

A Correlation of
**Scott Foresman
Reading Street
Common Core
Grade 5**

© 2013



to the

**INDIANA
Academic Standards
for English Language Arts
Grade 5**

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INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core*, © 2013 meets the Indiana Academic Standards for English Language Arts. Correlation references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

Reading Street Common Core is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

At the heart of *Reading Street*—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that aid in this goal is the *Read for Understanding Routine*, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of *Scott Foresman Reading Street Common Core*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within *Reading Street Common Core* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

Reading Street Common Core instruction for all learners is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. *Reading Street Common Core* follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early. Daily support for English language learners can be found throughout the Teacher's Editions. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

Technology within *Scott Foresman Reading Street Common Core* echoes the same easy manageable organization as print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment enrich instruction and assist in the management of classroom learning.

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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Grade 5	
Reading	
5.1 Students use their knowledge of word parts and word relationships, as well as context clues (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.	
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.	5.1: 21b, 22–23, 24–25, 43b, 48–49, 83b, 84–85, 86–87, 101b, 108–109 5.2: 177b, 178–179, 180–181, 195b, 200–201, 232–233, 234–235, 251b, 256–257, UR13 5.3: 325b, 326–327, 328–329, 345b, 352–353, 449b 5.4: 105b, 106–107, 108–109, 127b, 134–135 5.5: 169b, 170–171, 172–173, 189b, 196–197, 199b, 200–201, 202–203, 217b
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.	5.2: 262c, 287i 5.6: 348c, 369i
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).	5.1: 24e, 24–25, 32–33, 33a, 49a, 49h, 114e, 114–115, 124–125, 139a, 139h 5.3: 428e, 428–429, 432–433, 447a, 447h 5.4: 80e, 80–81, 88–89, 102–103, 103a, 103h, 127c 5.6: 438e, 438–439, 450–451, 466–467, 467a, 467h
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).	5.2: 234e, 234–235, 240–241, 256–257, 257a, 257h 5.3: 358e, 358–359, 364–365, 376–377, 387a, 387h 5.5: 172e, 172–173, 178–179, 196–197, 197a, 197h

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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.).	5.1: 135a 5.4: 80d, 103i, 140d, 161i, 164–165 5.5: 260d, 283i
5.1.6 Understand unknown words by using word, sentence, and paragraph clues to determine meaning.	5.1: 114e, 144e 5.2: 180e, 180–181 5.4: 75a, 103a
5.2 Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (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.	
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.	5.1: 78c, 78–79, 134c, 150–151 5.2: 309c 5.3: 345c, 413c, 449c, 450–451, 465c, 473h 5.4: 39c, 77c, 78–79, 84–85, 92–93, 94–95, 95c, 103h, 103l–103m, 153c 5.5: 189c, 200–201, 206–207, 216–217, 227h, 227l–227m, 238–239, 240–241, 275c, 296–297, 303d, 311b 5.6: 39c, 361c, 364c, 395c, 425c, 459c
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</i> <i>The Life of Roberto Clemente</i> by Paul Robert Walker, noting critical events in the subjects' lives.	5.1: 134c, 134–135, 154c, 158–159, 160–161, UR54 5.3: 425c, 426–427, 434–435 5.6: 346–347, 354–355

