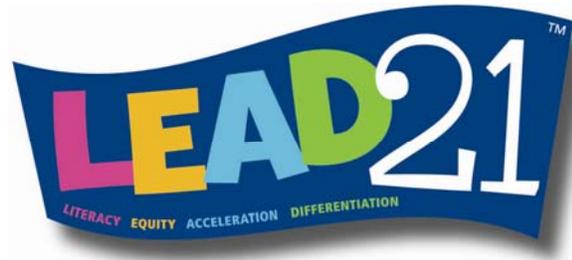
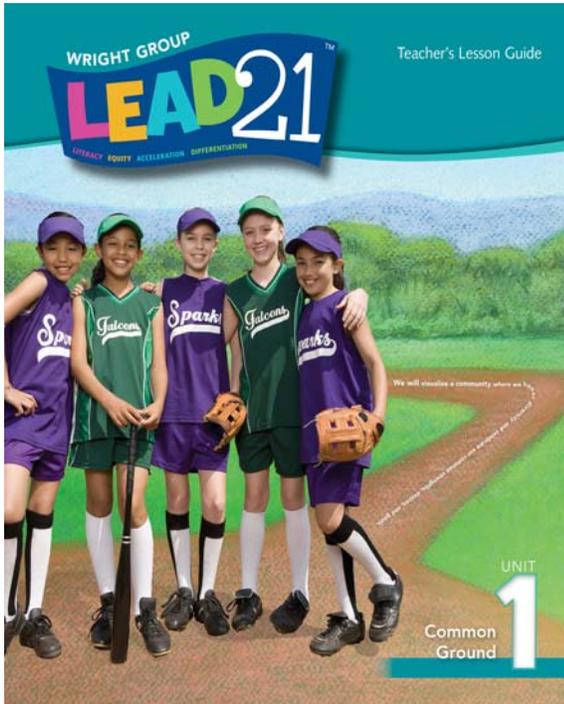
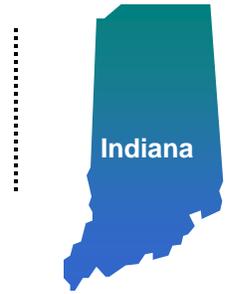




Wright Group

Content and Performance Standards
Reading and Writing
Grade 5



Grade 5

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STANDARDS

PAGE REFERENCES

During the fifth-grade year, students increase their vocabulary and their ability to understand and explain words, including those that convey ideas and images. They use word origins to determine the meaning of unknown words or phrases, such as Herculean task from the myth of Hercules. They read a variety of grade-level-appropriate classic and contemporary literature and continue to expand their interest in nonfiction books, poetry, and plays. They begin to do literary criticism by evaluating what they read and locating evidence to support what they say. They write multiple-paragraph compositions for different purposes and a specific audience or person, adjusting their writing as appropriate. They use transitions to connect ideas when they write. They deliver oral responses to literature that demonstrate an understanding of ideas or images communicated by what they have read.

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students use their knowledge of word parts and word relationships, as well as context (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

STANDARDS	PAGE REFERENCES
Decoding and Word Recognition	
5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	Teacher Edition: Unit 1: 15, 153, 213, 249 Unit 2: 15, 27, 39, 51, 153, 213 Unit 3: 15, 153, 213 Unit 4: 27, 39, 51 Unit 5: 15, 153, 213 Unit 6: 15, 27, 39, 51, 153, 213 Unit 7: 15, 153, 213, 249 Unit 8: 15, 27, 39, 51, 153, 213
Vocabulary and Concept Development	
5.1.2 Use word origins to determine the meaning of unknown words. Example: After listening to a story of the myth of Hercules when it is read aloud, use the knowledge of the story to understand the phrase Herculean task.	Teacher Edition: Unit 7: 227 Unit 8: 21
5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).	Student Resources: <i>A Planet of Plants</i> 30-53 <i>Connections Across Cultures</i> 30-53 <i>Connections in Our Lives</i> 30-53 <i>Curious Plants</i> 30-53 <i>Everyday Connections</i> 30-53 <i>Freedom for All</i> 30-53 <i>Sacrificing for What's Right</i> 30-53 <i>The Challenge of Doing What's Right</i> 30-53 <i>The Power of Doing What's Right</i> 30-53 <i>The Secrets of Plants</i> 116 Teacher Edition: Unit 1: 36, 37, 40, 42, 43, 44, 45, 115, 117, 234 Unit 2: 36, 37, 40, 43, 44, 234 Unit 4: 31, 36, 37, 40, 42, 44, 45, 55, 91, 96, 97, 104, 105, 216, 234 Unit 5: 25, 36, 37, 40, 42, 44, 97, 174, 234 Unit 6: 112, 114, 116, 117 Unit 7: 36, 37, 40, 42, 43, 44, 51, 53, 96, 97, 101, 108, 158, 174, 179, 214, 216, 234, 254, 279 Unit 8: 36, 37, 39, 43, 53, 96, 117, 216, 234, 247

