

# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grade 5 (W)

### Text Types and Purposes

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| <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>   | <p><b>SB:</b> Ch. 2 (pp. 15–31)<br/> <b>TG:</b> pp. 9–19<br/> <b>IWL:</b> WC_2.1A_IdentifyFact<br/>         WC_2.1B_WriteOpinion<br/>         WC_2.2A_AnalyzePara<br/>         WC_2.3A_IdentifyOrg<br/>         WC_2.5A_AnalyzePrompt<br/>         WC_2.5B_GatherInfo<br/>         WC_2.5C_WriteOpinion<br/>         WC_2.5D_IdentifyPart<br/>         WC_2.6A_Checklist<br/>         WC_2.6A_PromptADraft<br/>         WC_2.6A_PromptAModel</p>   |
| <p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> | <p><b>SB:</b> Ch. 3 (pp. 32–45)<br/> <b>TG:</b> pp. 21–31<br/> <b>IWL:</b> WC_3.1A_MainIdea<br/>         WC_3.2A_IdentifySupport<br/>         WC_3.3A_WriteSupport<br/>         WC_3.3B_ReadText<br/>         WC_3.3C_GroupInfo<br/>         WC_3.4A_AnalyzePrompt<br/>         WC_3.4B_GatherInfo<br/>         WC_3.4C_WriteMainIdea<br/>         WC_3.4E_AnalyzeOutline<br/>         WC_3.4F_AnalyzeDraft<br/>         WC_3.4G_AddDetails<br/>         WC_3.4H_AnalyzeTense<br/>         WC_3.5A_Checklist<br/>         WC_3.5A_PromptADraft<br/>         WC_3.5A_PromptAModel</p> |
| <p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>  | <p><b>SB:</b> Ch. 6 (pp. 78–89)<br/> <b>TG:</b> pp. 60–68<br/> <b>IWL:</b> WC_6.1A_IdenSetting<br/>         WC_6.2B_PreciseWords<br/>         WC_6.3A_LinkingWords<br/>         WC_6.4A_AnalyzePrompt<br/>         WC_6.4E_Idioms<br/>         WC_6.5A_Checklist<br/>         WC_6.5A_PromptADraft<br/>         WC_6.5A_PromptAModel</p>   |

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# STANDARDS CORRELATION

## English Language Arts Standards » Writing » Grade 5 (W) *continued*

### Production and Distribution of Writing

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| <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>  | <p><b>SB:</b> Ch. 1 (pp. 6–14)<br/>Ch. 2 (pp. 15–31)<br/>Ch. 3 (pp. 32–45)<br/>Ch. 4 (pp. 46–62)<br/>Ch. 5 (pp. 63–77)<br/>Ch. 6 (pp. 78–89)<br/><b>TG:</b> Reproducibles for each type of writing (pp. 8–68)<br/><b>IWL:</b> Chapters 1–6</p>                       |
| <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>      | <p><b>SB:</b> Ch. 1 (pp. 6–14)<br/>Ch. 2 (pp. 15–31)<br/>Ch. 3 (pp. 32–45)<br/>Ch. 4 (pp. 46–62)<br/>Ch. 5 (pp. 63–77)<br/>Ch. 6 (pp. 78–89)<br/>Ch. 7 (pp. 90–93)<br/><b>TG:</b> Reproducibles for each type of writing (pp. 8–68)<br/><b>IWL:</b> Chapters 1–7</p> |
| <p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p><b>SB:</b> Ch. 1 (p. 14)<br/>Ch. 2 (p. 30)<br/>Ch. 4 (p. 60)<br/>Ch. 5 (p. 75)<br/>Ch. 6 (p. 81)<br/>Ch. 7 (p. 96)</p>  |

### Research to Build and Present Knowledge

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| <p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> | <p><b>SB:</b> Ch. 4 (pp. 46–62)<br/><b>TG:</b> pp. 32–46<br/><b>IWL:</b> WC_4.1A_RevQuest<br/>WC_4.2A_ApproSources<br/>WC_4.2B_KnowSources<br/>WC_4.3A_TakeNotes<br/>WC_4.4A_CategorizeInfo<br/>WC_4.5A_AnalyzePrompt<br/>WC_4.5C_WriteMain<br/>WC_4.5D_AnalyzeOutline<br/>WC_4.5F_PerfectTense<br/>WC_4.6A_Checklist<br/>WC_4.6A_PromptADraft<br/>WC_4.6A_PromptAModel</p> |
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## English Language Arts Standards » Writing » Grade 5 (W) *continued*

