

**Common Core State Standards  
English Language Arts  
Grade 5**

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	5	1

<b>Reading Standards for Literature</b>		
<b>Key Ideas and Details</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 40, 41 <b>Unit 2:</b> 112, 113, 140, 142 <b>Unit 3:</b> 172, 212 <b>Unit 4:</b> 242, 256, 257 <b>Unit 5:</b> 328, 330, 314 <b>Unit 6:</b> 386, 388, 402 <b>TEACHER'S EDITION: Unit 1:</b> T25P, T29, T84, T89I, T89L, T93 <b>Unit 2:</b> T89P, T93, T217G, T217P, T221 <b>Unit 3:</b> T25N, T89E, T89G, T89P, T93 <b>Unit 4:</b> T25P, T29, T89E, T89L, T93 <b>Unit 5:</b> T25G, T29, T89H, T89J, T89P, T93 <b>Unit 6:</b> T25H, T25M, T25P, T89H, T89K
<b>RL.5.2</b>	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.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 141, 155 <b>Unit 3:</b> 170, 171, 184, 185 <b>Unit 4:</b> 299 <b>Unit 6:</b> 387, 400, 401 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 25, 41 <b>Unit 2:</b> 133, 170, 171, 179 <b>Unit 3:</b> 185, 190, 194, 195, 199, 207, 213 <b>Unit 4:</b> 275, 277, 293, 343 <b>Unit 5:</b> 359, 377, 379 <b>Unit 6:</b> 434, 437, 445, 454, 457, 461, 463, 509, 511 <b>TEACHER'S EDITION: Unit 1:</b> T25P, T84, T89L <b>Unit 2:</b> T212, T217P, T239, T243, T247, T249, T276, T281D, T303, T307, T311, T313 <b>Unit 3:</b> T20, T25N, T51, T55, T57, T84, T89C, T89F, T89P <b>Unit 4:</b> T276, T281B, T285, T303, T307, T311, T313 <b>Unit 6:</b> T20, T25L, T25P, T29, T84, T111, T115, T119, T121
<b>RL.5.3</b>	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).	<b>READING/WRITING WORKSHOP: Unit 2:</b> 113 <b>Unit 5:</b> 315, 329 <b>LITERATURE ANTHOLOGY: Unit 2:</b> 132, 133 <b>Unit 3:</b> 190, 192, 195, 213 <b>Unit 4:</b> 293 <b>Unit 5:</b> 359, 379 <b>Unit 6:</b> 445, 463 <b>TEACHER'S EDITION: Unit 2:</b> T84, T89C, T89G, T89J, T89K, T89N, T89P <b>Unit 5:</b> T20, T25B, T25F, T25I, T25K, T25N, T84, T89E, T89I, T89K, T89M, T89P
<b>Craft and Structure</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 43 <b>Unit 2:</b> 115 <b>Unit 3:</b> 173 <b>Unit 4:</b> 301 <b>Unit 5:</b> 331 <b>Unit 6:</b> 389 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 41 <b>Unit 2:</b> 133 <b>Unit 3:</b> 195 <b>Unit 4:</b> 343 <b>Unit 5:</b> 379 <b>Unit 6:</b> 445 <b>TEACHER'S EDITION: Unit 1:</b> T88, T89B, T89L, T89M, T109, T114, T118, T125 <b>Unit 2:</b> T88, T109, T114, T118, T125 <b>Unit 3:</b> T24, T25C, T25I, T25K, T25N <b>Unit 4:</b> T280, T281, T281C, T281D, T281F, T301, T306, T310, T317 <b>Unit 5:</b> T88, T89E, T89G, T109, T114, T118, T125 <b>Unit 6:</b> T24, T25C, T25E, T25H, T25I, T25P
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>READING/WRITING WORKSHOP: Unit 4:</b> 300 <b>LITERATURE ANTHOLOGY: Unit 2:</b> 132 <b>Unit 4:</b> 292, 343 <b>TEACHER'S EDITION: Unit 2:</b> T81, T89G, T285 <b>Unit 4:</b> T86, T87, T89F, T89G, T89K, T104, T105, T112, T116, T117, T278, T279, T350
<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.	<b>READING/WRITING WORKSHOP: Unit 4:</b> 243, 257 <b>Unit 5:</b> 316 <b>Unit 6:</b> 443 <b>LITERATURE ANTHOLOGY: Unit 4:</b> 277, 293 <b>Unit 5:</b> 358 <b>Unit 6:</b> 462 <b>TEACHER'S EDITION: Unit 4:</b> T20, T25C, T25M, T29, T51, T55, T57, T84, T89E, T89I, T89L, T111, T115, T119, T121, T274 <b>Unit 5:</b> T22, T25E <b>Unit 6:</b> T276, T281D, T303, T307, T311, T313
<b>Integration of Knowledge and Ideas</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RL.5.7</b>	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).	<b>READING/WRITING WORKSHOP: Unit 1:</b> 28 <b>Unit 2:</b> 114 <b>TEACHER'S EDITION: Unit 1:</b> T22, T23, T25F, T25J, T29, T89K <b>Unit 2:</b> T86, T89E, T89O, T217I, T217N <b>Unit 3:</b> T25B, T89B <b>Unit 4:</b> T28