STANDARDS	PAGE REFERENCES
<p>5.1.4 Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).</p>	<p>Teacher Edition: Unit 1: 39, 51, 99, 111, 177, 189, 237, 249 Unit 2: 39, 51, 177, 189 Unit 3: 17, 51, 158, 177, 189, 193 Unit 4: 39, 51, 177, 189 Unit 5: 99, 111, 237, 249 Unit 6: 39, 51, 159, 177, 189, 193, 239, 277 Unit 7: 14, 15, 17, 39, 51, 74, 87, 152, 153, 165, 177, 189, 212, 225 Unit 8: 14, 74, 99, 111, 237, 249</p>
<p>5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).</p>	<p>Student Resources: <i>Theme Reader</i> 99-126, 159-188, 285-314, 347-378</p> <p>Teacher Edition: Unit 1: 236, 237 Unit 2: 174, 176, 177, 178, 179, 180, 181, 182, 183 Unit 3: 77, 89, 92, 104, 155, 169, 174, 176, 229, 276, 277 Unit 5: 89, 103, 124, 170, 223 Unit 6: 155, 202 Unit 7: 136, 174, 175 Unit 8: 274, 275, 279</p>
<p>5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>	<p>Teacher Edition: Unit 1: 96, 97, 98, 100, 101, 102, 103, 104, 105 Unit 2: 162, 214, 216 Unit 3: 96, 97, 98, 100, 101, 102, 103, 104, 105, 234 Unit 4: 17, 216, 277, 302, 304, 305, 308, 309 Unit 5: 214, 216 Unit 6: 214, 216 Unit 7: 96, 97, 98, 100, 101, 102, 103, 104, 105, 234 Unit 8: 159, 227</p>

