# Teacher's Guide to Meeting the Common Core State Standards* with *Scott Foresman Reading Street* © 2008

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### Grade 5

# Introduction

## *The Pearson Promise*

Welcome to the Common Core State Standards. As the largest educational publishing company in the world, Pearson is committed to providing you with curriculum that not only meets these new guidelines, but also supports your implementation of these standards with your students.

Pearson has aligned the Common Core State Standards to every grade level of *Scott Foresman Reading Street,* our premier educational curriculum. This correlation provides an alignment of the Common Core State Standards to the Grade 5 content in *Scott Foresman Reading Street.*

We value your partnership highly and look forward to continuing our mission to provide educational materials that fully satisfy your classroom needs.
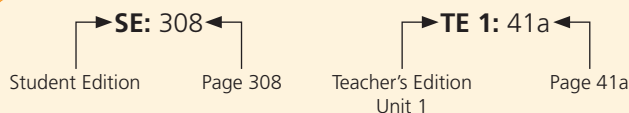
# Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008

## Grade 5

**SE** = Student Edition; **TE** = Teacher's Edition

**KEY**

→**SE:** 308←          →**TE 1:** 41a←

Student Edition          Page 308          Teacher's Edition          Page 41a
                                                    Unit 1

## Reading Standards
### College and Career Readiness Anchor Standards for Reading

*The Common Core State Standards for Reading on the following pages define what students should understand and be able to do in Grade 5. The CCSS Reading Standards build across the grades toward the College and Career Readiness Anchor Standards in the Reading domain, given below. (CCSS Reading standards are divided between Literature, Informational Texts, and Foundational Skills.)*

**Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

| Reading Standards for Literature | |
|---|---|
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| **Key Ideas and Details** | |
| **Literature 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **SE:** 248, 280, 408, 478<br><br>**TE 1:** 28, 50; **2:** 236, 243, 248; **3:** 280; **4:** 408, 478<br><br>The program provides Reader Response questions at the end of each Student Edition selection and Strategy Self-Check and Guiding Comprehension questions in the Teacher's Edition lessons for the selections. Students must cite textual evidence to support their answers to some questions in these sections as well as to make inferences and draw conclusions. (See, for example, **TE 1:** 28, 50.) |
| **Literature 2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | **SE:** 68–69, 75, 78, 81, 84, 236, 240, 470, 582–583, 593, 596–597, 598, 601<br><br>**TE 1:** 32, 62, 68–69, 74, 75, 78, 80, 81, 82, 84, 89b, DI•26, DI•27; **2:** 156, 202, 236, 237, 240, 246; **3:** 278; **4:** 406, 470, 476; **5:** 528, 582–583, 592, 593, 596, 597, 598, 601, DI•36, DI•37; **6:** 648, 694, 746<br><br>As part of their analysis of each literary work, students are asked to summarize, or retell, the text. To do this, they are taught to recognize the most important ideas in the text; to identify the main literary elements, including characters, settings, plot, and theme; and to describe these briefly in their own words. Students also relate selections to unit themes of the program as well as identify the story's theme. (See, for example, **SE:** 84 and **TE 1:** 68–69.) |
| **Literature 3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | **SE:** 142, 143, 149, 150, 153, 158, 186, 187, 196, 199, 204, 385, 469, 476, 674, 675, 680, 689, 693, 746<br><br>**TE 2:** 142, 143, 148, 149, 150, 152, 158, 161b, 186, 187, 196, 200, 204, 207b, 217, DI•26, DI•27, DI•52, DI•54; **3:** 385; **4:** 468, 476; **6:** 674, 675, 680, 681, 688, 689, 692, 693, 699b, 746, DI•26, DI•27, DI•54<br><br>Compare and Contrast and Character are major Comprehension Skills in the program and as such are well covered in both the Student Edition and the Teacher's Edition. Lessons in the Student Edition and the accompanying Teacher's Edition teach students how to identify, describe, and compare and contrast the characters, settings, and events in the plots of stories using details from the texts. Reader Response questions in the Student Edition and questions in the Teacher's Edition check students' ability to compare and contrast story elements. |
| **Craft and Structure** | |
| **Literature 4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **SE:** 59, 61, 78, 192, 240, 277, 280, 384, 385, 386, 387, 410, 504, 505, 507, 627, 754, 756<br><br>**TE 1:** 53, 58, 64, 78, 79, 89b, 134, 135, 136; **2:** 192, 193, 239, 240, 253b, 256; **3:** 280, 287b, 384, 385, 386, 387; **4:** 399, 410, 411b, 470, 471, 483b, 503b, 504, 505, 506, 507; **5:** 519, 533, 595, 626, 627, 628; **6:** 643, 733, 753b, 754, 756, 757<br><br>Instruction in identifying and differentiating figurative language, including similes, metaphors, and other figurative language, and sound devices and poetic elements such as rhyme and rhyme scheme, repetition of words, alliteration, and rhythm is provided in the Teacher's Edition. Questions in the Student Edition and Teacher's Edition focus on using these poetic elements to derive meaning. In addition, the program's Vocabulary strand provides strategies for deriving meaning of words in context. See, for example, **SE:** 44–45, 92–93, 114–115; **TE 1:** 44–45, 92–93, 114–115. |