<b>RL.5.8</b>	(Not applicable to Literature)	
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 45 <b>Unit 2:</b> 137, 155 <b>Unit 4:</b> 281, 297 <b>Unit 5:</b> 363 <b>Unit 6:</b> 489 <b>TEACHER'S EDITION: Unit 1:</b> S14, T29, T93, T105, T113, T117, T119, T123 <b>Unit 2:</b> T89R, T89T, T93, T105, T113, T117, T123, T221, T247 <b>Unit 3:</b> T29, T93 <b>Unit 4:</b> T25R, T25T, T89N, T89P, T93 <b>Unit 5:</b> T25P, T25R
<b>Range of Reading and Level of Text Complexity</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RL.5.10</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 10–25 <b>Unit 3:</b> 282–293 <b>Unit 6:</b> 506–509 <b>TEACHER'S EDITION: Unit 1:</b> T25A–T25P <b>Unit 3:</b> T89A–T89L <b>Unit 6:</b> T281A–T281D

<b>Reading Standards for Informational Text</b>		
<b>Key Ideas and Details</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 54, 55, 68, 69 <b>Unit 2:</b> 98, 99 <b>Unit 5:</b> 342, 356 <b>Unit 6:</b> 414, 428 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 49, 54, 63, 72, 78, 82, 83 <b>Unit 2:</b> 109, 113, 117, 141, 145, 147, 151 <b>Unit 3:</b> 220, 223, 227, 231, 241, 246, 249, 251, 257, 259 <b>Unit 4:</b> 303, 307, 311, 315, 319, 324, 328, 332, 337 <b>Unit 5:</b> 383, 388, 393, 397, 399, 403, 409, 417, 419, 421, 425, 427, 429 <b>Unit 6:</b> 449, 467, 478, 485, 495, 497, 501, 503, 505 <b>TEACHER'S EDITION: Unit 1:</b> T25R, T25S, T153R, T221, T281D <b>Unit 2:</b> T25H, T25R <b>Unit 3:</b> T217P, T221 <b>Unit 4:</b> T153C, T153R, T217R <b>Unit 5:</b> T153H, T153P, T217R, T285 <b>Unit 6:</b> T153R, T217J, T217N, T221
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>READING/WRITING WORKSHOP: Unit 3:</b> 199, 213, 226 <b>Unit 4:</b> 270, 284 <b>Unit 5:</b> 370 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 63, 85 <b>Unit 3:</b> 231, 251, 257 <b>Unit 4:</b> 315, 337 <b>TEACHER'S EDITION: Unit 3:</b> T148, T153C, T153F, T153H, T153J, T153K, T153M, T153P, T153R, T175, T179, T183, T185, T212, T217C, T217H, T217M, T217P, T239, T243, T247, T249, T274 <b>Unit 4:</b> T146, T153L, T153G, T153R, T210, T217K, T217R <b>Unit 5:</b> T274
<b>RI.5.3</b>	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.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 55 <b>Unit 2:</b> 97, 99, 100 <b>Unit 5:</b> 343, 357 <b>Unit 6:</b> 415 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 63, 67, 72, 93 <b>Unit 2:</b> 113 <b>Unit 5:</b> 388, 399, 403, 409, 427 <b>Unit 6:</b> 449, 473, 495 <b>TEACHER'S EDITION: Unit 1:</b> T148, T153D, T153F, T153H, T153I, T153K, T153M, T153O <b>Unit 5:</b> T217D, T217E, T217H, T217L, T217P <b>Unit 6:</b> T153C, T153E, T153G, T153I, T153L, T212
<b>Craft and Structure</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 63, 85, 93 <b>Unit 2:</b> 113, 151 <b>Unit 3:</b> 231, 251, 259 <b>Unit 4:</b> 315, 337 <b>Unit 5:</b> 399, 427 <b>Unit 6:</b> 485, 503 <b>TEACHER'S EDITION: Unit 1:</b> T153J, T153R, T216, T217C, T217R <b>Unit 2:</b> T24, T25I, T25R, T153G, T153N <b>Unit 3:</b> T153D, T153P, T216, T217J, T217P <b>Unit 4:</b> T153K, T153R, T216, T217E, T217R <b>Unit 5:</b> T152, T153B, T153P, T217R <b>Unit 6:</b> T153D, T153R, T169, T176, T181
<b>RI.5.5</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 95 <b>TEACHER'S EDITION: Unit 1:</b> T150, T212 <b>Unit 2:</b> T148 <b>Unit 5:</b> T212 <b>Unit 6:</b> T221
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 56, 82 <b>Unit 5:</b> 372 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 93 <b>Unit 3:</b> 259 <b>Unit 5:</b> 427 <b>TEACHER'S EDITION: Unit 1:</b> T150, T274, T276, T281C, T281D, T297, T305, T309, T315 <b>Unit 3:</b> T274, T276, T281C, T281D, T281F <b>Unit 5:</b> T278, T279, T281D, T285