STANDARDS	PAGE REFERENCES
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text Students read and understand grade-level-appropriate material. The selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.</p>	
<p>Structural Features of Informational and Technical Materials</p>	
<p>5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.</p>	<p>Student Resources: <i>Connections Across Cultures</i> 30-41 <i>Passage to Discoveries</i> 70-77 <i>Theme Reader</i> 6-19, 30-43, 70-85, 86-98, 130-145, 146-158, 189-252, 253-269, 270-284, 285-314, 318-333, 334-346, 382-397, 398-410, 444-457, 458-472</p> <p>Teacher Edition: Unit 1: 38, 39, 84, 98 Unit 2: 38, 39, 98, 99 Unit 3: 38, 39, 98, 99 Unit 4: 38, 39, 98, 99 Unit 5: 38, 39, 98, 99 Unit 6: 38, 39, 98, 99 Unit 7: 38, 98, 99 Unit 8: 38, 39, 98</p>
<p>5.2.2 Analyze text that is organized in sequential or chronological order. Example: Compare the organizational structure of such biographical texts as <i>The Life and Death of Crazy Horse</i> by Russell Freedman or <i>Pride of Puerto Rico: The Life of Roberto Clemente</i> by Paul Robert Walker, noting critical events in the subjects' lives.</p>	<p>Teacher Edition: 00 Unit 5: 37, 39, 40, 42, 43, 45, 53, 55, 57, 97, 100, 102, 103, 116 Unit 8: 113</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Nonfiction and Informational Text	
<p>5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. Example: Read a science text, such as <i>Astronomy</i> by Robert Kerrod, and select some of the experiments described in the book to pursue in class. Before beginning the selected experiments, outline the main ideas or concepts to be tested and identify additional supporting detail that explains those scientific concepts.</p>	<p>Student Resources: <i>A Planet of Plants</i> 42-53 <i>America: People on the Move</i> 18-27 <i>Connections Across Cultures</i> 15-27 <i>Exploring Early America</i> 68-77 <i>Struggles in Early America</i> 19-27 <i>The Challenge of Doing What's Right</i> 18-27 <i>Theme Reader</i> 10-21, 22-36, 37-66, 174-188, 192-207, 208-213, 258-263, 270-277, 315-378</p> <p>Teacher Edition: Unit 2: 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 Unit 5: 25, 26, 28, 29, 30, 31, 32, 33, 49 Unit 6: 85, 86, 87, 109 Unit 7: 37, 38, 40, 41, 42, 43, 44, 45</p>
<p>5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. Example: Use a guidebook, such as <i>Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past (Fossils & Dinosaurs)</i> by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.</p>	<p>Student Resources: <i>Theme Reader</i> 5-66, 192-207, 315-378</p> <p>Teacher Edition: Unit 1: 16, 17, 18, 19, 20, 21, 50, 52, 53, 54, 55, 56, 57, 154, 155, 156, 157, 158, 159, 163, 166, 167, 168, 169, 170, 171, 187, 188, 190, 191, 192, 193, 194, 195, 223, 247, 248, 250-251, 252, 253, 254, 255 Unit 2: 110, 112, 113, 114, 115, 116, 117, 250, 251, 252, 253, 254, 255 Unit 3: 188, 190, 191, 192, 193, 194, 195 Unit 4: 112, 113, 114, 115, 116, 117 Unit 5: 188, 190, 191, 192, 193, 194, 195 Unit 6: 25, 26, 28, 29, 30, 31, 32, 33, 49, 50, 52, 53, 54, 55, 56, 57, 188, 190, 191, 192, 193, 194, 195 Unit 7: 112, 113, 114, 115, 116, 117 Unit 8: 85, 88, 89, 90, 91, 92, 93, 109, 110, 112, 113, 114, 115, 116, 117</p>
<p>5.2.6 Follow multiple-step instructions in a basic technical manual.</p>	<p>Teacher Edition: Unit 2: 199, 200 Unit 3: 61, 122, 199, 200 Unit 4: 199 Unit 5: 199 Unit 6: 199, 200 Unit 7: 199 Unit 8: 122, 199</p>

STANDARDS	PAGE REFERENCES
Expository (Informational) Critique	
<p>5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text. Example: Identify facts and opinions in a newspaper editorial or editorial page writer’s column.</p>	<p>Student Resources: <i>Discoveries in Our Universe</i> 18-27, 44-53 <i>Passage to Discoveries</i> 18-27, 41-53 <i>Promises of Freedom</i> 40-53 <i>Striving for Freedom</i> 42-53 <i>Theme Reader</i> 86-98</p> <p>Teacher Edition: Unit 2: 37, 38, 39, 40, 42, 97, 98, 100, 102, 115, 131 Unit 7: 97, 98, 100, 102 Unit 8: 137</p>
<p>Standard 3 READING: Comprehension and Analysis of Literary Text Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the <i>Indiana Reading List</i> (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.</p>	
Structural Features of Literature	
<p>5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. Example: Analyze an author’s purpose for writing, whether it is to inform, teach, entertain, or elicit an emotional response, and tell how well that purpose is achieved by the type of writing the author has produced.</p>	<p>Student Resources: <i>Theme Reader</i> 67-126, 127-188, 189-252, 253-314, 315-378, 441-503</p> <p>Teacher Edition: Unit 1: 37, 40, 42, 45, 97, 100, 101, 102, 104, 105 Unit 2: 43, 182, 236 Unit 3: 165, 236, 237, 242, 254, 269 Unit 4: 213, 236, 239, 253 Unit 5: 13, 31, 43, 77, 237 Unit 6: 15, 51, 237, 254 Unit 7: 91, 113, 115, 116, 175, 176, 178, 179, 180, 181, 194, 242, 243 Unit 8: 13</p>