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<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>5.3: 355c, 356–357, 362–363, 368–369, 372–373, 378–379, 387h, 387l–387m, 398–399, 404–405, 410–411, 425c, 426–427, 436–437, 438–439, 447h, 447l–447m 5.5: 214–215 5.6: 345c, 346–347, 352–353, 360–361, 369h, 369l–369m, 412–413, 420–421</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>5.1: 31a, 33a, 70–71, 90–91, 122–123, 126c, 126–127, 128–129, 150–151, 151a, 154c, 156–157 5.2: 192–193, 211a, 212–213, 213c, 225a, 240–241, 244d, 272c, 273a, 274–275, 300–301, 302c, 302–303 5.3: 338c, 338–339, 349a, 351a, 372c, 372–373, 402c, 402–403, 432–433, 434c, 461a 5.4: 21c, 22–23, 28–29, 30–31, 32–33, 36–37, 38–39, 45h, 45l–45m, 47c, 48–49, 54–55, 55a, 56–57, 58–59, 61a, 62–63, 63a, 64–65, 65a, 66–67, 67a, 68–69, 75h, 84–85, 88–89, 93a, 105c, 106–107, 113a, 114–115, 116–117, 118–119, 124–125, 126–127, 135h, 135l–135m, 137c, 138–139, 146–147, 148–149, 149a, 150–151, 152–153, 161h, 161l–161m, 165a 5.5: 180–181, 182d, 186–187, 209a, 212c, 212–213, 215a, 237a, 285c, 286–287, 292–293, 297a, 298–299, 302–303, 311h, 311l–311m 5.6: 319c, 320–321, 328–329, 330c, 332–333, 334–335, 343h, 343l–343m, 365a, 379a, 380–381, 381a, 384–385, 387a, 389a, 415a, 418–419, 444–445, 450–451, 452–453, 456–457, 465a</p>
<p>5.2.6 Follow multiple-step instructions in a basic technical manual.</p>	<p>5.1: 46c, 46–47, 104c, 104–107</p>

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<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>5.1: 111c, 112–113, 118–119, 119a, 126–127, 130–131, 139h, 139l–139m 5.3: 366–367, 374–375, 389c, 390–391, 396–397, 406–407, 412–413, 423h, 423l–423m, 435a 5.6: 403c, 404–405, 410–411, 416–417, 424–425, 433h, 433l–433m</p>
<p>5.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (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>	
<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>5.1: 26–27, 56–57, 88–89 5.2: 208–209, 236–237, 254c, 254–255, 282c, 282–283, 294–295, 312c, 312–313 5.3: 330–331, 360–361, 382c, 382–383, 442c, 442–443 5.4: 26–27, 42c, 42–43, 43a, 110–111 5.6: 376–377</p>
<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>5.2: 231c, 232–233, 248–249, 250–251 5.4: 105c, 106–107, 112–113 5.6: 371c, 372–373, 382–383, 392–393</p>

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<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 Mrs. Frisby and the Rats of NIMH 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>5.1: 21c, 22–23, 28–29, 34c, 35a, 36–37, 42–43, 43a, 49h, 49l–49m, 60–61, 70–71, 94–95, 95a, UR8, UR12, UR13 5.5: 169c, 170–171, 184–185, 186–187, 188–189, 197h, 197l–197m</p>
<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 A Wrinkle in Time 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>5.1: 83c, 84–85, 90–91, 96–97, 100–101, 109h, 109l–109m 5.2: 298–299, 302–303 5.4: 34–35 5.6: 354–355</p>
5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	
<p>5.3.5.a Symbolism the use of an object to represent something else; for Example:, a dove might symbolize peace.</p>	<p>5.2: 234d, 257i 5.3: 476–477 5.6: 406d, 433i</p>
<p>5.3.5.b Imagery the use of language to create vivid pictures in the reader's mind.</p>	<p>5.1: 86d, 109i, 173a 5.2: 180d, 201i 5.3: 428d, 447i</p>
<p>5.3.5.c Metaphor an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.</p>	<p>5.4: 80d, 103i, 164–165</p>

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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.	5.1: 24d, 49i 5.2: 262d, 287i 5.6: 438d, 467i
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.	5.2: 254c, 282c 5.6: 376–377, 398–399
5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives. Example: Read and evaluate books such as Dear Mr. Henshaw by Beverly Cleary or The Great Fire by Jim Murphy to understand how authors use particular techniques, such as letter format or display of primary sources, to influence the reader.	5.1: 172–173, 173a 5.2: 320–321, 321a 5.3: 345c
Writing	
5.4 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.	
5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	5.1: 33d–33e, 65d–65e, 95d–95e, 125d–125e, 153d–153e 5.2: 189d–189e, 213d–213e, 243d–243e, 271d–271e, 301d–301e 5.3: 337d–337e, 371d–371e, 401d–401e, 433d–433e, 459d–459e 5.4: 33d–33e, 61d–61e, 89d–89e, 117d–117e, 147d–147e 5.5: 181d–181e, 211d–211e, 241d–241e, 269d–269e, 297d–297e 5.6: 329d–329e, 355d–355e, 383d–383e, 417d–417e, 449d–449e

