1: 144
T2: 142, 143
T3: 279, 280
T4: 135, 142, 143, 275, 280
T5: 280, 281
T6: 137, 143

CCSLH: 6.1.C, 6.1.D

3.3.a Choose words and phrases for effect.

T1: 132–133
T2: 274–275
T3: 36–37, 275–276
T4: 136–137, 138, 270–271, 274–275
T6: 36–37
T7: 132–133, 136–137, 138–139, 274–275, 276–277
T8: 272–273, 274–275

CCSLH: 6.2.A

4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

T1: 135, 137, 273, 279, 281
T2: 135, 137

CCSLH: 6.1.A

4.1.g Correctly use frequently confused words (*e.g., to/too/two; there/their*).

T5: 174–75

CCSLH: 6.1.K

Common Core State Standards • Grade 5	Page References
<p>4.3.a Choose words and phrases to convey ideas precisely.</p>	<p>T1: 132–133 T2: 274–275 T3: 36–37, 136–137, 275–276 T4: 270–271 T5: 136–137, 274–275 T6: 36–37 T7: 174–175</p> <p>CCSLH: 6.2.A</p>
<p>4.3.b Choose punctuation for effect.</p>	<p>T1: 137, 273 T2: 277 T6: 269 T7: 141, 273, 279, 281 T8: 135, 137, 279</p> <p>CCSLH: 6.2.B</p>