STANDARDS	PAGE REFERENCES
Analysis of Grade-Level-Appropriate Literary Text	
<p>5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved. Example: Read a story with a central conflict, such as <i>The Pushcart War</i> by Jean Merrill. Tell how the conflict between the peddlers and the truckers is solved and describe what issues are raised in the conflict.</p>	<p>Student Resources: <i>Connections in Our Lives</i> 180 <i>Everyday Connections</i> 68-77 <i>Theme Reader</i> 37-66, 174-188</p> <p>Teacher Edition: Unit 1: 176, 177, 178, 179, 181 Unit 2: 268, 269, 270 Unit 7: 268, 269 Unit 8: 177</p>
<p>5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. Example: Read a book, such as <i>Mrs. Frisby and the Rats of NIMH</i> by Robert C. O'Brien, in which different characters are motivated in opposing ways, by innocent good, like the character of Mrs. Frisby, or by selfishness, like the characters of the Rats. Discuss how the contrast between innocence and worldly experience is important to the plot of the book.</p>	<p>Student Resources: <i>America: Growing and Changing</i> 66-77 <i>America: People on the Move</i> 30-53, 56-77 <i>Connections in Our Lives</i> 18-27 <i>Curious Plants</i> 68-77 <i>Everyday Connections</i> 6-17, 18-27, 68-77 <i>Freedom for All</i> 30-43 <i>The Challenge of Doing What's Right</i> 41-53 <i>Theme Reader</i> 5-66, 159-173, 174-188, 285-314, 411-440, 473-503</p> <p>Teacher Edition: Unit 1: 28, 43, 45, 54, 97, 176, 177, 179 Unit 2: 194, 268, 269, 272, 274, 277 Unit 3: 158 Unit 5: 91, 115, 176, 177, 179, 191, 192, 193 Unit 6: 157, 158, 181 Unit 7: 93, 176, 272, 273, 274 Unit 8: 91, 103, 117, 171, 176, 211, 269, 272, 273</p>

STANDARDS	PAGE REFERENCES
<p>5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly. Example: Describe the themes in a fictional story, such as <i>A Wrinkle in Time</i> by Madeleine L'Engle, in which the themes of courage and perseverance are explored as the children in the story go on a dangerous mission in search of their scientist father.</p>	<p>Student Resources: <i>A Planet of Plants</i> 42-53, 67-77 <i>America: Growing and Changing</i> 30-43 <i>America: New Horizons for New People</i> 30-43 <i>America: People on the Move</i> 18-27, 30-43 <i>Astonishing Nature</i> 30-43 <i>Connections Across Cultures</i> 15-27 <i>Connections in Our Lives</i> 6-17, 18-27, 68-77 <i>Connecting For a Cause</i> 6-14 <i>Exploring Early America</i> 68-77 <i>Impacts of Nature</i> 30-43, 68-77 <i>Promise of Freedom</i> 30-39 <i>Striving for Freedom</i> 18-27, 30-41, 56-66 <i>Struggles in Early America</i> 19-27 <i>The Challenge of Doing What's Right</i> 18-27 <i>Theme Reader</i> 5-21, 22-36, 37-66, 67-126, 130-158, 174-188, 192-207, 208-213, 258-263, 270-277, 315-378, 382-440, 441-503</p> <p>Teacher Edition: Unit 1: 27, 48, 72, 86, 151, 174, 176, 177, 178, 179, 180, 181, 182, 183, 184, 202 Unit 2: 25, 26, 28, 29, 30, 31, 32, 33, 49, 50, 52, 53, 54, 55, 56, 57, 72, 85, 86, 88, 89, 90, 91, 92, 93, 109, 110, 112, 113, 114, 115, 116, 117, 175, 176, 202, 235, 268-269 Unit 3: 60, 151, 202, 211, 236 Unit 4: 202, 234 Unit 5: 25, 26, 28, 29, 30, 31, 32, 33, 49, 72, 150, 176, 202, 236 Unit 6: 85, 86, 87, 88, 89, 90, 91, 92, 93, 100, 101, 102, 103, 104, 105, 109, 112, 113, 114, 115, 116, 117, 151 Unit 7: 37, 38, 40, 41, 42, 43, 44, 45, 60, 72, 124, 202 Unit 8: 202</p>

