



# **National Geographic REACH for READING**

**Common Core Program**

**Correlation to**

**INDIANA**

**Academic Standards**

**for Reading**

**Grade 5**



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<b>EL.5.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development</b>		
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.		
<p><b>EL.5.1.1 2006</b>  <b>Decoding and Word Recognition:</b>  Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.</p>	<p>Accuracy and Rate: <b>Unit 1:</b> T12–13, T19, T29, T46–47, T55, T63 <b>Unit 2:</b> T86–87, T95, T103, T120–121, T130–131, T137 <b>Unit 3:</b> T160–161, T169, T177, T192–193, T199, T209 <b>Unit 4:</b> T232–233, T241, T249, T264–265, T269, T281 <b>Unit 5:</b> T308–309, T315, T327, T342–343, T351, T361 <b>Unit 6:</b> T386–387, T395, T405, T422–423, T431, T441 <b>Unit 7:</b> T466–467, T474–475, T485, T502–503, T511, T521 <b>Unit 8:</b> T542–543, T550–551, T560c, T561, T576–577, T587, T595</p> <p>Expression: <b>Unit 1:</b> T5a, T8, T12–13, T19 <b>Unit 2:</b> T102a, T103, T110, T111b <b>Unit 3:</b> T185a, T188, T192–193, T199 <b>Unit 4:</b> T257a, T260, T264–265, T269, T280a, T281, T288 <b>Unit 5:</b> T335a, T338, T342–343, T351, T360a, T361, T368, T369b <b>Unit 6:</b> T415a, T418, T422–423, T431, T440a, T441, T447a, T449b <b>Unit 7:</b> T521, T524 <b>Unit 8:</b> T569a, T572, T576–577, T587</p> <p>Intonation: <b>Unit 1:</b> T62a, T63, T68, T69b <b>Unit 2:</b> T79a, T82, T86–87, T95, T142 <b>Unit 3:</b> T153a, T156, T160–161, T169, T176a, T177, T182, T183b <b>Unit 4:</b> T225a, T228, T232–233, T241 <b>Unit 5:</b> T326a, T327, T332 <b>Unit 6:</b> T379a, T382, T386–387, T395 <b>Unit 7:</b> T459a, T462, T466–467, T474–475, T498, T502–503, T511 <b>Unit 8:</b> T594a, T595, T601a, T603b</p> <p>Phrasing: <b>Unit 1:</b> T28a, T29, T36, T37b, T39a, T42, T46–47, T55 <b>Unit 2:</b> T113a, T116, T120–121, T130–131, T136a, T137, T143b <b>Unit 3:</b> T208a, T209, T214, T215b <b>Unit 4:</b> T248a, T249, T254 <b>Unit 5:</b> T301a, T304, T308–309, T315 <b>Unit 6:</b> T404a, T405, T411a, T413b <b>Unit 7:</b> T484a, T485, T492, T493b <b>Unit 8:</b> T542–543, T550–551, T560a, T560c, T561, T567b</p>	<p>Reading Aloud: 37, 73, 146, 218, 295, 373, 375, 377, 450, 452, 453, 528, 531, 559, 606</p> <p>Expression: 27, 61, 207, 247, 359, 439, 593</p> <p>Intonation: 101, 175, 403, 483, 519</p> <p>Phrasing: 135, 279, 325, 559</p>
<p><b>EL.5.1.2 2006</b>  <b>Vocabulary and Concept Development:</b>  Use word origins to determine the meaning of unknown words.</p>	<p><b>Unit 2:</b> T101q–T102, T102c, T111c, T111e, T135o–T136, T136c, T143c, T143e  <b>Unit 3:</b> T176c</p>	<p>102, 136, 617</p>

