



Grade 5  
© 2014

STANDARDS	PAGE REFERENCES
<b>EL.5.1 2006 - READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<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.</b>	
<p>EL.5.1.1 2006</p> <p>Decoding and Word Recognition:</p> <p>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><b>Teacher Edition:</b></p> <p>Unit 1: T27, T91, T155, T219, T283, T334</p> <p>Unit 2: T27, T91, T155, T156, T219, T220, T283, T334</p> <p>Unit 3: T27, T76-T77, T334</p> <p>Unit 4: T12-13, T334</p>
<p>EL.5.1.2 2006</p> <p>Vocabulary and Concept Development:</p> <p>Use word origins to determine the meaning of unknown words.</p> <p>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.</p>	<p><b>Student Resources:</b></p> <p><i>Literature Anthology:</i> 85, 251</p> <p><i>Reading/Writing Workshop:</i> 71, 215</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T216-T217, T217C, T217R, T231, T237, T242, T246</p> <p>Unit 2: T295</p> <p>Unit 3: T216-T217, T217J, T217P, T231, T237</p> <p>Unit 4: T39, T103</p> <p>Unit 5: T39, T231, T295</p> <p>Unit 6: T103, T167</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.1.3 2006</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>Student Resources:</b>  <i>Literature Anthology:</i> 63, 179, 277, 445, 503  <i>Reading/Writing Workshop:</i> 57, 157, 245, 389, 431</p> <p><b>Teacher Edition:</b>  Unit 1: S15, T152-T153, T153J, T153R, T167, T173, T178  Unit 2: T280-T281, T281C, T281D  Unit 4: T24-T25, T25L, T25P, T39, T45, T50, T61, T102  Unit 5: T38  Unit 6: T24-T25, T25H, T25P, T39, T45, T50, T216-T217, T217G, T217N, T237, T253</p>
<p>EL.5.1.4 2006</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>Student Resources:</b>  <i>Literature Anthology:</i> 85, 231, 251  <i>Reading/Writing Workshop:</i> 71, 201, 215, 373</p> <p><b>Teacher Edition:</b>  Unit 1: T216-T217, T217C, T217R, T231, T237, T242  Unit 3: T152-T153, T153D, T153P, T173, T178, T216-T217, T217J, T217P, T237, T242  Unit 4: T39  Unit 5: T280-T281, T301, T306, T310  Unit 6: T38</p>
<p>EL.5.1.5 2006</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>Student Resources:</b>  <i>Literature Anthology:</i> 133, 343  <i>Reading/Writing Workshop:</i> 115, 301</p> <p><b>Teacher Edition:</b>  Unit 1: T41  Unit 2: T88-T89, T89H, T89K, T89P, T103, T109, T114, T118, T121  Unit 4: T280-T281, T281C, T281D, T295, T301, T306, T310  Unit 5: T25E, T25F, T102  Unit 6: T217B, T232</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.1.6 2006</p> <p>Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>	<p><b>Student Resources:</b>  <i>Literature Anthology:</i> 25, 213, 337, 399  <i>Reading/Writing Workshop:</i> 29, 101, 187, 287, 345</p> <p><b>Teacher Edition:</b>            Unit 1: S15, T24-T25, T25C, T25D, T25H, T25L, T38, T39, T45, T57            Unit 2: T24-T25, T25E, T25G, T25i, T39, T45, T50            Unit 3: T88-T89, T89D, T89H, T89P, T121            Unit 4: T216-T217, T217E, T217R, T237            Unit 5: T24-T25, T25D, T152-T153, T153P            Unit 6: T25E, T25S</p>
<p><b>EL.5.2 2006 - READING: Comprehension and Analysis of Nonfiction and Informational Text</b></p>	
<p><b>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.</b></p>	
<p>EL.5.2.1 2006</p> <p>Structural Features of Informational and Technical Materials:</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>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 94-95, 223, 319  <i>Reading/Writing Workshop:</i> 70, 84, 100, 200, 228, 286, 372, 416, 430</p> <p><b>Teacher Edition:</b>            Unit 1: T214-T215, T281E-T281F            Unit 2: T22-T23, T25F, T25L, T48-T49, T89K            Unit 3: T150-T151, T153C, T153E, T153i, T153K, T176, T251, T278-T279, T281E-T281F            Unit 4: T214-T215, T217D, T217J, T217L            Unit 5: T153H, T153K, T278-T279            Unit 6: T153B, T176, T180, T185, T214-T215, T217B</p>