STANDARDS	PAGE REFERENCES
<p>5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader's mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money. 	<p>Teacher Edition: Unit 1: 237 Unit 2: 174, 176, 177, 178, 179, 180, 181, 182, 183 Unit 3: 174, 176 Unit 7: 136, 137 Unit 8: 275, 279</p>
<p>5.3.8 Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p>	<p>Student Resources: <i>Theme Reader</i> 473-503 Teacher Edition: Unit 1: 64 Unit 7: 269 Unit 8: 176, 177, 178, 179, 180, 181, 182, 183 , 202</p>
<p>Literary Criticism</p>	
<p>5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures. Example: Discuss what various characters and objects symbolize in literature representing the Medieval era, such as King Arthur: Tales from the Round Table by Andrew Lang, or ancient Asian culture, such as Tales from Japan (Oxford Myths and Legends) by Helen and William McAlpine.</p>	<p>Student Resources: <i>Connecting for a Cause</i> 30-42, 43-53 <i>Connections Across Cultures</i> 6-14, 15-27, 30-41, 42-53 <i>Connections in Our Lives</i> 30-40, 41-53 <i>Everyday Connections</i> 30-41, 42-53 <i>Theme Reader</i> 16-21, 22-27, 37-51, 253-314 Teacher Edition: Unit 1: 26, 78, 81, 88, 90, 103, 104, 105, 154, 155 Unit 2: 164, 165</p>

STANDARDS	PAGE REFERENCES
<p>5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives. Example: Read and evaluate books such as <i>Dear Mr. Henshaw</i> by Beverly Cleary or <i>The Great Fire</i> by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.</p>	<p>Student Resources: <i>Theme Reader</i> 5-66, 127-188, 189-252</p> <p>Teacher Edition: Unit 1: 247, 252, 253, 255 Unit 2: 31, 43, 77 Unit 3: 237 Unit 8: 81, 91, 175, 177</p>
<p>Standard 4 WRITING: Processes and Features Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.</p>	
<p>Organization and Focus</p>	
<p>5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p>Teacher Edition: Unit 1: 138-139, 268-273 Unit 2: 130-135, 268-273 Unit 3: 130-134, 268-273 Unit 4: 130-135, 268-273 Unit 5: 130-135, 268-273 Unit 6: 130-137, 268-269 Unit 7: 134-135, 268-273 Unit 8: 130-137, 268-273</p>
<p>5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p>	<p>Student Resources: <i>Theme Reader</i> 379-440</p> <p>Teacher Edition: Unit 1: 268-283 Unit 2: 268-283 Unit 3: 268-283 Unit 5: 268-283 Unit 7: 268-283 Unit 8: 268-283</p>

STANDARDS	PAGE REFERENCES
<p>5.4.3 Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details. 	<p>Student Resources: <i>A Planet of Plants</i> 80-89 <i>Astonishing Nature</i> 56-67 <i>Chronicles of Freedom</i> 30-42 <i>Connecting for a Cause</i> 30-42 <i>Helping Others Do What's Right</i> 6-16, 30-41, 80-91 <i>Impacts of Nature</i> 6-14 <i>Portraits of Early America</i> 30-41, 56-67 <i>Sacrificing for What's Right</i> 56-67 <i>Striving for Freedom</i> 6-17 <i>The Power of Nature</i> 56-69 <i>The Secrets of Plants</i> 6-16</p> <p>Teacher Edition: Unit 3: 130–134 Unit 4: 130–145 Unit 5: 130–145 Unit 6: 130–145 Unit 8: 130–145</p>
<p>5.4.11 Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p>	<p>Teacher Edition: Unit 1: 131, 272, 273 Unit 2: 130-131, 134, 135, 139, 268-269 Unit 3: 130-131, 134, 268-269, 272 Unit 4: 130-131, 134, 136, 268-269, 272, 273, 274 Unit 5: 130-138, 268-269, 272, 276, 277 Unit 6: 130-131, 136, 138, 140, 268-269, 277 Unit 7: 130-131, 134, 268-269, 272, 274, 275 Unit 8: 130-131, 136, 138, 140, 141, 268-269, 270-271, 274, 282</p>
Research Process and Technology	
<p>5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p>	<p>The objective can be incorporated in with the following MiniLesson: Teacher Edition: Unit 1: 258.</p>
<p>5.4.5 Use note-taking skills when completing research for writing.</p>	<p>Teacher Edition: Unit 1: 41 Unit 4: 134 Unit 6: 134, 136 Unit 8: 134, 136, 137</p>