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5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	<p>5.1: 53e–53f, 65d–65e, 76–77, 77a–77c, 81d–81e, 81p–81q</p> <p>5.2: 291e–291f, 301d–301e, 310–311, 311a–311c, 317d–317e, 317p–317q</p> <p>5.6: 347e–347f, 355d–355e, 362–363, 363a–363c, 369d–369e, 369p–369q, 437e–437f, 449d–449e, 460–461, 461a–461c, 467d–467e, 467p–467q</p>
5.4.3 Write informational pieces with multiple paragraphs that	
5.4.3.a present important ideas or events in sequence or in chronological order.	<p>5.1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 113e–113f, 125d–125e, 132–133, 133a–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q</p> <p>5.4: 79e–79f, 89d–89e, 96–97, 97a–97c, 103d–103e, 103p–103q, 139e–139f, 147d–147e, 154–155, 155a–155b, 161d–161e, 161p–161q</p> <p>5.5: 231e–231f, 241d–241e, 248–249, 249a–249c, 255d–255e, 255p–255q</p>
5.4.3.b provide details and transitions to link paragraphs.	<p>5.1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 113e–113f, 125d–125e, 132–133, 133a–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q</p> <p>5.4: 79e–79f, 89d–89e, 96–97, 97a–97c, 103d–103e, 103p–103q, 139e–139f, 147d–147e, 154–155, 155a–155b, 161d–161e, 161p–161q</p> <p>5.5: 231e–231f, 241d–241e, 248–249, 249a–249c, 255d–255e, 255p–255q</p>

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5.4.3.c offer a concluding paragraph that summarizes important ideas and details.	5.1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 113e–113f, 125d–125e, 132–133, 133a–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q 5.4: 79e–79f, 89d–89e, 96–97, 97a–97c, 103d–103e, 103p–103q, 139e–139f, 147d–147e, 154–155, 155a–155b, 161d–161e, 161p–161q 5.5: 231e–231f, 241d–241e, 248–249, 249a–249c, 255d–255e, 255p–255q
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.	5.1: 33d, 45b–45c, 153d, 163b–163c, 5.2: 243d–243e 5.3: 337d–337e, 459d, 467b–467c 5.5: 211d–211e 5.6: 355d, 383d–383e, 417d
5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	5.1: 33b, 65b, 95b, 125b, 153b 5.2: 189b, 213b, 243b, 271b, 301b 5.3: 337b, 371b, 401b, 433b, 459b 5.4: 33b, 61b, 89b, 117b, 147b 5.5: 181b, 211b, 241b, 269b, 297b 5.6: 329b, 355b, 383b, 417b, 449b
5.4.5 Use note-taking skills when completing research for writing.	5.1: 33b, 65b, 95b, 125b, 153b 5.2: 189b, 213b, 243b, 271b, 301b 5.3: 337b, 371b, 401b, 433b, 459b 5.4: 33b, 61b, 89b, 117b, 147b 5.5: 181b, 211b, 241b, 269b, 297b 5.6: 329b, 355b, 383b, 417b, 449b
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.	5.1: 49b, 81b, 109b, 139b, 169b 5.2: 201b, 229b, 257b, 287b, 317b 5.3: 353b, 387b, 423b, 447b, 473b 5.4: 45b, 75b, 103b, 135b, 161b 5.5: 197b, 227b, 255b, 283b, 311b 5.6: 343b, 369b, 401b, 433b, 467b
5.4.7 Use a thesaurus to identify alternative word choices and meanings.	5.4: 127c, 127d