## Reading Standards for Literature

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| **Literature 5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | **SE:** 236–248, 465, 466, 478<br>**TE 1:** 51, 137, 139k; **2:** 149, 202, 236, 237, 239, 243, 245, 248; **3:** 266, 273, 275, 279; **4:** 462, 465, 466, 469, 477, 478; **6:** 535b<br><br>The program includes dramatic selections as well as prose and poetry. Pages of its Student Edition and Teacher's Edition provide instruction in the genre elements of plays, prose, and poetic forms. Discussion of the genre elements, as well as Reader Response questions, encourage understanding of how the elements provide the overall structure of the literary forms. |
| **Literature 6.** Describe how a narrator's or speaker's point of view influences how events are described. | **SE:** 410<br>**TE 1:** 41b; **2:** 184, 185b; **4:** 410<br><br>The program includes supporting discussion in the Teacher's Edition in which first-person and third-person omniscient, limited-omniscient, and objective points of view are identified. Reader Response questions may also focus on this skill. In addition, the following questions can be asked about any Student Edition literary selection as students analyze the text:<br>• Who is the narrator of this story?<br>• Is the story told from first-person point of view or third-person point of view? How do you know?<br>• How does this point of view make a difference to how events are described?<br>• How would the story differ if told from a different point of view? |
| **Integration of Knowledge and Ideas** | |
| **Literature 7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | **TE 1:** 41d, 67d; **2:** 207d; **4:** 411d; **6:** 699d<br><br>Specific Speaking and Listening activities offer opportunities to adapt stories for dramatization and Readers' Theater. Use these activities as a springboard for comparing the written selection to the performance of material based on the story. Ask questions about how the selection and dramatization are alike and different. (See, for example, **TE 6:** 699d.) |
| **8.** (Not applicable to literature) | **N/A** |
| **Literature 9.** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | **SE:** 89, 207, 253, 535<br>**TE 1:** 89; **2:** 207, 253; **5:** 535; **6:** 746<br><br>As students are introduced to and read examples of various story genres, they learn about the characteristics that distinguish each genre from the others. Questions in the Student Edition and Teacher's Edition ask students to compare these stories and their elements to one another as well as to other stories they have read in the program. The program also provides Reading Across Texts and Writing Across Texts that relate texts with similar themes and topics. See, for example, **SE:** 41, 207. To expand students' experiences with stories from various cultures, provide appropriate collections in the classroom library or help students find suitable materials in the school library and allow them time to read independently. |

| Reading Standards for Literature | |
|---|---|
| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Range of Reading and Level of Text Complexity** | |
| **Literature 10.** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | Each fiction selection has opportunities to read a literary text independently, proficiently, and fluently. See the following representative pages for the fiction selections in Unit 1: **SE:** 22–33, 46–63, 72–83 Fluency lessons focus on accuracy, rate, phrasing, punctuation cues, and expression/intonation. Each subskill is applied to appropriate selections in a variety of reading activities. See, for example, **TE 1:** 41a, 67a, 89a. Additionally, the Differentiated Instruction pages continue skill development as students read the ELL Reader and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI and LR pages at the back of the unit. See **TE 1:** DI•2, DI•3, DI•10, DI•11, DI•12, DI•13, DI•20, DI•21, and LR1–LR18, for examples of the Readers for the first two fiction selections in Unit 1. |