STANDARDS		PAGE REFERENCES
5.4.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	Teacher Edition: Unit 4: 61 Unit 6: 144, 145
5.4.7	Use a thesaurus to identify alternative word choices and meanings.	Student Resources: <i>Impacts of Nature</i> 30-53 <i>Nature Unleashed</i> 30-53 <i>Plants Alive!</i> 30-53 <i>The Power of Nature</i> 30-53 Teacher Edition: Unit 5: 96, 97, 104, 105, 234 Unit 7: 108 Unit 8: 39
Evaluation and Revision		
5.4.8	Review, evaluate, and revise writing for meaning and clarity.	Student Resources: <i>Writing Models Chart</i> 4-7, 18-19, 22-23 Teacher Edition: Unit 1: 142-143, 278-279 Unit 2: 140-141, 278-279 Unit 3: 140-141, 278-279 Unit 4: 140-141, 278-279 Unit 5: 140-141, 278-279 Unit 6: 142-143, 280-281 Unit 7: 140-141, 278-279 Unit 8: 142-143, 278-279
5.4.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	Student Resources: <i>Writing Models Chart</i> 4-7, 10-11, 14-15, 18-19, 22-23, 26-27, 28-31, 36-39, 52-55 Teacher Edition: Unit 1: 280 Unit 3: 280 Unit 4: 142, 280 Unit 5: 280, 281 Unit 7: 280 Unit 8: 143

STANDARDS	PAGE REFERENCES
<p>5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>	<p>Student Resources: <i>Writing Models Chart</i> 4-7, 18-19, 22-23, 26-27</p> <p>Teacher Edition: Unit 1: 144, 280-281 Unit 2: 142-143, 280-281 Unit 3: 140-143, 278-281 Unit 4: 140-143, 278-281 Unit 5: 140-143, 278-281 Unit 6: 142-143, 280-281 Unit 7: 140-143, 278-281 Unit 8: 142-143, 278-281</p>
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <i>At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing. In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:</i></p>	
<p>5.5.1 Write narratives that:</p> <ul style="list-style-type: none"> establish a plot, point of view, setting, and conflict. show, rather than tell, the events of the story. <p>Example: Write a story, modeling the style of the story after a type of writing recently read in class, such as a folktale, myth, mystery, or science fiction story. Include an interesting beginning that establishes the central conflict of the story and an ending that resolves the problem.</p>	<p>Student Resources: <i>Theme Reader</i> 379-440</p> <p>Teacher Edition: Unit 1: 268–283 Unit 2: 268–283 Unit 3: 268–283 Unit 5: 268–283 Unit 7: 268–283 Unit 8: 268–283</p>

STANDARDS	PAGE REFERENCES
<p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> demonstrate an understanding of a literary work. support statements with evidence from the text. develop interpretations that exhibit careful reading and understanding. <p>Example: Write an essay, telling how two authors are similar or different in terms of their writing styles, choices of topics, and the themes of their books. Support the opinion with specific examples from the authors' books. Write a personal reaction to books in which a character deals with a problem, such as <i>The Best Bad Thing</i> by Yoshiko Uchida or <i>Shiloh</i> by Phyllis Naylor. Use clear organization and careful word choices to show your reaction to the character and the problem.</p>	<p>Teacher Edition:</p> <p>Unit 1: 268–283 Unit 2: 130-145, 268–283 Unit 3: 130-145, 268–283 Unit 4: 130-145, 268-283 Unit 5: 130-145, 268–283 Unit 6: 130-145, 268-283 Unit 7: 130-145, 268–283 Unit 8: 130-145, 268–283</p>
<p>5.5.4 Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> state a clear position in support of a proposal. support a position with relevant evidence and effective emotional appeals. follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. address reader concerns. <p>Example: Interview several students in lower grades and take notes regarding changes they would like to see made to the school's playground. Compile these opinions to write a persuasive article for the school newspaper.</p>	<p>Student Resources:</p> <p><i>Plants Alive!</i> 30-38</p> <p>Teacher Edition:</p> <p>Unit 2: 130-145</p>
<p>5.5.5 Use varied word choices to make writing interesting.</p> <p>Example: Write stories, reports, and letters showing a variety of word choices: use inquired or requested instead of asked.</p>	<p>Teacher Edition:</p> <p>Unit 1: 272–273, 276–277 Unit 2: 274–275 Unit 3: 276–277 Unit 5: 274–275 Unit 7: 274–275 Unit 8: 276–277</p>