<p>EL.5.2.2 2006</p> <p>Analyze text that is organized in sequential or chronological order.</p> <p>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 25, 151  <i>Reading/Writing Workshop:</i> 27, 69, 127</p> <p><b>Teacher Edition:</b>            Unit 1: S23, T20-T21, T25D, T25E, T25G, T25i, T25K, T47, T51, T59, T212-T213            Unit 2: T110, T148-T149, T153C, T153E, T153H, T153N, T175, T176-T177, T179            Unit 3: T217G            Unit 4: T25H, T83            Unit 6: T25Q</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.2.3 2006</p> <p>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:</p> <p>Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>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><b>Student Resources:</b></p> <p><i>Literature Anthology</i>: 231, 251</p> <p><i>Reading/Writing Workshop</i>: 199, 213</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: S23-S24, T147</p> <p>Unit 3: T144, T148-T149, T153C, T153F, T153H, T153J, T153M, T168-T169, T175, T177, T179, T181, T183, T212-T213, T217C, T217H, T217P</p> <p>Unit 4: T217K</p> <p>Unit 5: T217M, T275</p> <p>Unit 6: T135S</p>
<p>EL.5.2.4 2006</p> <p>Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>Example: Use a guidebook, such as <i>Discovering Fossils: How to Find and Identify Remains of the Prehistoric Past (Fossils &amp; Dinosaurs)</i> by Frank A. Garcia, to gain information and make predictions about the identification of fossils found in everyday surroundings.</p>	<p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop</i>: 112, 140</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T17, T25D, T25J, T80, T89G, T89i, T144, T153H, T153i-T153J, T153P, T208, T217D, T217G</p> <p>Unit 2: T25K, T25U, T82-T83, T93, T153F, T210-T211</p> <p>Unit 3: T308, T313</p> <p>Unit 4: T53, T80</p> <p>Unit 5: T12-T13, T25D, T25G, T83, T89H, T116-T117, T153H, T278</p>
<p>EL.5.2.5 2006</p> <p>Expository (Informational) Critique:</p> <p>Distinguish among facts, supported inferences, evidence, and opinions in text.</p> <p>Example: Identify facts and opinions in a newspaper editorial or editorial page writer's column.</p>	<p><b>Student Resources:</b></p> <p><i>Literature Anthology</i>: 337</p> <p><i>Reading/Writing Workshop</i>: 228, 286</p> <p><i>Time for Kids</i>: 259, 427</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T302</p> <p>Unit 3: T281B, T281D, T350</p> <p>Unit 4: T217O, T221, T238, T243</p> <p>Unit 5: T281D, T285, T297, T303, T305, T307</p> <p>Unit 6: T350</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.2.6 2006</p> <p>Follow multiple-step instructions</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p> <p>Unit 2: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p> <p>Unit 3: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p> <p>Unit 4: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p> <p>Unit 5: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p> <p>Unit 6: T28, T92, T156, T220, T284, T330-T334, T344-T349, T350-T355</p>
<p><b>EL.5.3 2006 - READING: Comprehension and Analysis of Literary Text</b></p>	
<p><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.</b></p>	
<p>EL.5.3.1 2006</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>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><b>Student Resources:</b></p> <p><i>Literature Anthology:</i> 95, 171, 315</p> <p><i>Reading/Writing Workshop:</i> 28, 42, 56, 70, 84, 100, 128, 144, 154</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T22-T23, T86-T87, T150-T151, T153M-T153N, T214-T215, T217H, T278-T279, T281C, T281F</p> <p>Unit 2: T22-T23, T86-T87, T89O, T150-T151, T153M, T153P, T214-T215, T217E, T217L, T217O, T217R, T274-T275, T281A-T281B</p> <p>Unit 3: T17, T22-T23, T25G, T86-T87, T150-T151, T214-T215, T274-T275</p> <p>Unit 4: T22-T23, T86-T87, T89K, T150-T151, T153Q, T208, T214-T215, T274-T275</p> <p>Unit 5: T22-T23, T86-T87, T150-T151, T214-T215, T274-T275</p> <p>Unit 6: T22-T23, T86-T87, T150-T151, T214-T215, T274-T275</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.3.2 2006</p> <p>Analysis of Grade-Level-Appropriate Literary Text: Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 41, 45, 113, 503  <i>Reading/Writing Workshop:</i> 41, 99, 429</p> <p><b>Teacher Edition:</b>  Unit 1: T47, T84-T85, T89H, T89J, T89L, T89P  Unit 2: T20-T21, T25V, T29, T85, T209, T281A-T281B  Unit 3: T80  Unit 4: T89G-T89H  Unit 6: T212-T213</p>
<p>EL.5.3.3 2006</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>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 45, 137, 189, 359, 379, 511  <i>Reading/Writing Workshop:</i> 329</p> <p><b>Teacher Edition:</b>  Unit 1: T89P  Unit 2: T89T, T104, T116, T123  Unit 5: T20-T21, T25F, T25P, T25R, T46, T56-T57, T84-T85, T89E, T89i, T89K, T89M, T89P, T104-T105, T110, T111, T112-T113, T115  Unit 6: T217P, T281F</p>
<p>EL.5.3.4 2006</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>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 171, 179, 195, 213, 343  <i>Reading/Writing Workshop:</i> 141, 155, 171, 185</p> <p><b>Teacher Edition:</b>  Unit 1: S13-S14  Unit 2: T212-T213, T217M, T217P, T239, T241, T243, T245, T276-T277, T281B, T303  Unit 3: T20-T21, T25C, T25L, T47, T51, T84-T85, T89N, T117, T119  Unit 4: T276-T277, T281B  Unit 5: T17  Unit 6: T20-T21, T84-T85, T111, T115</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.3.5 2006</p> <p>Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.</p> <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> <li>• Imagery: the use of language to create vivid pictures in the reader's mind.</li> <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>Student Resources:</b>  <i>Literature Anthology:</i> 509  <i>Reading/Writing Workshop:</i> 143, 186</p> <p><b>Teacher Edition:</b>  Unit 1: T153K  Unit 2: T25O, T88-T89, T89H, T89K, T89O, T89P, T103, T109, T114, T118, T121, T153B, T153Q, T214, T216-T217, T217B  Unit 3: T86, T89O  Unit 4: T25H, T40, T280-T281, T281C, T281D, T295, T301, T306, T310  Unit 5: T25M, T89O  Unit 6: T153Q, T270, T281C, T305</p>
<p>EL.5.3.6 2006</p> <p>Literary Criticism:</p> <p>Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p> <p>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><b>Student Resources:</b>  <i>Literature Anthology:</i> 133, 171, 277, 430, 445  <i>Reading/Writing Workshop:</i> 114, 142, 244</p> <p><b>Teacher Edition:</b>  Unit 1: S9  Unit 2: T76, T86-T87, T89C, T89i, T89P, T153P, T153Q, T204, T214-T215, T217L  Unit 4: T22-T23, T25i, T25M, T25S  Unit 5: T89C  Unit 6: T153S-T153V</p>
<p>EL.5.3.7 2006</p> <p>Evaluate the author's use of various techniques to influence readers' perspectives.</p> <p>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.</p>	<p><b>Student Resources:</b>  <i>Literature Anthology:</i> 509  <i>Reading/Writing Workshop:</i> 258, 444</p> <p><b>Teacher Edition:</b>  Unit 1: T25F, T89C, T153N, T217F, T217U  Unit 2: T25i-T25J, T25L, T89K  Unit 3: T25O-T25P, T89O  Unit 4: T89H, T217L  Unit 6: T153Q, T217E</p>
<p>EL.5.3.8 2006</p> <p>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>Student Resources:</b>  <i>Literature Anthology:</i> 509  <i>Reading/Writing Workshop:</i> 243, 257, 443</p> <p><b>Teacher Edition:</b>  Unit 2: T89K, T304, T337  Unit 4: T16, T17, T20-T21, T25C, T25M, T29, T41, T46, T47, T48, T51, T57, T84-T85, T89O-T89P, T210, T115, T121  Unit 5: T25E  Unit 6: T276-T277, T281B, T281C, T303</p>

STANDARDS	PAGE REFERENCES
<b>EL.5.4 2006 - WRITING: Processes and Features</b>	
<b>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.</b>	