<b>Integration of Knowledge and Ideas</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RI.5.7</b>	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.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 100 <b>Unit 4:</b> 272 <b>TEACHER'S EDITION: Unit 1:</b> T157, T285, T328, T329 <b>Unit 2:</b> T328, T329 <b>Unit 3:</b> T328, T329 <b>Unit 4:</b> T92, T151, T156, T328, T329 <b>Unit 5:</b> T93, T156, T221, T285, T328, T329 <b>Unit 6:</b> T29, T93, T328, T329
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>READING/WRITING WORKSHOP: Unit 1:</b> 82, 83, 84 <b>Unit 3:</b> 227, 228 <b>Unit 4:</b> 271, 285 <b>Unit 5:</b> 371 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 62, 93 <b>Unit 2:</b> 150 <b>Unit 3:</b> 259 <b>Unit 4:</b> 337 <b>Unit 5:</b> 427 <b>TEACHER'S EDITION: Unit 1:</b> T274, T276, T281C, T281D <b>Unit 3:</b> T217M, T276, T278, T281C, T281D, T303, T307, T311, T313 <b>Unit 4:</b> T148, T153F, T153R, T212, T217H, T221 <b>Unit 5:</b> T276, T281D, T303, T307, T311, T313
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 95 <b>Unit 2:</b> 117 <b>TEACHER'S EDITION: Unit 1:</b> S35, T220, T221 <b>Unit 2:</b> T25T, T25V, T29, T157, T329 <b>Unit 3:</b> T157, T220, T221, T329 <b>Unit 4:</b> T92, T153V, T157, T220, T221, T329 <b>Unit 5:</b> T156, T157, T220, T329 <b>Unit 6:</b> T29, T93, T157, T221, T329
<b>Range of Reading and Level of Text Complexity</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RI.5.10</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> T281A–T281D <b>Unit 3:</b> 236–251 <b>Unit 6:</b> 468–485 <b>TEACHER'S EDITION: Unit 1:</b> 90–93 <b>Unit 3:</b> T217A–T217P <b>Unit 6:</b> T153A–T153R

<b>Reading Standards: Foundational Standards</b>		
<b>Phonics and Word Recognition</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Align materials to the lettered items below.</i>
<b>RF.5.3a</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 85, 93 <b>Unit 2:</b> 151 <b>Unit 3:</b> 231, 251 <b>Unit 4:</b> 315 <b>Unit 5:</b> 421, 427 <b>TEACHER'S EDITION: Unit 1:</b> S17, S29, T26, T42, T43, T90, T106, T107, T154, T170, T218, T234, T235, T282, T298, T299 <b>Unit 2:</b> T26, T42, T43, T90, T106, T107, T154, T170, T171, T218, T282, T298, T299 <b>Unit 3:</b> T26, T42, T43, T90, T106, T107, T154, T170, T171, T218, T234, T235, T282, T298, T299 <b>Unit 4:</b> T26, T90, T154, T218, T282 <b>Unit 5:</b> T26, T90, T154, T218, T282 <b>Unit 6:</b> T26, T42, T43, T90, T106, T107, T170, T171, T218, T234, T235, T282, T298, T299
<b>Fluency</b>		<b>McGraw-Hill Reading Wonders</b>
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.	<i>Align materials to the lettered items below.</i>
<b>RF.5.4a</b>	Read grade-level text with purpose and understanding.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 22–23, 36–37, 50–51, 64–65, 78–79 <b>Unit 2:</b> 94–95, 108–109, 122–123, 136–137, 150–151 <b>Unit 3:</b> 166–167, 180–181, 194–195, 208–209, 222–223 <b>Unit 4:</b> 238–239, 252–253, 266–267, 280–281, 294–295 <b>Unit 5:</b> 310–311, 324–325, 338–339, 352–353, 366–367 <b>Unit 6:</b> 382–383, 396–397, 410–411, 424–425, 438–439 <b>TEACHER'S EDITION: Unit 1:</b> T27, T91, T155, T219, T283, T326–T327 <b>Unit 2:</b> T27, T91, T155, T219, T283, T326–T327 <b>Unit 3:</b> T27, T91, T155, T219, T283, T326–T327 <b>Unit 4:</b> T27, T91, T155, T219, T283, T326–T327 <b>Unit 5:</b> T27, T91, T155, T219, T283, T326–T327 <b>Unit 6:</b> T27, T91, T155, T219, T283, T326–T327