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<p style="text-align: center;"><b>EL.5.1.3 2006</b></p> <p>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).</p>	<p><b>Unit 1:</b> T61o–T62, T62c  <b>Unit 4:</b> T247q–T248, 248c, T279o–T279p, T280c  <b>Unit 5:</b> T359q–T360, T360c, T369c  <b>Unit 6:</b> T403o–T404, T404c, T413c, T413e</p>	62, 248, 280, 326, 360, 369, 404
<p style="text-align: center;"><b>EL.5.1.4 2006</b></p> <p>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><b>Unit 2:</b> T101q–T102, T102c, T111c, T111e, T135o–T136, T136c, T143c, T143e  <b>Unit 3:</b> T176c</p>	102, 136, 617
<p style="text-align: center;"><b>EL.5.1.5 2006</b></p> <p>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><b>Unit 1:</b> T46–47, T67a  <b>Unit 4:</b> T248a–T248b, T250  <b>Unit 6:</b> T439o  <b>Unit 7:</b> T517a</p>	33, 53, 57, 68, 281, 288, 309, 367, 491, 517, 618
<p style="text-align: center;"><b>EL.5.1.6 2006</b></p> <p>Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>	<p><b>Unit 1:</b> T56, SG22  <b>Unit 7:</b> T493c, T493e, T519q–T520, T520c, T525c, T525e</p>	404, 440, 484, 520, 615
<b>EL.5.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text</b>		
<p>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List 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 style="text-align: center;"><b>EL.5.2.1 2006</b></p> <p><b>Structural Features of Informational and Technical Materials:</b></p> <p>Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.</p>	<p><b>Unit 1:</b> T48–49  <b>Unit 2:</b> T119, T128–129, T138, T139, T140  <b>Unit 3:</b> T180, T191, T196  <b>Unit 4:</b> T251  <b>Unit 5:</b> T307, T310–311, T316–317, T318–319, T328  <b>Unit 6:</b> T385, T386–387, T396–397  <b>Unit 7:</b> T465, T470–T471 T474–475, T490, T512  <b>Unit 8:</b> T541</p>	118, 125, 127, 129, 138, 141, 181, 190, 195, 197, 201, 203, 211, 213, 251, 306, 309, 310, 311, 313, 317, 318, 328, 384, 387, 391, 395, 396, 397, 401, 464, 469, 470, 471, 475, 477, 490, 540, 543, 545, 549, 551, 553, 555, 557, 569
<p style="text-align: center;"><b>EL.5.2.2 2006</b></p> <p>Analyze text that is organized in sequential or chronological order.</p>	<p><b>Unit 3:</b> RT3.5  <b>Unit 4:</b> SG10, RT4.11  <b>Unit 6:</b> SG22, SG23  <b>Unit 8:</b> T567a–T567b, T567d, SG10, SG11</p>	142, 279, 288, 332, 412, 540-559

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<p style="text-align: center;"><b>EL.5.2.3 2006</b></p> <p><b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:</b>  Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p>	<p><b>Unit 3:</b> T185a, T206a, T210, T212, T215d, T215f, RT3.8  <b>Unit 5:</b> T301a, T308–309, T315, T320–321, T324a, T333f, SG22, SG23, RT5.1  <b>Unit 7:</b> T517  <b>Unit 8:</b> T598–599</p>	<p>179, 186, 189, 195, 197, 201, 207, 209, 213, 302, 315, 317, 319, 321, 322, 325, 331, 332, 397, 409, 563, 620</p>
<p style="text-align: center;"><b>EL.5.2.4 2006</b></p> <p>Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>Inferences: <b>Unit 1:</b> T32–33, SG20, SG26 <b>Unit 2:</b> SG11, SG22, SG23 <b>Unit 3:</b> T177, T199, T212, SG21, SG27 <b>Unit 4:</b> T249, T250, T251, T258a, T260, T284–285, T286, SG22, SG23, RT4.2 <b>Unit 5:</b> T308–309, T315, T316–317 <b>Unit 6:</b> T390, T392, T400, T408–409, SG8, SG11, SG23 <b>Unit 8:</b> T555, T595, SG16, SG17, SG23</p> <p>Conclusions: <b>Unit 1:</b> SG14, SG27 <b>Unit 2:</b> SG27 <b>Unit 3:</b> T179, T180, SG26 <b>Unit 4:</b> T282–283, SG15, SG20, SG27 <b>Unit 5:</b> T310–311, T330, SG8, SG9 <b>Unit 6:</b> SG9, <b>Unit 7:</b> SG8, SG15, SG21, SG26 <b>Unit 8:</b> T542–543, T549, T552–553, T580–581, T587, T591, T600, SG8, SG9, SG14, SG15</p> <p>Generalizations: <b>Unit 1:</b> SG27 <b>Unit 3:</b> SG26 <b>Unit 4:</b> SG14, SG20, SG26 <b>Unit 5:</b> SG17 <b>Unit 6:</b> SG9, SG15 <b>Unit 7:</b> T462, T468–469, T470, T473, T478–479, T485, T488–489, T490, SG14, RT7.2 <b>Unit 8:</b> T542–543, T550–551, T582–583, T596–597, SG9</p>	<p>Inferences: 63, 107, 139</p> <p>Draw Conclusions: 24, 199, 205, 209, 498, 499, 509, 516, 521, 538, 545, 551, 563, 572, 621</p> <p>Form generalizations: 67, 105, 462, 463, 467, 473, 487, 491, 538, 565, 572, 621</p>
<p style="text-align: center;"><b>EL.5.2.5 2006</b></p> <p><b>Expository (Informational) Critique:</b>  Distinguish among facts, supported inferences, evidence, and opinions in text.</p>	<p><b>Unit 1:</b> T62a–T62b, T63, T64–65  <b>Unit 3:</b> T204  <b>Unit 4:</b> T247o</p>	<p>134, 290–294</p>
<p style="text-align: center;"><b>EL.5.2.6 2006</b></p> <p>Follow multiple-step instructions in a basic technical manual.</p>	<p><b>Unit 2:</b> T135g <b>Unit 7:</b> T493l <b>Unit 8:</b> T607</p>	<p>137–141, 540–557, 566</p>