<p>EL.5.4.1 2006            Organization and Focus:            Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p>	<p><b>Student Resources:</b>  <i>Reading/Writing Workshop:</i> 346-347  <b>Teacher Edition:</b>            Unit 1: T33, T220, T345, T351            Unit 2: T28, T220, T329, T345, T351            Unit 3: T220, T345, T351            Unit 4: T156, T345, T351            Unit 5: T158-T161, T345, T346, T351            Unit 6: T222-T225, T345, T351</p>
<p>EL.5.4.10 2006            Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p>	<p><b>Student Resources:</b>  <i>Reading Writing Workshop</i> 30-31, 58-59, 72-73, 102-103, 144-145, 158-159, 261, 274-275, 360-361, 390-391, 432-433  <b>Teacher Edition:</b>            Unit 1: T30-T33, T158-T161, T222-T225, T286-T289, T347-T348, T353-T354            Unit 2: T30-T33, T222-T225, T286-T289, T347-T348, T353-T354            Unit 3: T346-T347, T353-T354            Unit 4: T158-T161, T222-T225, T346-T347, T353-T354            Unit 5: T158-T161, T222-T225            Unit 6: T30-T33, T158-T161, T222-T225</p>
<p>EL.5.4.11 2006            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><b>Student Resources:</b>  <i>Reading/Writing Workshop:</i> 102-103, 130-131, 202-203, 288-289, 360-361, 404-405  <b>Teacher Edition:</b>            Unit 1: T222-T225, T351            Unit 2: T30-T33, T158-T161, T220, T222-T225, T346            Unit 3: T158-T161, T345-T346, T351            Unit 4: T158-T161, T222-T225, T345            Unit 5: T222-T225, T345-T347, T351-T353            Unit 6: T30-T33, T94-T97, T345-T346</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.4.2 2006</p> <p>Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T96-T97, T344-T349, T350-T354</p> <p>Unit 2: T97</p> <p>Unit 3: T96-T97</p> <p>Unit 4: T96-T97, T344-T349</p>
<p>EL.5.4.3 2006</p> <p>Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> <li>• present important ideas or events in sequence or in chronological order.</li> <li>• provide details and transitions to link paragraphs.</li> <li>• offer a concluding paragraph that summarizes important ideas and details.</li> </ul>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T288-T289, T330-T332</p> <p>Unit 2: T32-T33, T160-T161, T350-T355</p> <p>Unit 3: T161, T224-T225, T344-T349, T350-T355</p> <p>Unit 4: T224-T225</p> <p>Unit 5: T344-T349, T350-T355</p> <p>Unit 6: T344-T349</p>
<p>EL.5.4.4 2006</p> <p>Research Process and Technology:</p> <p>Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T28, T330, T332</p> <p>Unit 2: T330</p> <p>Unit 4: T330, T332</p> <p>Unit 5: T284, T351</p> <p>Unit 6: T28</p>
<p>EL.5.4.5 2006</p> <p>Use note-taking skills when completing research for writing.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T28, T29, T92, T93, T157, T220, T285, T330</p> <p>Unit 2: T28, T29, T157, T345, T351</p> <p>Unit 3: T28, T92, T93, T156, T220, T330, T345, T351</p> <p>Unit 4: T92, T157, T221, T285, T330</p> <p>Unit 5: T93, T220, T330, T345, T351</p> <p>Unit 6: T93, T345, T351</p>
<p>EL.5.4.6 2006</p> <p>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.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T328, T329, T330, T348</p> <p>Unit 2: T328, T329, T330, T348, T350</p> <p>Unit 3: T328, T329, T354</p> <p>Unit 4: T24, T28, T156, T328, T329</p> <p>Unit 5: T152, T156, T328, T329</p> <p>Unit 6: T28, T328, T329</p>
<p>EL.5.4.7 2006</p> <p>Use a thesaurus to identify alternative word choices and meanings.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: S16, T352</p> <p>Unit 2: T54, T284</p> <p>Unit 3: T118</p> <p>Unit 4: T24, T220, T284</p> <p>Unit 5: T167</p> <p>Unit 6: T246</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.4.8 2006</p> <p>Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T32-T33, T160-T161, T224-T225, T347-T349, T353-T355</p> <p>Unit 2: T32-T33, T160-T161, T224-T225, T288-T289, T347-T349, T353-T355</p> <p>Unit 3: T96-T97, T160-T161, T224-T225, T288-T289, T347-T349, T353-T355</p> <p>Unit 4: T160-T161, T224-T225, T347-T349, T353-T355</p> <p>Unit 5: T347-T349, T353-T355</p> <p>Unit 6: T347-T349, T353-T355</p>