<b>RF.5.4b</b>	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>TEACHER'S EDITION: Unit 1:</b> S31, T27, T46, T91, T105, T110, T117, T155, T326–T327 <b>Unit 2:</b> T91, T177, T187, T219, T283, T326–T327 <b>Unit 3:</b> T27, T155, T219, T233, T241, T326–T327 <b>Unit 4:</b> T91, T155, T219, T309, T315, T326–T327 <b>Unit 5:</b> T27, T91, T105, T113, T283, T326–T327 <b>Unit 6:</b> T27, T53, T59, T91, T155, T326–T327
<b>RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 26, 29, 40 <b>Unit 2:</b> 98, 101, 126 <b>Unit 3:</b> 173, 187, 229 <b>Unit 4:</b> 287 <b>Unit 5:</b> 317, 345 <b>Unit 6:</b> 389, 417 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 14, 18, 20, 25, 33, 35, 39, 61, 81, 91 <b>Unit 2:</b> 100, 103, 113, 129, 141, 145, 169, 179 <b>Unit 3:</b> 195, 213, 259 <b>Unit 5:</b> 359, 399 <b>Unit 6:</b> 445, 485 <b>TEACHER'S EDITION: Unit 1:</b> T18, T24, T82 <b>Unit 2:</b> T12, T18, T91, T146 <b>Unit 3:</b> T24, T88, T280 <b>Unit 4:</b> T216 <b>Unit 5:</b> T24, T25D, T152, T153B, T153K <b>Unit 6:</b> T24, T25H, T152, T153D

<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		<b>McGraw-Hill Reading Wonders</b>
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>Align materials to the lettered items below.</i>
<b>W.5.1a</b>	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.	<b>READING/WRITING WORKSHOP: Unit 6:</b> 432–433 <b>TEACHER'S EDITION: Unit 1:</b> T93 <b>Unit 3:</b> T345, T346, T351 <b>Unit 4:</b> T160, T161 <b>Unit 5:</b> T160, T161, T224, T225 <b>Unit 6:</b> T222, T224, T225, T329, T345, T346, T351
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.	<b>READING/WRITING WORKSHOP: Unit 6:</b> 432–433 <b>TEACHER'S EDITION: Unit 3:</b> T345, T346, T351, T353 <b>Unit 4:</b> T160, T161 <b>Unit 5:</b> T224, T225 <b>Unit 6:</b> T222, T329, T345
<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	<b>READING/WRITING WORKSHOP: Unit 3:</b> 230–231 <b>TEACHER'S EDITION: Unit 3:</b> T29, T286, T288, T289, T358 <b>Unit 4:</b> T224, T225 <b>Unit 5:</b> T221 <b>Unit 6:</b> T352
<b>W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.	<b>READING/WRITING WORKSHOP: Unit 3:</b> 216–217 <b>Unit 5:</b> 374–375 <b>TEACHER'S EDITION: Unit 3:</b> T222, T347, T353 <b>Unit 5:</b> T286, T288, T289, T318 <b>Unit 6:</b> T329, T347, T353
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<i>Align materials to the lettered items below.</i>
<b>W.5.2a</b>	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.	<b>READING/WRITING WORKSHOP: Unit 5:</b> 360–361 <b>TEACHER'S EDITION: Unit 2:</b> T346, T351 <b>Unit 5:</b> T30, T32, T33, T222, T254, T345, T348, T352 <b>Unit 6:</b> T32, T33
<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 102–103, 130–131, 202–203 <b>Unit 5:</b> 346–347, 360–361 <b>LITERATURE ANTHOLOGY: Unit 4:</b> 337 <b>TEACHER'S EDITION: Unit 2:</b> T30, T32–T33, T62, T158, T160, T161, T190, T329, T345, T352, T353 <b>Unit 3:</b> T92, T158, T160, T161, T190, T329 <b>Unit 4:</b> T220 <b>Unit 5:</b> T158, T190, T222, T254, T345, T346, T351 <b>Unit 6:</b> T281D
<b>W.5.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	<b>READING/WRITING WORKSHOP: Unit 2:</b> 144–145 <b>Unit 4:</b> 288–289 <b>TEACHER'S EDITION: Unit 2:</b> T222, T224–T225, <b>Unit 4:</b> T157 <b>Unit 5:</b> T94, T96, T97, T347 <b>Unit 6:</b> T29
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TEACHER'S EDITION: Unit 1:</b> T190 <b>Unit 2:</b> T347 <b>Unit 5:</b> T346, T349
<b>W.5.2e</b>	Provide a concluding statement or section related to the information or explanation presented.	<b>READING/WRITING WORKSHOP: Unit 3:</b> 216–217 <b>TEACHER'S EDITION: Unit 2:</b> T346 <b>Unit 3:</b> T92, T224, T225, T254, T329 <b>Unit 5:</b> T345, T353 <b>Unit 6:</b> T29, T221
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<i>Align materials to the lettered items below.</i>