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<b>EL.5.3 2006 - READING: Comprehension and Analysis of Literary Text</b>		
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List, 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 style="text-align: center;"><b>EL.5.3.1 2006</b></p> <p>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.</p>	<p><b>Unit 1:</b> T29  <b>Unit 2:</b> T108  <b>Unit 3:</b> T170–171, T204, T209  <b>Unit 4:</b> T241  <b>Unit 6:</b> T396–397  <b>Unit 7:</b> T522  <b>Unit 8:</b> T576–577, T580–581, T584, T587, T590</p>	29, 209, 420, 423, 429, 436-437, 443, 450-451, 521-523, 570, 593
<p style="text-align: center;"><b>EL.5.3.2 2006</b></p> <p style="text-align: center;"><b>Analysis of Grade-Level-Appropriate Literary Text:</b></p> <p>Identify the main problem or conflict of the plot and explain how it is resolved.</p>	<p><b>Unit 1:</b> SG8, SG15, SG27  <b>Unit 2:</b> SG21  <b>Unit 3:</b> SG8, SG20  <b>Unit 4:</b> SG8  <b>Unit 5:</b> SG20, SG26  <b>Unit 6:</b> SG20, SG27  <b>Unit 7:</b> SG9  <b>Unit 8:</b> SG4, SG5, SG14</p>	89, 93, 154, 163, 167, 107, 171, 175, 345, 353, 357
<p style="text-align: center;"><b>EL.5.3.3 2006</b></p> <p>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.</p>	<p><b>Unit 1:</b> T16  <b>Unit 5:</b> T360a–T360b, RT5.10  <b>Unit 6:</b> T422–423, T433, SG21, SG26, SG27  <b>Unit 7:</b> T512, T513</p>	6, 17, 21, 24, 27, 80, 89, 93, 101, 105, 144, 226, 336, 349, 336, 353, 357, 359, 363, 365, 367, 524
<p style="text-align: center;"><b>EL.5.3.4 2006</b></p> <p>Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.</p>	<p><b>Unit 2:</b> T101j, T111g  <b>Unit 4:</b> T225a, T234–235, T237, T241, T244, T246a, RT1  <b>Unit 5:</b> T356, T367a, T369a–T369b, T369f, T369g, RT11  <b>Unit 6:</b> T449a–T449b, T449f, T449g  <b>Unit 7:</b> T520a–T520b, T522, T525f, T525g, T590, RT10</p>	226, 247, 368
<p style="text-align: center;"><b>EL.5.3.5 2006</b></p> <p>Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p>	<p><b>Unit 1:</b> T67a  <b>Unit 2:</b> T106–107  <b>Unit 4:</b> T248a–T248b, T250, T287a  <b>Unit 6:</b> T439o</p>	29, 68, 109, 275, 288, 325, 329, 349, 353, 377, 403, 447, 485
<ul style="list-style-type: none"> <li>• Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.</li> </ul>	<p><b>Unit 1:</b> T29</p>	29
<ul style="list-style-type: none"> <li>• Imagery: the use of language to create vivid pictures in the reader's mind.</li> </ul>	<p><b>Unit 2:</b> T106–107  <b>Unit 4:</b> T287a</p>	109, 275, 288, 325, 329, 349, 353, 377, 403, 447, 485
<ul style="list-style-type: none"> <li>• Metaphor: an implied comparison in which a word or phrase is used in place of another, such as He was drowning in money.</li> </ul>	<p><b>Unit 1:</b> T67a  <b>Unit 4:</b> T248a–T248b, T250  <b>Unit 6:</b> T439o</p>	68

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<p style="text-align: center;"><b>EL.5.3.6 2006</b>  <b>Literary Criticism:</b>            Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p>	<p><b>Unit 1:</b> T11a-T11b  <b>Unit 2:</b> T85, T96–97, T98, T100, T103, T104-105, T108, T109a</p>	84, 103, 110, 230, 361
<p style="text-align: center;"><b>EL.5.3.7 2006</b>            Evaluate the author's use of various techniques to influence readers' perspectives.</p>	<p><b>Unit 4:</b> T222  <b>Unit 8:</b> T559m–T559n</p>	25, 89, 99, 173, 245, 323, 412, 437, 492, 517, 591
<p style="text-align: center;"><b>EL.5.3.8 2006</b>            Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p>	<p><b>Unit 1:</b> T11 <b>Unit 4:</b> T222 <b>Unit 8:</b> 575</p>	10, 44, 84, 262, 267, 500, 516, 574, 585