<p>EL.5.4.9 2006</p> <p>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>	<p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 30-31, 44-45, 58-59, 72-73, 86-87</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: S33-S34, T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p> <p>Unit 2: T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p> <p>Unit 3: T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p> <p>Unit 4: T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p> <p>Unit 5: T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p> <p>Unit 6: T32-T33, T96-T97, T160-T161, T333, T348-T349, T354-T355</p>
<p><b>EL.5.5 2006 - WRITING: Applications (Different Types of Writing and Their Characteristics)</b></p>	
<p><b>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:</b></p>	
<p>EL.5.5.1 2006</p> <p>Write narratives that:</p> <ul style="list-style-type: none"> <li>• establish a plot, point of view, setting, and conflict.</li> <li>• show, rather than tell, the events of the story.</li> </ul> <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><b>Teacher Edition:</b></p> <p>Unit 1: S33-S34, T30-T33, T96-T97, T344-T349, T350-T354</p> <p>Unit 2: T94-T97</p> <p>Unit 3: T96-T97, T222-T225</p> <p>Unit 4: T94-T97, T344-T349, T350-T355</p> <p>Unit 5: T30-T33</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.5.2 2006</p> <p>Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of a literary work.</li> <li>• support statements with evidence from the text.</li> <li>• develop interpretations that exhibit careful reading and understanding.</li> </ul> <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><b>Student Resources:</b>  <i>Literature Anthology</i>: 41, 63, 113, 133, 213, 231</p> <p><b>Teacher Edition:</b>  Unit 1: S36, T20, T25P, T29, T41, T221, T233, T329  Unit 2: T20, T53, T84, T117, T123, T177, T181, 329  Unit 3: T285, T297, T305, T339, T344-T349  Unit 4: T20, T25P, T25R, T41, T49, T53, T123, T148  Unit 5: T177, T181, T187, T212, T329, T339  Unit 6: T49, T55, T93, T105, T115, T344-T349</p>
<p>EL.5.5.3 2006</p> <p>Research Application:</p> <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"> <li>• uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors).</li> <li>• demonstrates that information that has been gathered has been summarized.</li> <li>• organizes information by categorizing and sequencing.</li> </ul> <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><b>Teacher Edition:</b>  Unit 1: T220, T330-T335  Unit 2: T156, T220, T284, T330-T335  Unit 3: T28, T156, T330-T335  Unit 4: T92, T330-T335  Unit 5: T156, T330-T335, T344-T349, T350-T355  Unit 6: T28, T330-T335</p>
<p>EL.5.5.4 2006</p> <p>Write persuasive letters or compositions that:</p> <ul style="list-style-type: none"> <li>• state a clear position in support of a proposal.,</li> <li>• support a position with relevant evidence and effective emotional appeals.</li> <li>• follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last.</li> <li>• address reader concerns.</li> </ul> <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><b>Teacher Edition:</b>  Unit 1: T284, T288-T289, T331  Unit 2: T284  Unit 3: T289, T350-T355  Unit 4: T224-T225  Unit 5: T288, T331  Unit 6: T350-T355</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.5.5 2006</p> <p>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><b>Teacher Edition:</b></p> <p>Unit 1: T30-T33, T94-T97, T158-T161, T346, T352</p> <p>Unit 2: T158-T161, T286-T289, T347, T352</p> <p>Unit 3: T30-T33, T94-T97</p> <p>Unit 4: T30-T33, T286-T289, T352, T353</p> <p>Unit 6: T286-T289</p>