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 116–117 <b>Unit 4:</b> 246–247, 274–275 <b>Unit 5:</b> 318–319 <b>Unit 6:</b> 390–391 <b>TEACHER'S EDITION: Unit 1:</b> T224, T225, T254, T345, T351 <b>Unit 2:</b> T94, T96, T97, T126 <b>Unit 4:</b> T96, T97, T158, T345 <b>Unit 6:</b> T30, T32, T33, T96, T97
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 44–45 <b>Unit 4:</b> 246–247, 260–261 <b>TEACHER'S EDITION: Unit 1:</b> T32, T33, T94, T96, T97, T345, T346 <b>Unit 4:</b> T126, T346
<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 72–73 <b>Unit 5:</b> 332–333 <b>Unit 6:</b> 404–405 <b>TEACHER'S EDITION: Unit 1:</b> T222, T224, T225, T347, T351 <b>Unit 4:</b> T222, T345 <b>Unit 5:</b> T126 <b>Unit 6:</b> T94, T96, T97, T126
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 30–31, 58–59 <b>Unit 2:</b> 158–159 <b>Unit 4:</b> 302–303 <b>Unit 6:</b> 446–447 <b>TEACHER'S EDITION: Unit 1:</b> T32, T33, T158, T160, T161, T346, T352 <b>Unit 2:</b> T268, T288, T289, T318 <b>Unit 4:</b> T286, T288, T289, T318, T351, T353 <b>Unit 6:</b> T286, T288, T289, T318
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.	<b>TEACHER'S EDITION: Unit 1:</b> T225, T353 <b>Unit 4:</b> T347
<b>Production and Distribution of Writing</b>		<b>McGraw-Hill Reading Wonders</b>
<b>W.5.4</b>	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.)	<b>READING/WRITING WORKSHOP: Unit 3:</b> 174–175 <b>TEACHER'S EDITION: Unit 1:</b> T30, T33, T97, T161, T225, T345, T347, T348 <b>Unit 2:</b> T32, T126, T160, T222, T225, T348 <b>Unit 3:</b> T33, T97, T161, T225, T345, T347, T348 <b>Unit 4:</b> T33, T97, T161, T225, T345, T347, T348 <b>Unit 5:</b> T33, T97, T161, T225, T345, T347, T348 <b>Unit 6:</b> T33, T97, T161, T225, T345, T347, T348

<b>W.5.5</b>	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 page 29.)	<b>TEACHER’S EDITION: Unit 1:</b> T32, T96, T160, T224, T345, T346, T347, T348 <b>Unit 2:</b> T96, T160, T224, T351, T352, T353, T354 <b>Unit 3:</b> T32, T96, T160, T225, T351, T352, T353, T354 <b>Unit 4:</b> T32, T96, T126, T345, T346, T347, T348 <b>Unit 5:</b> T32, T96, T160, T224, T346, T347, T348 <b>Unit 6:</b> T32, T96, T160, T224, T345, T346, T347, T348
<b>W.5.6</b>	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.	<b>TEACHER’S EDITION: Unit 1:</b> T330–T332, T348, T354 <b>Unit 2:</b> T156, T330–T332, T348, T354 <b>Unit 3:</b> T332, T348, T354 <b>Unit 4:</b> T330, T332, T333, T348, T354 <b>Unit 5:</b> T156, T330–T332, T348, T354 <b>Unit 6:</b> T330–T332, T348, T354
<b>Research to Build and Present Knowledge</b>		<b>McGraw-Hill Reading Wonders</b>
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>TEACHER’S EDITION: Unit 1:</b> T28, T92, T156, T220, T330, T331, T332 <b>Unit 2:</b> T28, T92, T156, T220, T284, T330, T331, T332 <b>Unit 3:</b> T28, T92, T156, T220, T330, T331, T332 <b>Unit 4:</b> T28, T92, T156, T220, T284, T330, T331, T332 <b>Unit 5:</b> T92, T156, T220, T284, T351, T352, T353, T354 <b>Unit 6:</b> T28, T156, T220, T330, T331, T332
<b>W.5.8</b>	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.	<b>TEACHER’S EDITION: Unit 1:</b> S35, S36, T220, T329, T330, T331, T332 <b>Unit 2:</b> T28, T284 <b>Unit 3:</b> T28, T92, T156, T220, T284 <b>Unit 4:</b> T28, T92, T156, T220, T284, T330, T331, T332 <b>Unit 5:</b> T28, T92, T156, T220, T351, T354 <b>Unit 6:</b> T28, T92, T156, T330, T331, T332
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>Align materials to the lettered items below.</i>