| Reading Standards for Informational Texts | |
|---|---|
| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Key Ideas and Details** | |
| **Informational Text 1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **SE:** 108, 310, 452, 498, 552, 668, 720<br>**TE 1:** 108; **2:** 172; **3:** 310, 324, 330, 354; **4:** 452, 496, 498; **5:** 544, 546, 552, 570; **6:** 668, 720<br><br>Guiding Comprehension questions in the Teacher's Edition and Reader Response questions in the Student Edition may require students to support their statements and inferences with phrases or sentences quoted from the text. (See, for example, Look Back and Write on **TE 1:** 108.) |
| **Informational Text 2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | **SE:** 112–113, 133, 288–289, 310, 313, 315, 346–347, 358, 361, 363, 383, 624, 654, 655, 660, 661, 668, 673<br>**TE 1:** 112–113, 125, 126, 127, 133, DI•46, DI•47; **3:** 288–289, 294, 295, 298, 299, 300, 302, 303, 306, 307, 308, 309, 310, 313, 315, 315b, 324, 325, 334, 335, 336, 346–347, 352, 353, 354, 356, 358, 361, 363, 363b, 383, DI•16, DI•17, DI•36, DI•37, DI•53, DI•55; **5:** 544, 545, 550, 618, 625, DI•48; **6:** 654, 655, 666, 668, 673, 673b, 710, 711, 716, 717, 718, DI•16, DI•17, DI•53<br><br>The program provides explicit instruction in identifying main idea and supporting details and summarizing text. Its Reader Response questions at the end of each Student Edition selection and questions in the Teacher's Edition may require students to identify main ideas and details in texts or to summarize the text. |
| **Informational Text 3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | **SE:** 111, 185, 345, 358, 363, 503, 576, 673<br>**TE 1:** 111; **2:** 185; **3:** 302, 345, 358, 363; **4:** 503; **5:** 550, 576; **6:** 662, 673, 708<br><br>Questions in the Student Edition and Teacher's Edition may direct students' attention to identifying the relationships of events or important concepts in informational texts. Also, Reading Across Texts questions encourage students to compare and contrast ideas in selections with similar topics, themes, or purposes but different forms or points of view. |