<p>EL.5.5.6 2006</p> <p>Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.</p> <p>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><b>Teacher Edition:</b></p> <p>Unit 1: T330-T334, T344-T349</p> <p>Unit 2: T344-T349</p> <p>Unit 3: T30-T33, T330-T334</p> <p>Unit 4: T28, T94-T97, T344-T349, T350-T355</p> <p>Unit 5: T156, T344-T349, T350-T355</p> <p>Unit 6: T28, T344-T349, T350-T355</p>
<p>EL.5.5.7 2006</p> <p>Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p><b>Student Resources:</b></p> <p><i>Literature Anthology:</i> 231, 251</p> <p><b>Teacher Edition:</b></p> <p>Unit 3: T28, T92, T153P, T175, T183, T212, T239, T243, T284</p> <p>Unit 4: T92, T220, T284</p> <p>Unit 5: T220</p>
<p><b>EL.5.6 2006 - WRITING: English Language Conventions</b></p>	
<p><b>Students write using Standard English conventions appropriate to this grade level.</b></p>	
<p>EL.5.6.1 2006</p> <p>Sentence Structure:</p> <p>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).</p> <ul style="list-style-type: none"> <li>• We began our canoe trip on the White River (prepositional phrase) when it stopped raining (subordinate clause).</li> <li>• Famous for their first flight at Kitty Hawk (appositive), the Wright brothers are legendary in aviation (main clause).</li> </ul>	<p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 86-87, 418-419</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T99, T227, T162-T163, T286-T287, T290-T291</p> <p>Unit 2: T163</p> <p>Unit 5: T34-T35, T98-T99</p> <p>Unit 6: T158-T159</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.6.2 2006</p> <p>Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.</p>	<p><b>Student Resources:</b>  <i>Reading/Writing Workshop:</i> 230-231, 288-289, 332-333, 404-405, 418-419</p> <p><b>Teacher Edition:</b>            Unit 1: T226-T227, T288            Unit 3: T286-T289            Unit 4: T222-T225            Unit 5: T94-T97, T98-T99            Unit 6: T94-T97, T158-T161</p>
<p>EL.5.6.3 2006</p> <p>Grammar:</p> <p>Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/lay, sit/set, rise/raise).</p>	<p><b>Student Resources:</b>  <i>Grammar Handbook:</i> 458-459</p> <p><b>Teacher Edition:</b>            Unit 3: T98-T99, T162-T163, T226-T227, T290-T291</p>
<p>EL.5.6.4 2006</p> <p>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).</p> <ul style="list-style-type: none"> <li>• Correct: On the walls there are many pictures of people who have visited the restaurant.</li> <li>• Incorrect: There are many pictures of people who have visited the restaurant on the walls.</li> <li>• Correct: Jenny and Kate finished their game.</li> <li>• Incorrect: Jenny and Kate finished her game.</li> </ul>	<p><b>Teacher Edition:</b>            Unit 3: T227            Unit 5: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291            Unit 6: T34-T35, T98-T99, T226-T227</p>
<p>EL.5.6.5 2006</p> <p>Punctuation:</p> <p>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.).</p>	<p><b>Student Resources:</b>  <i>Reading/Writing Workshop:</i> 404-405</p> <p><b>Teacher Edition:</b>            Unit 1: T98-T99, T163            Unit 4: T99            Unit 5: T98-T99, T163            Unit 6: T227</p>
<p>EL.5.6.6 2006</p> <p>Capitalization:</p> <p>Use correct capitalization.</p>	<p><b>Teacher Edition:</b>            Unit 1: T34-T35            Unit 2: T34-T35            Unit 3: T227            Unit 5: T163            Unit 6: T35</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.6.8 2006</p> <p>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.</p>	<p><b>Student Resources:</b>  <i>Reading/Writing Workshop:</i> 86-87, 418-419</p> <p><b>Teacher Edition:</b>            Unit 1: T98-T99, T162-T163, T226-T227, T286-T289, T290-T291            Unit 5: T34-T35, T98-T99            Unit 6: T158-T161</p>