<b>W.5.9a</b>	Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 25, 41 <b>Unit 2:</b> 133, 171 <b>Unit 3:</b> 213, 277 <b>Unit 4:</b> 293 <b>Unit 5:</b> 359, 379 <b>Unit 6:</b> 445, 463 <b>TEACHER’S EDITION: Unit 1:</b> T25P, T29, T89L, T93 <b>Unit 2:</b> T89P, T93, T217P, T221 <b>Unit 3:</b> T25N, T29, T89P <b>Unit 4:</b> T25P, T29, T89L, T93 <b>Unit 5:</b> T25N, T29, T89P, T93 <b>Unit 6:</b> T25P, T29, T89N, T93
<b>W.5.9b</b>	Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 63, 85 <b>Unit 2:</b> 113, 151 <b>Unit 3:</b> 231, 251 <b>Unit 4:</b> 315, 337 <b>Unit 5:</b> 399, 421 <b>Unit 6:</b> 485, 503 <b>TEACHER’S EDITION: Unit 1:</b> T153R, T157, T217R, T221, T285 <b>Unit 2:</b> T25R, T29, T153N, T157 <b>Unit 3:</b> T153P, T157, T221, T285 <b>Unit 4:</b> T153R, T157, T217R, T221 <b>Unit 5:</b> T153P, T217R, T285 <b>Unit 6:</b> T153R, T157, T217N, T221
<b>Range of Writing</b>		<b>McGraw-Hill Reading Wonders</b>
<b>W.5.10</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 25, 41, 63, 85 <b>Unit 2:</b> 113, 133, 151, 171, 179 <b>Unit 3:</b> 195, 213, 231, 251, 277 <b>Unit 4:</b> 293, 315, 337, 343 <b>Unit 5:</b> 353, 379, 399, 429 <b>Unit 6:</b> 445, 463, 485, 503, 509 <b>TEACHER’S EDITION: Unit 1:</b> T32, T33, T96, T103, T160 <b>Unit 2:</b> T29, T32, T33, T96, T97 <b>Unit 3:</b> T93, T97, T160, T161, T345, T346, T347, T348 <b>Unit 4:</b> T221, T224, T351, T352, T353, T354 <b>Unit 5:</b> T285, T288, T289 <b>Unit 6:</b> T346, T347, T351, T352

<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		<b>McGraw-Hill Reading Wonders</b>
<b>SL.5.1</b>	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.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 18–19, 32–33, 46–47, 60–61, 74–75 <b>Unit 2:</b> 90–91, 104–105, 118–119, 132–133, 146–147 <b>Unit 3:</b> 162–163, 176–177, 190–191, 204–205, 218–219 <b>Unit 4:</b> 234–235, 248–249, 262–263, 276–277, 290–291 <b>Unit 5:</b> 306–307, 320–321, 334–335, 348–349, 362–363 <b>Unit 6:</b> 378–379, 392–393, 406–407, 420–421, 434–435
<b>SL.5.1a</b>	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.	<b>LITERATURE ANTHOLOGY: Unit 1:</b> 25, 29, 41, 63, 67, 85, 89 <b>Unit 2:</b> 113, 117, 133, 137, 151, 171 <b>Unit 3:</b> 195, 213, 231, 251 <b>Unit 4:</b> 277, 293, 315, 337 <b>Unit 5:</b> 359, 379, 403 <b>Unit 6:</b> 445, 463, 485, 503
<b>SL.5.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	<b>TEACHER'S EDITION: Unit 1:</b> S5, S6, S19, S35, T10, T25P, T25R, T25T, T74, T89L, T92, T138, T202, T266, T285 <b>Unit 2:</b> T10, T29, T74, T93, T138, T153P, T157, T202, T221, T266, T270, T285 <b>Unit 3:</b> T10, T25N, T29, T74, T89B, T89P, T93, T138, T146, T153P, T157, T202, T220, T221, T266, T285 <b>Unit 4:</b> T10, T25P, T29, T74, T89G, T89L, T89O, T93, T138, T153T, T157, T202, T221, T266, T285 <b>Unit 5:</b> T10, T29, T74, T89P, T89T, T93, T138, T157, T202, T210, T221, T266, T285 <b>Unit 6:</b> T10, T25P, T29, T74, T89N, T93, T138, T146, T156, T157, T210, T221, T266, T285
<b>SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
<b>SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>READING/WRITING WORKSHOP: Unit 4:</b> 270, 284 <b>Unit 6:</b> 386 <b>TEACHER'S EDITION: Unit 1:</b> T12, T140, T204, T268 <b>Unit 2:</b> T12, T76, T140, T204, T268 <b>Unit 3:</b> T12, T76, T140, T204, T268 <b>Unit 4:</b> T12, T76, T140, T146, T204, T268 <b>Unit 5:</b> T12, T76, T140, T204, T268 <b>Unit 6:</b> T12, T76, T140, T204, T268
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>TEACHER'S EDITION: Unit 1:</b> T268 <b>Unit 3:</b> T268, T335 <b>Unit 5:</b> T268, T302, T303, T307, T335 <b>Unit 6:</b> T335
<b>Presentation of Knowledge and Ideas</b>		<b>McGraw-Hill Reading Wonders</b>
<b>SL.5.4</b>	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.	<b>TEACHER'S EDITION: Unit 1:</b> T92, T156, T284, T333, T334 <b>Unit 2:</b> T220, T333, T334 <b>Unit 3:</b> T333, T334 <b>Unit 4:</b> T220, T221, T333, T334 <b>Unit 5:</b> T285, T333, T334 <b>Unit 6:</b> T92, T156, T157, T333, T334