| Reading Standards for Informational Texts | |
|---|---|
| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Craft and Structure** | |
| **Informational Text 4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | **SE:** 92–93, 114–115, 144–145, 164–165, 188–189, 210–211, 232–233, 290–291, 318–319, 348–349, 366–367, 414–415, 438–439, 486–487, 538–539, 562–563, 606–607, 656–657, 702–703 |
| | **TE 1:** 90l, 92b, 112l, 114b, LR28, LR30, LR31, LR33, LR34, LR36, LR37, LR39, LR40, LR42, LR43, LR45, DI•33–DI•35, DI•43–DI•45; **2:** 162l, 164b, 208l, 210b, 230l, 232b, LR10, LR12, LR13, LR15, LR16, LR18, LR28, LR30, LR31, LR33, LR34, LR36, LR37, LR39, LR40, LR42, LR43, LR45, DI•13–DI•15, DI•33–DI•35, DI•43–DI•45; **3:** 262l, 264b, 288l, 290b, 316l, 318b, 346l, 348b, 364l, 366b, LR10, LR12, LR13, LR15, LR16, LR18, LR19, LR21, LR22, LR24, LR25, LR27, LR28, LR30, LR31, LR33, LR34, LR36, LR37, LR39, LR40, LR42, LR43, LR45, DI•13–DI•15, DI•23–DI•25, DI•33–DI•35, DI•43–DI•45; **4:** 412l, 414b, 436l, 438b, 484l, 486b, LR10, LR12, LR13, LR15, LR16, LR18, LR19, LR21, LR22, LR24, LR25, LR27, LR37, LR39, LR40, LR42, LR43, LR45, DI•13–DI•15, DI•23–DI•25, DI•43–DI•45; **5:** 536l, 538b, 560l, 562b, 604l, 606b, LR10, LR12, LR13, LR15, LR16, LR18, LR19, LR21, LR22, LR24, LR25, LR27, LR37, LR39, LR40, LR42, LR43, LR45, DI•13–DI•15, DI•23–DI•25, DI•43–DI•45; **6:** 654l, 656b, 700l, 702b, LR10, LR12, LR13, LR15, LR16, LR18, LR28, LR30, LR31, LR33, LR34, LR36, DI•13–DI•15, DI•33–DI•35 |
| | Each selection lesson plan contains Concept Vocabulary, which are content words related to the unit theme and the specific selection. Each selection also has Lesson Vocabulary, which are words related to the selection's content. The Leveled Readers vocabulary pages reinforce the Lesson Vocabulary. See, for example, the following representative pages for the five-day lesson plan for the first nonfiction selection: **TE 1:** 90l, 92b, 92–93, 111c. |
| | In addition, content area vocabulary and concepts for social studies and science are discussed and presented in Time for… features and Content-Area Vocabulary. See, for example, **TE 4:** 435, 445, 447, 454, 473, 480. |
| **Informational Text 5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | **SE:** 111, 131, 133, 180, 185, 229, 253, 315, 345, 383, 435, 457, 503, 559, 581, 624, 671, 673, 725 |
| | **TE 1:** 100, 101, 106, 111, 112–113, 119, 120, 125, 126, 130, 131, 133, 133b, DI•46, DI•47, DI•56; **2:** 176, 180, 182, 185, 216, 217, 229, 246, 253; **3:** 302, 315, 345, 370, 372, 383; **4:** 435, 446, 450, 457, 503; **5:** 542, 559, 570, 581, 612, 618, 625; **6:** 654–655, 662, 667, 671, 673, 708, 718, 725, DI•16, DI•17 |
| | Forms of text organization (method of presenting information) identified are cause and effect, compare and contrast, problem and solution, description, main idea and details, and sequence. The Student and Teacher's Editions include selection questions that focus on text structure. |
| **Informational Text 6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | **SE:** 180, 345, 360, 363 |
| | **TE 2:** 180, 184, 185b; **3:** 345, 360, 363 |
| | The purpose of the Reading Across Texts and Writing Across Texts questions and activities in the Student Edition is to give students opportunities to compare multiple texts, a main selection and a secondary selection, that have a related topic but are different in other ways. Additional questions in the Teacher's Edition may also help students compare information from different sources. |

| Reading Standards for Informational Texts | |
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| **Integration of Knowledge and Ideas** | |
| **Informational Text 7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | **SE:** 130–133, 250–253, 380–383, 500–503, 578–581, 722–725<br><br>**TE 1:** 41k, 41l, 67k, 67l, 89k, 89l, 111k, 111l, 133k, 133l; **2:** 161k, 161l, 185k, 185l, 229k, 229l; **3:** 315k, 315l, 363k, 363l; **4:** 435k, 435l, 457k, 457l, 483k, 483l; **5:** 535k, 535l, 559k, 559l, 581k, 581l; **6:** 725k, 725l<br><br>Using print and digital sources of information is an important part of the Teacher's Edition lessons. Sources include almanacs, periodicals, dictionaries, online reference sources, Web sites, and more. In addition, specific Student Edition selections and their accompanying Teacher's Edition lessons focus on digital sources and their formats. |
| **Informational Text 8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **SE:** 212–223<br><br>**TE 2:** 212–223, 229b; **5:** 625b<br><br>As students read selections, they are reminded through questions in the Student Edition and Teacher's Edition to be aware of the author's role in creating the selection. Relevant questions focus on the author's purpose for writing, choice of topic or illustrations, inclusion or exclusion of information, and use of evidence to support an opinion, idea, or conclusion. |
| **Informational Text 9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | **SE:** 111, 133, 185, 229, 253, 315, 345, 363, 383, 435, 457, 503, 581, 624, 673, 725<br><br>**TE 1:** 111, 133; **2:** 185, 185d, 229, 253; **3:** 315, 345, 363, 363d, 383; **4:** 435, 435d, 457, 503, 503d; **5:** 559d, 581, 581d, 625; **6:** 653h, 673, 673h, 725, 725h, 753h<br><br>Speaking activities, such as Informational Speech and Oral Presentation, and writing activities and process lessons in Writing Workshops, such as Research Report, require students to gather information. In addition, every lesson includes an Internet Inquiry Activity on the New Literacies page, which guides students as they gather information and synthesize it. |
| **Range of Reading and Level of Text Complexity** | |
| **Informational Text 10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Each nonfiction selection has opportunities to read an informational text independently, proficiently, and fluently. See the following representative pages for informational selections in Unit 1:<br><br>**SE:** 94–107, 117–127<br><br>Fluency lessons focus on accuracy, rate, phrasing, punctuation cues, and expression/intonation. Each subskill is applied to appropriate selections with a variety of reading activities. See, for example, **TE 1:** 111a, 133a.<br><br>Additionally, the Differentiated Instruction pages continue skill development as students read the ELL Reader and the Below-Level, On-Level, and Advanced Leveled Readers. Guided instruction and practice are included on the DI pages at the back of the unit. See **TE 1:** DI•40, DI•41, and LR28–LR36 for examples of the Readers for a nonfiction selection. |