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5.4.8 Review, evaluate, and revise writing for meaning and clarity.	<p>5.1: 49d–49e, 81d–81e, 109d–109e, 139d–139e, 169d–169e</p> <p>5.2: 201d–201e, 229d–229e, 257d–257e, 287d–287e, 317d–317e</p> <p>5.3: 353d–353e, 387d–387e, 423d–423e, 447d–447e, 473d–473e</p> <p>5.4: 45d–45e, 75d–75e, 103d–103e, 135d–135e, 161d–161e</p> <p>5.5: 197d–197e, 227d–227e, 255d–255e, 283d–283e, 311d–311e</p> <p>5.6: 343d–343e, 369d–369e, 401d–401e, 433d–433e, 467d–467e</p>
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.	<p>5.1: 49p–49q, 81p–81q, 109p–109q, 139p–139q, 169p–169q</p> <p>5.2: 201p–201q, 229p–229q, 257p–257q, 287p–287q, 317p–317q</p> <p>5.3: 353p–353q, 387p–387q, 423p–423q, 447p–447q, 473p–473q</p> <p>5.4: 45p–45q, 75p–75q, 103p–103q, 135p–135q, 161p–161q</p> <p>5.5: 197p–197q, 227p–227q, 255p–255q, 283p–283q, 311p–311q</p> <p>5.6: 343p–343q, 369p–369q, 401p–401q, 433p–433q, 467p–467q</p>
5.4.10 Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	<p>5.1: 49d–49e, 81d–81e, 109d–109e, 139d–139e, 169d–169e</p> <p>5.2: 201d–201e, 229d–229e, 257d–257e, 287d–287e, 317d–317e</p> <p>5.3: 353d–353e, 387d–387e, 423d–423e, 447d–447e, 473d–473e</p> <p>5.4: 45d–45e, 75d–75e, 103d–103e, 135d–135e, 161d–161e</p> <p>5.5: 197d–197e, 227d–227e, 255d–255e, 283d–283e, 311d–311e</p> <p>5.6: 343d–343e, 369d–369e, 401d–401e, 433d–433e, 467d–467e</p>

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<p>5.5 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.</p>	
<p>5.5.1 Write narratives that</p>	
<p>5.5.1.a establish a plot, point of view, setting, and conflict.</p>	<p>5.1: 53e–53f, 65d–65e, 76–77, 77a–77c, 81d–81e, 81p–81q 5.2: 291e–291f, 301d–301e, 310–311, 311a–311c, 317d–317e, 317p–317q 5.6: 347e–347f, 355d–355e, 362–363, 363a–363c, 369d–369e, 369p–369q, 437e–437f, 449d–449e, 460–461, 461a–461c, 467d–467e, 467p–467q</p>
<p>5.5.1.b show, rather than tell, the events of the story. 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>5.1: 53e–53f, 65d–65e, 76–77, 77a–77c, 81d–81e, 81p–81q 5.2: 291e–291f, 301d–301e, 310–311, 311a–311c, 317d–317e, 317p–317q 5.6: 347e–347f, 355d–355e, 362–363, 363a–363c, 369d–369e, 369p–369q, 437e–437f, 449d–449e, 460–461, 461a–461c, 467d–467e, 467p–467q</p>
<p>5.5.2 Write responses to literature that</p>	
<p>5.5.2.a demonstrate an understanding of a literary work.</p>	<p>5.1: 42–43, 74–75, 100–101, 130–131, 160–161 5.2: 194–195, 220–221, 250–251, 278–279, 308–309 5.3: 344–345, 378–379, 412–413, 438–439, 464–465 5.4: 38–39, 68–69, 94–95, 126–127, 152–153 5.5: 188–189, 216–217, 246–247, 274–275, 302–303 5.6: 336–337, 360–361, 394–395, 424–425, 458–459</p>