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>TEACHER'S EDITION: Unit 1:</b> T92, T156, T220, T333, T334, T354 <b>Unit 2:</b> T333, T334, T354 <b>Unit 3:</b> T220, T333, T334, T348, T354 <b>Unit 4:</b> T329, T333, T334, T348, T354 <b>Unit 5:</b> T92, T156, T333, T334 <b>Unit 6:</b> T28, T156, T220, T284, T333, T334, T348
<b>SL.5.6</b>	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.)	<b>TEACHER'S EDITION: Unit 1:</b> S35 <b>Unit 3:</b> T220 <b>Unit 4:</b> T331 <b>Unit 5:</b> T331 <b>Unit 6:</b> T330, T331

Language Standards		
Conventions of Standard English		McGraw-Hill Reading Wonders
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>Align materials to the lettered items below.</i>
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 159 <b>TEACHER'S EDITION: Unit 1:</b> T35, T98, T99, T162, T163, T191, T226, T255 <b>Unit 2:</b> T290, T291, T319 <b>Unit 5:</b> T34, T98 <b>Unit 6:</b> T226, T286, T290, T291, T319
<b>L.5.1b</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.	<b>TEACHER'S EDITION: Unit 3:</b> T162, T290, T291
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.	<b>READING/WRITING WORKSHOP: Unit 3:</b> 175 <b>TEACHER'S EDITION: Unit 1:</b> T354 <b>Unit 2:</b> T348, T354 <b>Unit 3:</b> T98, T99, T127, T162, T163, T226, T227, T290, T291, T348, T354 <b>Unit 5:</b> T354 <b>Unit 6:</b> T354
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.	<b>TEACHER'S EDITION: Unit 3:</b> T98, T99, T162, T163, T290, T291
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).	<b>TEACHER'S EDITION: Unit 1:</b> T98 <b>Unit 3:</b> T286 <b>Unit 6:</b> T226
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>Align materials to the lettered items below.</i>
<b>L.5.2a</b>	Use punctuation to separate items in a series.	<b>TEACHER'S EDITION: Unit 1:</b> T99 <b>Unit 4:</b> T291 <b>Unit 6:</b> T227
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.	<b>TEACHER'S EDITION: Unit 1:</b> T99, T226 <b>Unit 5:</b> T34, T98, T99, T127
<b>L.5.2c</b>	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> ).	<b>TEACHER'S EDITION: Unit 1:</b> T35, T286
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.	<b>TEACHER'S EDITION: Unit 2:</b> T291 <b>Unit 3:</b> T227 <b>Unit 5:</b> T163
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.	<b>TEACHER'S EDITION: Unit 1:</b> T37, T101, T165, T229, T293 <b>Unit 2:</b> T37, T101, T165, T229, T293 <b>Unit 3:</b> T37, T101, T165, T229, T293 <b>Unit 4:</b> T37, T101, T165, T229, T293 <b>Unit 5:</b> T37, T101, T165, T229, T293 <b>Unit 6:</b> T37, T101, T165, T229, T293

Language Standards		
Knowledge of Language		McGraw-Hill Reading Wonders
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<i>Align materials to the lettered items below.</i>
<b>L.5.3a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 59, 73, 86–87 <b>Unit 5:</b> 333 <b>Unit 6:</b> 418–419 <b>TEACHER'S EDITION: Unit 1:</b> T33, T286, T290, T291, T319, T353 <b>Unit 2:</b> T347, T353 <b>Unit 3:</b> T347 <b>Unit 5:</b> T347, T353 <b>Unit 6:</b> T158, T160, T161, T226, T227, T347, T353
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>READING/WRITING WORKSHOP: Unit 5:</b> 330 <b>TEACHER'S EDITION: Unit 5:</b> T86, T89C, T89I, T89M
Vocabulary Acquisition and Use		McGraw-Hill Reading Wonders
<b>L.5.4</b>	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.	<i>Align materials to the lettered items below.</i>