## Reading Standards for Foundational Skills

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|---|---|
| **Phonics and Word Recognition** | |
| **Foundational Skills 3.** Know and apply grade-level phonics and word analysis skills in decoding words. | **SE:** 20–21, 44–45, 92–93, 114–115, 144–145, 188–189, 210–211, 232–233, 264–265, 290–291, 318–319, 348–349, 366–367, 394–395, 414–415, 438–439, 460–461, 486–487, 514–515, 562–563, 584–585, 606–607, 656–657, 676–677, 702–703, 728–729 |
| | **TE 1:** 20–21, 41c, 41i–41j, 44–45, 67c, 67i–67j, 89c, 89i–89j, 92–93, 111c, 111i–111j, 114–115, 133c, 133i–133j; **2:** 144–145, 161c, 161i–161j, 185c, 185i–185j, 188–189, 207c, 207i–207j, 210–211, 229c, 229i–229j, 232–233, 253c, 255i–255j; **3:** 264–265, 287c, 287i–287j, 290–291, 315c, 315i–315j, 318–319, 345c, 345i–345j, 348–349, 363c, 363i–363j, 366–367, 383c, 383i–383j; **4:** 394–395, 411c, 411i–411j, 414–415, 435c, 435i–435j, 438–439, 457c, 457i–457j, 460–461, 483c, 483i–483j, 486–487, 503c, 503i–503j; **5:** 514–515, 535c, 535i–535j, 559c, 559i–559j, 562–563, 581c, 581i–581j, 584–585, 603c, 603i–603j, 606–607, 625c, 625i–625j; **6:** 653i–653j, 656–657, 673c, 673i–673j, 676–677, 699c, 699i–699j, 702–703, 725c, 725i–725j, 728–729, 753c, 753i–753j |
| | The program's Vocabulary Strategy strand provides a strategy for using word structure, including suffixes, prefixes, roots, compound words, and word origins, to decode words. The program's Spelling strand reinforces word analysis work by providing encoding instruction with word lists organized by patterns, word structure, and meaning. In addition, the program's Differentiated Instruction pages provide additional work with phonics and word analysis skills. See, for example, **TE 1:** DI•1, DI•4, DI•5, DI•14, DI•15, DI•24, DI•34, DI•35, DI•44, DI•45. |
| **Foundational Skills 3.a.** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | The program's Vocabulary Strategy strand (see references in Foundational Skills 3) provides a strategy for using word structure, including suffixes, prefixes, roots, compound words, and word origins, to decode words. The program's Spelling and Phonics strand reinforces word analysis work by providing encoding instruction with word lists organized by patterns, word structure, and meaning. In addition, the program's Differentiated Instruction pages provide additional work with phonics and word analysis skills. See, for example, **TE 1:** DI•1, DI•4, DI•5, DI•14, DI•15, DI•24, DI•25, DI•34, DI•35, DI•44, DI•45. |
| **Fluency** | |
| **Foundational Skills 4.** Read with sufficient accuracy and fluency to support comprehension. | Each week's lesson provides opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The activities for accuracy encourage students to adjust rate to facilitate comprehension and to read words accurately. See the following examples: |
| | **TE 1:** 67a, DI•10, DI•20, DI•30, DI•40; **2:** 185a, DI•10, DI•20, DI•30, DI•40; **4:** 457a, DI•10, DI•20, DI•30, DI•40; **5:** 581a, DI•10, DI•20, DI•30, DI•40 |