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5.5.2.b support statements with evidence from the text.	<p>5.1: 42–43, 74–75, 100–101, 130–131, 160–161</p> <p>5.2: 194–195, 220–221, 250–251, 278–279, 308–309</p> <p>5.3: 344–345, 378–379, 412–413, 438–439, 464–465</p> <p>5.4: 38–39, 68–69, 94–95, 126–127, 152–153</p> <p>5.5: 188–189, 216–217, 246–247, 274–275, 302–303</p> <p>5.6: 336–337, 360–361, 394–395, 424–425, 458–459</p>
5.5.2.c develop interpretations that exhibit careful reading and understanding. 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>5.1: 42–43, 74–75, 100–101, 130–131, 160–161</p> <p>5.2: 194–195, 220–221, 250–251, 278–279, 308–309</p> <p>5.3: 344–345, 378–379, 412–413, 438–439, 464–465</p> <p>5.4: 38–39, 68–69, 94–95, 126–127, 152–153</p> <p>5.5: 188–189, 216–217, 246–247, 274–275, 302–303</p> <p>5.6: 336–337, 360–361, 394–395, 424–425, 458–459</p>
5.5.4 Write persuasive letters or compositions that	
5.5.4.a state a clear position in support of a proposal.	<p>5.3: 357e–357f, 371d–371e, 380–381, 381a–381c, 387d–387e, 387p–387q</p> <p>5.5: 259e–259f, 269d–269e, 276–277, 277a–277c, 283d–283e, 283p–293q</p>
5.5.4.b support a position with relevant evidence and effective emotional appeals.	<p>5.3: 357e–357f, 371d–371e, 380–381, 381a–381c, 387d–387e, 387p–387q</p> <p>5.5: 259e–259f, 269d–269e, 276–277, 277a–277c, 283d–283e, 283p–293q</p>
5.5.4.c follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.	<p>5.3: 357e–357f, 371d–371e, 380–381, 381a–381c, 387d–387e, 387p–387q</p> <p>5.5: 259e–259f, 269d–269e, 276–277, 277a–277c, 283d–283e, 283p–293q</p>

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5.5.4.d address reader concerns. 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.	5.3: 357e–357f, 371d–371e, 380–381, 381a–381c, 387d–387e, 387p–387q 5.5: 259e–259f, 269d–269e, 276–277, 277a–277c, 283d–283e, 283p–293q
5.5.5 Use varied word choices to make writing interesting. Example: Write stories, reports, and letters showing a variety of word choices use inquired or requested instead of asked.	5.1: 133b–133c 5.2: 280–281, 281a–281b 5.3: 347a–347b, 401d–401e, 433d–433e 5.4: 117d–117e, 129a–129b 5.5: 191a–191b
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.	5.1: 44–45, 76–77, 102–103, 132–133, 162–163 5.2: 196–197, 222–223, 252–253, 280–281, 310–311 5.3: 346–347, 380–381, 414–415, 440–441, 466–467 5.4: 40–41, 70–71, 96–97, 128–129, 154–155 5.5: 190–191, 218–219, 248–249, 276–277, 304–305 5.6: 338–339, 362–363, 396–397, 426–427, 460–461
5.5.7 Write summaries that contain the main ideas of the reading selection and the most significant details.	5.5: 287e–287f, 297d–297e, 304–305, 305a–305c, 311d–311e, 311p–311q
5.5.3 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	
5.5.3.a uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).	5.1: 33b, 65b, 95b, 125b, 153b 5.2: 189b, 213b, 243b, 271b, 301b 5.3: 337b, 371b, 401b, 433b, 459b 5.4: 33b, 61b, 89b, 117b, 147b 5.5: 181b, 211b, 241b, 269b, 297b 5.6: 329b, 355b, 383b, 417b, 449b
5.5.3.b demonstrates that information that has been gathered has been summarized.	5.1 : 43d, 75d, 101d, 131d, 161d 5.2: 195d, 221d, 251d, 279d, 309d 5.3: 345d, 379d, 413d, 439d, 465d 5.4: 39d, 69d, 95d, 127d, 153d 5.5: 189d, 217d, 247d, 275d, 303d 5.6: 337d, 361d, 395d, 425d, 459d

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5.5.3.c organizes information by categorizing and sequencing. 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.	5.1: 49b, 81b, 109b, 139b, 169b 5.2: 201b, 229b, 257b, 287b, 317b 5.3: 353b, 387b, 423b, 447b, 473b 5.4: 45b, 75b, 103b, 135b, 161b 5.5: 197b, 227b, 255b, 283b, 311b 5.6: 343b, 369b, 401b, 433b, 467b
5.6 Students write using Standard English conventions appropriate to this grade level.	
5.6.1 Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).	
5.6.1.a We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).	5.3: 451d, 459c, 465e, 466–467, 473c, 473o, 473p
5.6.1.b Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).	These pages provide a foundation for this standard. 5.1: 85d, 95c, 101e, 102–103, 109c, 109p 5.6: 321d, 329c, 337e, 338–339, 343c, 343o, 343p
5.6.2 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.	5.6: 347d, 355c, 361e, 362–363, 369c, 369o, 369p
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.	5.1: 53d, 65c, 75e, 76–77, 81c, 81o, 81p, 113d, 125c, 131e, 132–133, 139c, 139o, 139p
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).	5.3: 427d, 433c, 439e, 440–441, 447c, 477o, 477p