<b>L.5.4a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 29 <b>Unit 2:</b> 101 <b>Unit 3:</b> 173, 187 <b>Unit 4:</b> 287 <b>Unit 5:</b> 317 <b>Unit 6:</b> 389 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 25, 63 <b>Unit 2:</b> 113, 179 <b>Unit 3:</b> 195 <b>Unit 5:</b> 359, 399 <b>Unit 6:</b> 445, 485 <b>TEACHER'S EDITION: Unit 1:</b> T24, T25C, T25D, T25H, T25L, T25P, T153C, T153J, T153K, T153R, T217E, T217H, T217K, T217R <b>Unit 2:</b> T24, T25G, T25I, T39, T166 <b>Unit 3:</b> T24, T25K, T25N, T39, T88, T89D, T89H, T89P, T166, T230, T280 <b>Unit 4:</b> T25, T88, T153I, T166, T216, T217E, T217M, T217R, T231 <b>Unit 5:</b> T24, T25D, T25N, T39, T152, T153B, T167, T217E <b>Unit 6:</b> T24, T25H, T89C, T89K, T89N, T152, T153D, T153G, T153K, T153P
<b>L.5.4b</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> ).	<b>READING/WRITING WORKSHOP: Unit 1:</b> 71, 85 <b>Unit 2:</b> 129 <b>Unit 3:</b> 201, 215 <b>Unit 5:</b> 359, 373 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 85, 93 <b>Unit 2:</b> 151 <b>Unit 3:</b> 231, 251 <b>Unit 5:</b> 421 <b>TEACHER'S EDITION: Unit 1:</b> T216, T217C, T217R, T231, T280, T281B, T295 <b>Unit 2:</b> T38, T152, T153F, T153G, T153N, T167 <b>Unit 3:</b> T152, T153D, T153P, T167, T216, T217J, T217P, T231 <b>Unit 4:</b> T38, T230 <b>Unit 5:</b> T216, T217B, T217H, T217R, T231, T280, T281C, T295 <b>Unit 6:</b> T25I, T38, T89K
<b>L.5.4c</b>	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.	<b>TEACHER'S EDITION: Unit 1:</b> T24, T216, T217E, T280 <b>Unit 2:</b> T25E, T152 <b>Unit 3:</b> T25C, T89E, T152 <b>Unit 4:</b> T24 <b>Unit 5:</b> T153I <b>Unit 6:</b> T88, T89Q, T153C
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>Align materials to the lettered items below.</i>
<b>L.5.5a</b>	Interpret figurative language, including similes and metaphors, in context.	<b>READING/WRITING WORKSHOP: Unit 2:</b> 115, 143 <b>Unit 4:</b> 301 <b>Unit 6:</b> 445 <b>LITERATURE ANTHOLOGY: Unit 2:</b> 133, 171 <b>Unit 4:</b> 343, 345 <b>Unit 6:</b> 509 <b>TEACHER'S EDITION: Unit 1:</b> T153K, T217F <b>Unit 2:</b> T88, T89H, T89K, T89P, T103, T216, T217B, T217P, T230, T294 <b>Unit 4:</b> T280, T281C <b>Unit 5:</b> T102 <b>Unit 6:</b> T280, T281D, T295
<b>L.5.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 43 <b>Unit 4:</b> 245, 259 <b>Unit 6:</b> 431 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 41 <b>Unit 4:</b> 293 <b>Unit 5:</b> 379 <b>TEACHER'S EDITION: Unit 1:</b> T88, T89A, T89B, T89L, T230 <b>Unit 3:</b> T38 <b>Unit 4:</b> T88, T89D, T89L, T103 <b>Unit 5:</b> T88, T89C, T89E, T89G, T89P, T103 <b>Unit 6:</b> T102
<b>L.5.5c</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>READING/WRITING WORKSHOP: Unit 1:</b> 57 <b>Unit 2:</b> 157 <b>Unit 4:</b> 245 <b>Unit 6:</b> 431 <b>LITERATURE ANTHOLOGY: Unit 1:</b> 63 <b>Unit 2:</b> 179 <b>Unit 4:</b> 277 <b>Unit 6:</b> 503 <b>TEACHER'S EDITION: Unit 1:</b> T152, T153J, T153R, T294, T295 <b>Unit 2:</b> T103, T231, T280, T281C, T281D, T295 <b>Unit 4:</b> T24, T25L, T25P, T39, T167, T295 <b>Unit 5:</b> T38, T167, T231 <b>Unit 6:</b> T216, T217G, T217I, T21
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	<b>READING/WRITING WORKSHOP: Unit 1:</b> 20–21, 34–35, 48–49, 62–63, 76–77 <b>Unit 2:</b> 92–93, 106–107, 120–121, 134–135, 148–149 <b>Unit 3:</b> 164–165, 178–179, 192–193, 206–207, 220–221 <b>Unit 4:</b> 236–237, 250–251, 264–265, 278–279, 292–293 <b>Unit 5:</b> 308–309, 322–323, 336–337, 350–351, 364–365 <b>Unit 6:</b> 380–381, 394–395, 408–409, 422–423, 436–437 <b>TEACHER'S EDITION: Unit 1:</b> S6–S8, T14, T50, T78, T108 <b>Unit 2:</b> T44, T114, T206, T270, T310 <b>Unit 3:</b> T14, T54, T78, T114, T246 <b>Unit 4:</b> T44, T50, T236, T270, T306 <b>Unit 5:</b> T44, T60, T108, T124, T246 <b>Unit 6:</b> T14, T50, T246, T270, T300