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| <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>   | <p><b>SB:</b> Ch. 4 (pp. 46–62)<br/> <b>TG:</b> pp. 32–46<br/> <b>IWL:</b> WC_4.1A_RevQuest<br/>         WC_4.2A_ApproSources<br/>         WC_4.2B_KnowSources<br/>         WC_4.3A_TakeNotes<br/>         WC_4.4A_CategorizeInfo<br/>         WC_4.5A_AnalyzePrompt<br/>         WC_4.5C_WriteMain<br/>         WC_4.5D_AnalyzeOutline<br/>         WC_4.5F_PerfectTense<br/>         WC_4.6A_Checklist<br/>         WC_4.6A_PromptADraft<br/>         WC_4.6A_PromptAModel</p> |
| <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> | <p><b>SB:</b> Ch. 1 (p. 11)<br/>         Ch. 2 (pp. 21–26)<br/>         Ch. 3 (p. 35)<br/>         Ch. 4 (pp. 53–55)<br/>         Ch. 5 (pp. 47–58)<br/>         Ch. 6 (pp. 83–84)<br/>         Ch. 7 (pp. 93–96)<br/> <b>TG:</b> pp. 5–7, Reproducibles for Chapter 5 (pp. 47–58)<br/> <b>IWL:</b> Corresponding with the pages above</p>   |
| <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>   | <p><b>SB:</b> Ch. 2 (pp. 15–31)<br/>         Ch. 3 (pp. 32–45)<br/>         Ch. 4 (pp. 46–62)<br/>         Ch. 5 (pp. 63–77)<br/>         Ch. 6 (pp. 78–89)<br/> <b>TG:</b> Reproducibles for each type of writing (pp. 8–68)</p>  |

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# STANDARDS CORRELATION

## English Language Arts Standards » Language » Grade 5 (L)

### Conventions of Standard English

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| <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ol>  | <p><b>SB:</b> pp. 29, 44, 61<br/> <b>TG:</b> pp. 74–76, 86<br/> <b>IWL:</b> WC_1.5A_EditParagraph<br/>           WC_3.4H_CorrectFragments<br/>           WC_6.5D_VerbTense<br/>           WC_CWP_1.1_ConInt<br/>           WC_CWP_1.2_UsingPrep<br/>           WC_CWP_1.3_Perfect</p>   |
| <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> | <p><b>SB:</b> pp. 14, 30, 76<br/> <b>TG:</b> pp. 77, 78, 85, 87, 91<br/> <b>IWL:</b> WC_1.5A_EditParagraph<br/>           WC_4.3A_TakeNotes<br/>           WC_4.5F_DirectQuotes<br/>           WC_4.5G_FixRunOn<br/>           WC_5.3G_PracticeProofreading<br/>           WC_CWP_2.1_Commas<br/>           WC_CWP_6.1_Spelling</p> |

### Knowledge of Language

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| <p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ol> | <p><b>SB:</b> pp. 13, 43, 75, 81<br/> <b>TG:</b> pp. 79, 80, 88<br/> <b>IWL:</b> WC_1.4A_AnalyzePara<br/>           WC_5.3F_ReviseStyle<br/>           WC_6.3A_PreciseWords<br/>           WC_CWP_3.1_ExpSent<br/>           WC_CWP_3.2_ComSent<br/>           WC_CWP_3.3_RedWords</p> |
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### Vocabulary Acquisition and Use

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| <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> | <p><b>SB:</b> pp. 13, 49, 80, 87–88, 95<br/> <b>TG:</b> pp. 81, 82, 89<br/> <b>IWL:</b> WC_CWP_4.1_CauseEff<br/>           WC_CWP_4.2_ComCon</p> |
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|--|---|
| Conventions of Standard English  |   |
| <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p><b>SB:</b> p. 89<br/> <b>TG:</b> p. 83, 90<br/> <b>IWL:</b> WC_5.1A_Words<br/>           WC_CWP_5.1_Idioms</p>           |
| <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>   | <p><b>SB:</b> pp. 64, 73–74<br/> <b>DTG:</b> pp. 84, 90<br/> <b>IWL:</b> WC_5.1A_Words<br/>           WC_CWP_5.2_LogRel</p> |

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# STANDARDS CORRELATION

## English Language Arts Standards » Speaking and Listening » Grade 5 (SL)

### Comprehension and Collaboration

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| <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p> | <p><b>SB:</b> pp. 10, 12, 16, 31, 37, 43, 45, 47, 93–96<br/> <b>IWL:</b> WC_7.2_GeneralTips<br/>           WC_7.3_SpeakTips</p> |
| <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>   | <p><b>SB:</b> pp. 93–96</p>   |
| <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>  | <p><b>SB:</b> pp. 93–96<br/> <b>IWL:</b> WC_7.2_GeneralTips<br/>           WC_7.3_SpeakTips</p>                                 |
| <h3>Presentation of Knowledge and Ideas</h3>   |   |
| <p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>  | <p><b>SB:</b> pp. 93–96<br/> <b>IWL:</b> WC_7.2_GeneralTips<br/>           WC_7.3_SpeakTips</p>                                 |
| <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>  | <p><b>SB:</b> pp. 93–96<br/> <b>IWL:</b> WC_7.2_GeneralTips<br/>           WC_7.3_SpeakTips</p>                                 |
| <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)</p>  | <p><b>SB:</b> pp. 93–96<br/> <b>IWL:</b> WC_7.2_GeneralTips<br/>           WC_7.3_SpeakTips</p>                                 |

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