| Reading Standards for Foundational Skills | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Foundational Skills 4.a.** Read on-level text with purpose and understanding. | The program provides prereading strategies and instruction in comprehension strategies that enable students to read with purpose and understanding. For every main selection in the program, the prereading activities in the Teacher's Edition include building background and following a prereading strategy that helps students preview the selection, predict what it may be about, and set a purpose for reading. In addition, the program teaches comprehension strategies that students can apply as they read to ensure they are reading with understanding. Strategies include visualizing, prereading, graphic and semantic organizer, monitor and fix up, asking and answering questions, text structure, and story structure. Following are representative pages for the prereading activities in Unit 1 in the Teacher's Edition and the comprehension strategy lessons in the Student and Teacher's Editions. Each unit follows that structure for every selection.

**Prereading Activities**
**TE 1:** 22–23, 46–47, 72–73, 94–95, 116–117

**Comprehension Strategies**
**SE:** 68, 112, 208, 392, 654
**TE 1:** 68, 112; **2:** 208; **4:** 392; **6:** 654 |
| **Foundational Skills 4.b.** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Each week's lesson provides opportunities for students to practice reading aloud with fluency. Fluency activities focus on accuracy, rate, phrasing, punctuation cues, and expression. The Fluency sections in the Teacher's Edition include activities that encourage the teacher to model fluent reading and to check and evaluate students' oral reading. See the following representative pages from Unit 1:
**TE 1:** 41a, 67a, 89a, 111a, 133a, DI•11, DI•21, DI•31, DI•41 |
| **Foundational Skills 4.c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **SE:** 44–45, 92–93, 114–115, 210–211, 264–265, 318–319, 348–349, 414–415, 438–439, 460–461, 562–563, 584–585, 702–703, 728–729
**TE 1:** 24, 44–45, 52, 53, 67c, 92–93, 98, 99, 111c, 114–115, 122, 123, 133b, DI•15, DI•35, DI•45; **2:** 210–211, 218, 219, 229c, 232b; **3:** 264–265, 274, 275, 287c, 318–319, 330, 331, 345c, 348–349, 363c, 366b, DI•5, DI•25, DI•35; **4:** 414–415, 424, 425, 435c, 438–439, 446, 447, 457c, 460–461, 472, 473, 483c, DI•15, DI•25, DI•35; **5:** 562–563, 570, 571, 581c, 584–585, 594, 595, 603c, DI•25, DI•35; **6:** 702–703, 708, 709, 725c, 728–729, 736, 737, 740, 741, 753c, DI•35, DI•45

The program's Vocabulary strand in the Student and Teacher's Editions provides instruction in word-recognition strategies and concepts including using context to determine meaning of multiple-meaning and unfamiliar words. Questions in the Teacher's Edition help students apply the skill as they read selections. |

# Writing Standards

## College and Career Readiness Anchor Standards for Writing

*The Common Core State Standards for Writing on the following pages define what students should understand and be able to do in Grade 5. The CCSS Writing Standards build across the grades toward the College and Career Readiness Anchor Standards in the Writing domain, given below.*

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 tasks, purposes, and audiences.