<p>EL.5.6.7 2006</p> <p>Spelling:</p> <p>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><b>Teacher Edition:</b>            Unit 2: T228-T229, T254, T292-T293            Unit 3: T36, T100-T101, T228-T229, T293            Unit 4: T90-T91, T100-T101, T126, T164, T229, T292-T293            Unit 5: T26-T27, T36-T37, T42-T43, T62, T164-T165, T190, T228-T229            Unit 6: T36-T37, T62, T100-T101</p>
<p><b>EL.5.7 2006 - LISTENING AND SPEAKING: Skills, Strategies, and Applications</b></p>	
<p><b>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.</b></p>	
<p>EL.5.7.1 2006</p> <p>Comprehension:</p> <p>Ask questions that seek information not already discussed.</p>	<p><b>Teacher Edition:</b>            Unit 1: S20, T74, T146, T202            Unit 2: T74            Unit 3: T202            Unit 4: T10, T335            Unit 5: T140-T141, T335            Unit 6: T10</p>
<p>EL.5.7.10 2006</p> <p>Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> <li>• frame questions to direct the investigation.</li> <li>• establish a controlling idea or topic.</li> <li>• develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<p><b>Teacher Edition:</b>            Unit 1: T284, T330-T335            Unit 2: T284, T330-T335            Unit 4: T330-T335            Unit 5: T156, T330-T335            Unit 6: T92, T156, T330-T335</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.7.11 2006</p> <p>Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• summarize important events and details.</li> <li>• demonstrate an understanding of several ideas or images communicated by the literary work.</li> <li>• use examples from the work to support conclusions.</li> </ul>	<p><i>The references under Units 3 and 6 below are book reports that can be adapted to oral presentations.</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 1: S36, T29, T93, T153V, T157, T217V  Unit 2: T29, T93, T153R, T157, T217, T284  Unit 3: T344-T349  Unit 4: T93, T153V, T284  Unit 5: T74, T138  Unit 6: T344-T349</p>
<p>EL.5.7.12 2006</p> <p>Give precise directions and instructions.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 2: T161, T220, T331  Unit 4: T331  Unit 5: T344-T349  Unit 6: T33, T331</p>
<p>EL.5.7.13 2006</p> <p>Emphasize points in ways that help the listener or viewer follow important ideas and concepts.</p>	<p><i>The following references cover only oral presentations. Lessons to enhance the clarity of written work - such as using logical order, transitions, strong opening/closing paragraphs, and precise wording - can be found throughout the texts and adapted to oral presentations.</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T92, T334-T335  Unit 2: T156, T220, T334-T335  Unit 3: T334-T335  Unit 4: T220, T334-T335  Unit 5: T92, T220, T334-T335  Unit 6: T28, T284, T334-T335</p>
<p>EL.5.7.14 2006</p> <p>Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p>	<p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop: 227, 271</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T92, T220, T302, T303, T329, T332  Unit 2: T92, T156, T329  Unit 3: T28, T92, T156, T220, T276, T329  Unit 4: T28, T92, T148, T153C, T153O, T156, T217O, T284  Unit 5: T156, T220, T284, T303, T329, T332, T351  Unit 6: T284, T329</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.7.15 2006</p> <p>Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.</p>	<p><i>The following references on using sensory details and creating unified impressions of people, places and experiences can be adapted to oral presentation via classroom instruction.</i></p> <p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 30-31, 58-59, 130-131, 260-261, 302-303</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T30-T33, T158-T161, T345, T346, T352</p> <p>Unit 2: T158-T161, T286-T289, T347</p> <p>Unit 4: T94-T97, T286-T289, T346, T351, T352</p> <p>Unit 5: T158-T161</p> <p>Unit 6: T286-T289</p>