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<p>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). Correct: On the walls there are many pictures of people who have visited the restaurant. Incorrect: There are many pictures of people who have visited the restaurant on the walls. Correct: Jenny and Kate finished their game. Incorrect: Jenny and Kate finished her game.</p>	<p>5.4: 23d, 33c, 39e, 40–41, 45c, 45o, 45p, 79d, 89c, 95e, 96–97, 103c, 103o, 103p, 139d, 147c, 153e, 154–155, 161c, 161o, 161p 5.5: 231d, 241c, 247e, 248–249, 255c, 255o, 255p 5.6: 321d, 329c, 337e, 338–339, 343c, 343o, 343p</p>
<p>5.6.5 Use a colon to separate hours and minutes (1220 a.m., 340 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.).</p>	<p>5.1: 113d, 125c, 131e, 132–133, 139c, 139o, 139p 5.6: 405d, 417c, 425e, 426–427, 433c, 433o, 433p, 449c, 459e, 460–461, 467c, 467o, 467c</p>
<p>5.6.6 Use correct capitalization.</p>	<p>5.1: 143d, 153c, 161e, 162–163, 169c, 169o, 169p</p>
<p>5.6.7 Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), 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>	<p>5.1: 143c, 153c, 161e, 169c, 169o 5.3: 451c, 459c, 465e, 473c, 473o 5.4: 49c, 61c, 69e, 75c, 75o, 107c, 117c, 127e, 135c, 135o, 139c, 147c, 153e, 161c, 161o 5.5: 171c, 181c, 189e, 197c, 197o 231c, 241c, 247e, 255c, 255o, 259c, 269c, 275e, 283c, 283o, 287c, 297c, 303e, 311c, 311o 5.6: 321c, 329c, 337e, 343c, 343o, 373c, 383c, 395e, 401c, 401o</p>

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Listening and Speaking	
5.7 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.	
5.7.1 Ask questions that seek information not already discussed.	5.1: 48–49a, 80–81a, 108–109a, 138–139a, 168–169a 5.2: 200–201a, 228–229a, 256–257a, 286–287a, 316–317a 5.3: 352–353a, 386–387a, 422–423a, 446–447a, 472–473a 5.4: 44–45a, 74–75a, 102–103a, 134–135a, 160–161a 5.5: 196–197a, 226–227a, 254–255a, 282–283a, 310–311a 5.6: 342–343a, 368–369a, 400–401a, 432–433a, 466–467a
5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	5.1: 48–49a, 80–81a, 108–109a, 138–139a, 168–169a 5.2: 200–201a, 228–229a, 256–257a, 286–287a, 316–317a 5.3: 352–353a, 386–387a, 422–423a, 446–447a, 472–473a 5.4: 44–45a, 74–75a, 102–103a, 134–135a, 160–161a 5.5: 196–197a, 226–227a, 254–255a, 282–283a, 310–311a 5.6: 342–343a, 368–369a, 400–401a, 432–433a, 466–467a
5.7.3 Make inferences or draw conclusions based on an oral report.	5.2: 228–229a, 286–287a 5.3: 386–387a 5.4: 74–75a 5.5: 226–227a 5.6: 432–433a
5.7.12 Give precise directions and instructions.	5.1: 108–109a 5.3: 446–447a 5.4: 44–45a