STANDARDS	PAGE REFERENCES
<p>5.5.6 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate. Example: Write a skit or an episode of a puppet show to present at your class talent show. Use funny words and phrases to make the audience laugh.</p>	<p>Student Resources: <i>A Planet of Plants</i> 80-89 <i>America: A Nation of Change</i> 30-40, 56-66, 80-93 <i>Astonishing Nature</i> 56-67, 80-89 <i>Chronicles of Freedom</i> 6-16, 30-42 <i>Connecting for a Cause</i> 30-42 <i>Discoveries Near and Far</i> 30-40 <i>Discoveries Through Time</i> 80-93 <i>Exploring Early America</i> 56-67, 80-91 <i>Helping Others Do What's Right</i> 6-16, 30-41, 56-67, 80-91 <i>Impacts of Nature</i> 6-14 <i>Plants Alive!</i> 30-38 <i>Portraits of Early America</i> 30-41, 56-67 <i>Sacrificing for What's Right</i> 56-67 <i>Striving for Freedom</i> 6-17 <i>The Power of Nature</i> 56-69, 80-89 <i>The Secrets of Plants</i> 6-16, 80-92 <i>Theme Reader</i> 340-346</p> <p>Teacher Edition: Unit 1: 130–145, 268–283 Unit 2: 22, 34, 46, 58, 67, 130–145, 268–283 Unit 4: 82, 94, 106, 118, 127, 130–145, 268–283 Unit 5: 130–145, 160, 172, 184, 196, 205, 268–283 Unit 7: 130–145, 220, 232, 244, 256, 265, 268–283 Unit 8: 22, 94, 130–145, 184, 265, 268–283</p>
<p>5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>Teacher Edition: Unit 2: 25, 125 Unit 5: 25, 38 Unit 6: 89, 91 Unit 7: 193</p>

STANDARDS		PAGE REFERENCES
Research Application		
5.5.3	<p>Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). demonstrates that information that has been gathered has been summarized. organizes information by categorizing and sequencing. <p>Example: After completing library or Internet research, write a research report about the life cycle of a butterfly or about the different uses of a telescope, microscope, and camera.</p>	<p>Teacher Edition:</p> <p>Unit 1: 60–65, 120–125, 198–203, 258–264 Unit 2: 60–65, 120–125, 198–203, 258–264 Unit 3: 60–65, 120–125, 198–203, 258–264 Unit 4: 60–65, 120–125, 198–203, 258–264 Unit 5: 60–65, 120–125, 198–203, 258–264 Unit 6: 60–65, 120–125, 198–203, 258–264 Unit 7: 60–65, 120–125, 198–203, 258–264 Unit 8: 60–65, 120–125, 198–203, 258–264</p>
Standard 6		
WRITING: English Language Conventions		
Students write using Standard English conventions appropriate to this grade level.		
Sentence Structure		
5.6.1	<p>Identify and correctly use prepositional phrases (for school or In the beginning), appositives (<u>We played the Cougars, the team from Newport</u>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> We began our canoe trip <u>on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 	<p>Teacher Edition:</p> <p>Unit 6: 141 Unit 8: 141, 275, 281</p>
5.6.2	<p>Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.</p>	<p>Teacher Edition:</p> <p>Unit 1: 279, 281 Unit 6: 140, 141 Unit 8: 139, 141, 273, 281</p>

STANDARDS		PAGE REFERENCES
5.6.8	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities.) in writing.	Teacher Edition: Unit 1: 281 Unit 2: 128, 135, 137 Unit 8: 139, 141, 273, 281
Grammar		
5.6.3	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/lay, sit/set, rise/raise).	Teacher Edition: Unit 1: 191 Unit 3: 141, 279, 281 Unit 4: 135, 137 Unit 5: 271
5.6.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its). <ul style="list-style-type: none"> • Correct: <u>On the walls</u> there are many pictures of people who have visited the restaurant. • Incorrect: There are many pictures of people who have visited the restaurant <u>on the walls</u>. • Correct: Jenny and Kate finished <u>their</u> game. • Incorrect: Jenny and Kate finished <u>her</u> game. 	Teacher Edition: Unit 1: 271 Unit 4: 128, 143, 266, 275 Unit 5: 143, 266, 275, 279 Unit 6: 128, 135, 137 Unit 8: 203
Punctuation		
5.6.5	Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.).	Teacher Edition: Unit 7: 141, 273, 279, 281 Unit 8: 279