<p>EL.5.7.2 2006</p> <p>Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.</p>	<p><i>The following references cover only oral presentations. In addition, lessons on evaluating author's perspective and author's purpose can be found throughout the text and adapted to oral presentations.</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T138, T335</p> <p>Unit 2: T335</p> <p>Unit 3: T74, T335</p> <p>Unit 4: T335</p> <p>Unit 5: T335</p> <p>Unit 6: T335</p>
<p>EL.5.7.3 2006</p> <p>Make inferences or draw conclusions based on an oral report.</p>	<p><i>The following references on making inferences and drawing conclusions from literature can be adapted to oral presentation via classroom instruction.</i></p> <p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 112, 140</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T17, T25D, T25J, T80, T89G, T89i, T144, T153H, T153i-T153J, T153P, T208, T217D, T217G</p> <p>Unit 2: T25K, T25U, T82-T83, T93, T153F, T210-T211</p> <p>Unit 3: T308, T313</p> <p>Unit 4: T53, T80</p> <p>Unit 5: T12-T13, T25D, T25G, T83, T89H, T116-T117, T153H, T278</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.7.4 2006</p> <p>Organization and Delivery of Oral Communication: Select a focus, organizational structure, and point of view for an oral presentation.</p>	<p><i>The following references on selecting a focus, organizational structure, and point of view for writing can be adapted to oral presentations via classroom instruction.</i></p> <p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 102-103, 130-131, 202-203, 288-289, 360-361, 404-405</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T222-T225, T351</p> <p>Unit 2: T30-T33, T158-T161, T220, T222-T225, T346</p> <p>Unit 3: T30-T33, T158-T161, T345-T346, T351</p> <p>Unit 4: T30-T33, T158-T161, T222-T225, T345</p> <p>Unit 5: T222-T225, T345-T347, T351-T353</p> <p>Unit 6: T30-T33, T94-T97, T222-T225, T345-T346</p>
<p>EL.5.7.5 2006</p> <p>Clarify and support spoken ideas with evidence and examples.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T284</p> <p>Unit 2: T158-T161, T284</p> <p>Unit 3: T28, T158-T161, T284</p> <p>Unit 4: T92, T284</p> <p>Unit 6: T156, T222-T225</p>
<p>EL.5.7.6 2006</p> <p>Use volume, phrasing, timing, and gestures appropriately to enhance meaning.</p>	<p><b>Teacher Edition:</b></p> <p>Unit 1: T27, T91, T155, T219, T283, T334</p> <p>Unit 2: T27, T91, T155, T156, T219, T220, T283, T334</p> <p>Unit 3: T27, T334</p> <p>Unit 4: T334</p>
<p>EL.5.7.7 2006</p> <p>Analysis and Evaluation of Oral and Media Communications: Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.</p>	<p><i>Additional media analysis can be facilitated via classroom instruction and/or the use of adjunct materials.</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T302</p> <p>Unit 4: T217O, T284, T307</p> <p>Unit 5: T92, T284</p>
<p>EL.5.7.8 2006</p> <p>Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>	<p><i>Additional media analysis can be facilitated via classroom instruction and/or the use of adjunct materials.</i></p> <p><b>Teacher Edition:</b></p> <p>Unit 4: T284</p> <p>Unit 5: T284</p> <p>Unit 6: T92</p>

STANDARDS	PAGE REFERENCES
<p>EL.5.7.9 2006</p> <p>Speaking Applications:</p> <p>Deliver narrative (story) presentations that:</p> <ul style="list-style-type: none"> <li>• establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>• show, rather than tell, the listener what happens.</li> </ul>	<p><i>The following references cover narrative writing and can be adapted to oral presentations via classroom instruction.</i></p> <p><b>Student Resources:</b></p> <p><i>Reading/Writing Workshop:</i> 30-31, 44-45, 260-261, 302-303</p> <p><b>Teacher Edition:</b></p> <p>Unit 1: T30-T33, T94-T97, T344-T349, T350-T355</p> <p>Unit 2: T158-T161, T286-T289, T347, T352</p> <p>Unit 4: T30-T33, T94-T97, T286-T289, T344-T349, T351, T352</p> <p>Unit 5: T158-T161</p>