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5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.	<p>5.1: 48–49a, 80–81a, 108–109a, 138–139a, 168–169a</p> <p>5.2: 200–201a, 228–229a, 256–257a, 286–287a, 316–317a</p> <p>5.3: 352–353a, 386–387a, 422–423a, 446–447a, 472–473a</p> <p>5.4: 44–45a, 74–75a, 102–103a, 134–135a, 160–161a</p> <p>5.5: 196–197a, 226–227a, 254–255a, 282–283a, 310–311a</p> <p>5.6: 342–343a, 368–369a, 400–401a, 432–433a, 466–467a</p>
5.7.5 Clarify and support spoken ideas with evidence and examples.	<p>5.2: 286–287a, 316–317a</p> <p>5.3: 422–423a</p> <p>5.5: 226–227a, 310–311a</p> <p>5.6: 342–343a, 432–433a</p>
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	<p>5.1: 48–49a, 80–81a, 108–109a, 138–139a, 168–169a</p> <p>5.2: 200–201a, 228–229a, 256–257a, 286–287a, 316–317a</p> <p>5.3: 352–353a, 386–387a, 422–423a, 446–447a, 472–473a</p> <p>5.4: 44–45a, 74–75a, 102–103a, 134–135a, 160–161a</p> <p>5.5: 196–197a, 226–227a, 254–255a, 282–283a, 310–311a</p> <p>5.6: 342–343a, 368–369a, 400–401a, 432–433a, 466–467a</p>
5.7.13 Emphasize points in ways that help the listener or viewer follow important ideas and concepts.	<p>5.1: 48–49a, 80–81a, 108–109a, 138–139a, 168–169a</p> <p>5.2: 200–201a, 228–229a, 256–257a, 286–287a, 316–317a</p> <p>5.3: 352–353a, 386–387a, 422–423a, 446–447a, 472–473a</p> <p>5.4: 44–45a, 74–75a, 102–103a, 134–135a, 160–161a</p> <p>5.5: 196–197a, 226–227a, 254–255a, 282–283a, 310–311a</p> <p>5.6: 342–343a, 368–369a, 400–401a, 432–433a, 466–467a</p>

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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.	5.3: 352–353a, 472–473a 5.4: 74–75a 5.5: 310–311a 5.6: 342–343a
5.7.14 Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.	5.1: 138–139a, 168–169a 5.2: 200–201a, 279c, 316–317a 5.3: 386–387a, 472–473a 5.5: 226–227a 5.6: 432–433a
5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	5.1: 138–139a, 168–169a 5.2: 200–201a, 279c, 316–317a 5.3: 386–387a, 472–473a 5.5: 226–227a 5.6: 432–433a
5.7.9 Deliver narrative (story) presentations that	
5.7.9.a establish a situation, plot, point of view, and setting with descriptive words and phrases.	5.1: 80–81a 5.5: 254–255a 5.6: 400–401a
5.7.9.b show, rather than tell, the listener what happens.	5.1: 80–81a 5.5: 254–255a 5.6: 400–401a
5.7.15 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	5.4: 102–103a
5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means	
5.7.10.a frame questions to direct the investigation.	5.1: 108–109a 5.2: 228–229a, 316–317a 5.3: 386–387a, 446–447a 5.4: 44–45a 5.5: 226–227a, 310–311a 5.6: 342–343a, 432–433a

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5.7.10.b establish a controlling idea or topic.	5.1: 108–109a 5.2: 228–229a, 316–317a 5.3: 386–387a, 446–447a 5.4: 44–45a 5.5: 226–227a, 310–311a 5.6: 342–343a, 432–433a
5.7.10.c develop the topic with simple facts, details, examples, and explanations.	5.1: 108–109a 5.2: 228–229a, 316–317a 5.3: 386–387a, 446–447a 5.4: 44–45a 5.5: 226–227a, 310–311a 5.6: 342–343a, 432–433a
5.7.11 Deliver oral responses to literature that:	
5.7.11.a summarize important events and details.	5.2: 256–257a 5.3: 352–353a 5.5: 196–197a, 282–283a 5.6: 466–467a
5.7.11.b demonstrate an understanding of several ideas or images communicated by the literary work.	5.2: 256–257a 5.3: 352–353a 5.5: 196–197a, 282–283a 5.6: 466–467a
5.7.11.c use examples from the work to support conclusions.	5.2: 256–257a 5.3: 352–353a 5.5: 196–197a, 282–283a 5.6: 466–467a