STANDARDS		PAGE REFERENCES
Capitalization		
5.6.6	Use correct capitalization.	<p>The following references can be used to facilitate this objective</p> <p>Student Resources: <i>Writing Models Chart</i> 4-7, 10-11, 14-15, 18-19, 22-23, 26-27, 28-31, 36-39, 52-55</p> <p>Teacher Edition: Unit 1: 280 Unit 3: 280 Unit 4: 142, 280 Unit 5: 280, 281 Unit 7: 280 Unit 8: 143</p>
Spelling		
5.6.7	Spell roots or bases of words, prefixes (understood/ <u>mis</u> understood, excused/ <u>un</u> excused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in•for•ma•tion, mol•e•cule) correctly.	<p>Teacher Edition: Unit 1: 14, 27, 39, 51, 66, 213, 249 Unit 3: 74, 87, 99, 111, 126 Unit 4: 152 Unit 5: 152, 165, 177, 189, 212 Unit 7: 212, 225, 237, 249, 264</p>
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</p>		
Comprehension		
5.7.1	Ask questions that seek information not already discussed.	<p>Teacher Edition: Unit 1: 61, 62, 63, 120, 121, 142, 143, 278 Unit 2: 62, 63, 64, 65, 140, 202, 203, 262, 263, 278 Unit 3: 62, 63, 124, 125, 140, 259, 262, 263, 278 Unit 4: 62, 63, 134, 140, 202, 203, 278 Unit 5: 62, 63, 64, 65, 140, 262, 263, 278 Unit 6: 62, 63, 64, 65, 142, 278 Unit 7: 62, 63, 124, 125, 140, 227, 229, 230, 278 Unit 8: 62, 63, 64, 65, 142, 202, 203, 278</p>
5.7.2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	<p>Teacher Edition: Unit 1: 61 Unit 3: 259</p>

STANDARDS		PAGE REFERENCES
5.7.3	Make inferences or draw conclusions based on an oral report.	Teacher Edition: Unit 3: 259
5.7.12	Give precise directions and instructions.	The following writing assignment can be used orally: Teacher Edition: Unit 5: 130-145
Organization and Delivery of Oral Communication		
5.7.4	Select a focus, organizational structure, and point of view for an oral presentation.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 1: 260-261 Unit 2: 258-261 Unit 3: 258-261 Unit 4: 258-261 Unit 5: 258-261 Unit 6: 258-261 Unit 7: 258-261 Unit 8: 258-261
5.7.5	Clarify and support spoken ideas with evidence and examples.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 1: 260-261 Unit 2: 258-261 Unit 3: 258-261 Unit 4: 258-261 Unit 5: 258-261 Unit 6: 258-261 Unit 7: 258-261 Unit 8: 258-261
5.7.6	Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	Teacher Edition: Unit 1: 261 Unit 2: 259

STANDARDS		PAGE REFERENCES
5.7.13	Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 1: 260-261 Unit 2: 258-261 Unit 3: 258-261 Unit 4: 258-261 Unit 5: 258-261 Unit 6: 258-261 Unit 7: 258-261 Unit 8: 258-261
Analysis and Evaluation of Oral and Media Communications		
5.7.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 2: 61 Unit 6: 261 Unit 8: 259
5.7.14	Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 2: 61 Unit 6: 261
5.7.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	The following references can be used to help facilitate the objective: Teacher Edition: Unit 2: 61
Speaking Applications		
5.7.9	Deliver narrative (story) presentations that: <ul style="list-style-type: none"> establish a situation, plot, point of view, and setting with descriptive words and phrases. show, rather than tell, the listener what happens. 	Teacher Edition: Unit 1: 283 Unit 3: 201
5.7.15	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	The descriptive language in Units 7 & 8 on pages 274, 275 can be incorporated into making descriptive oral presentations.

<p>5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations. 	<p>Teacher Edition: Unit 1: 20 Unit 2: 21 Unit 3: 21 Unit 5: 21</p>
<p>5.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • summarize important events and details. • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions. 	<p>Teacher Edition: Unit 1: 20 Unit 2: 21 Unit 3: 21, 201 Unit 5: 21</p>