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Text Types and Purposes** | |
| **Writing 1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | **SE:** 179, 531, 599, 621<br><br>**TE 2:** 179, 185g–185h; **5:** 531, 535g–535h, 599, 603g–603h, 621, 625g–625h, WA2–WA9<br><br>The program's Write Now pages in the Student Edition and the accompanying Teacher's Edition lessons guiding students through the writing process present different kinds of persuasive, or opinion, writing. As they work through the process, students use details to support their opinions. |
| **Writing 1.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. | **SE:** 179, 531<br><br>**TE 2:** 179, 185g–185h; **5:** 531, 535g–535h<br><br>The Write Now pages in the Student Edition present persuasive and opinion writing opportunities. Students write advertising brochures, letters to the editor, persuasive essays, and reviews. The writing sections in the Teacher's Edition identify features of the writing mode and guide students as they write. Also, the Writing and Assessment pages guide students through the writing process, from writing prompt to finished product. Students have opportunities to write opinions in Persuasive Essays.<br><br>In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to state their opinion about an issue or topic in writing. (See, for example, **SE:** 224, 530, 720.) |
| **Writing 1.b.** Provide logically ordered reasons that are supported by facts and details. | **SE:** 599, 621<br><br>**TE 5:** 535h, 599, 603g–603h, 621, 625g–625h; **6:** 753h<br><br>The Teacher's Edition lessons help students focus on their supporting facts and details as they study writing-related topics. The Writing Workshop, the Writing and Assessment pages, Write Now pages, and Look Back and Write prompts all remind students that the use of strong supporting evidence is a key feature in persuasive/opinion writing. |
| **Writing 1.c.** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*). | In the program the use of transitional words is taught in context of the writing process. See, for example, **TE 1:** 89g. Use the lessons to discuss transitional words. (See also 1 on back of the Writing and Assessment (WA) section divider for a listing of several transition words and phrases.) Then help students apply the use of transitional or linking words to their opinion writing by making a list of words that can help them link or connect ideas.<br><br>The program discusses combining sentences as a revising strategy. (See, for example, **TE 1:** 89g–89h; **2:** 161h; **5:** 581h, 625h.) This skill can be applied to any style of writing.<br><br>**TE 2:** 159; **3:** 311, 315h; **5:** 581h, 625h; **6:** 749 |
| **Writing 1.d.** Provide a concluding statement or section related to the opinion presented. | **TE 3:** 315h; **5:** WA2, WA3, WA5<br><br>In the program the need for concluding statements is taught in context of writing activities. To reinforce the need for a conclusion, encourage students to practice writing a summarizing sentence about their opinion that they could use to conclude their writing. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | **SE:** 64, 109, 205, 225, 338, 339, 358, 378, 379, 408, 432, 478, 552, 576, 577, 598, 620, 650, 651, 668, 696, 721, 748, 749<br><br>**TE 1:** 64, 109, 111g–111h; **2:** 161g–161h, 205, 207g–207h, 225, 229g–229h, WA2–WA9; **3:** 338, 339, 345g–345h, 358, 378, 379, 383g–383h, WA2–WA9; **4:** 408, 432, 478; **5:** 552, 576, 577, 581g–581h, 598, 620; **6:** 650, 651, 653g–653h, 668, 696, 721, 725g–725h, 748, 749, 753g–753h, WA2–WA9<br><br>The program's Writing strand includes opportunities for writing a variety of expository texts, or informative/explanatory texts. Together the Student Edition's Write Now pages and the weekly Writing Workshops in the Teacher's Edition guide students through the writing process in which they prewrite, draft, revise, edit, and publish their written work. For example, students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing. Also, the Writing and Assessment (WA) pages guide students through a five-stage writing process, from expository writing prompt to finished product. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic. |
| **Writing 2.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. | **SE:** 178, 205, 225, 249, 339, 378, 498, 552, 577, 651, 668, 669, 721, 749<br><br>**TE 1:** 41k, 111g–111h, 133k; **2:** 166g–166h, 178, 205, 207g–207h, 225, 229g–229h, 249, 253g–253h, WA3–WA4, WA6; **3:** 339, 345g–345h, 345k, 378, 383g–383h, WA2–WA9; **4:** 411k, 457k, 498; **5:** 535k, 552, 559l, 577, 581g–581h, 603l, 625l; **6:** 651, 653g–653h, 653l, 668, 669, 673g–673h, 673l, 699k, 721, 725g–725h, 725k, 725l, 749, 753k, WA2–WA9<br><br>The Write Now pages in the Student Edition present several kinds of expository, or informative/explanatory, writing, such as directions, news article, and expository composition. The Writing Workshops in the accompanying Teacher's Edition lessons guide students step by step through the writing process. For example, students analyze a writing model and plan a first draft in which they state the topic and organize their ideas in a way that is logical for the kind of expository writing. Also, the Writing and Assessment (WA) pages guide students through a five-stage writing process, from expository writing prompt to finished product. In addition, Look Back and Write prompts at the end of the selections in the Student Edition often ask students to write a main idea and supporting details about a topic. |
| **Writing 2.b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | **SE:** 108, 225, 249, 338, 498, 668, 669, 721, 749<br><br>**TE 1:** 67k, 67l, 108, 111g–111h, 111l, 133l; **2:** 161k, 161l, 185k, 225, 229g–229h, 229k, 229l, 249, 253g–253h, 253k; **3:** 287k, 383k, 338, 345g–345h, 345k, WA4–WA5; **4:** 411k, 411l, 457k, 457l, 498; **5:** 535k, 535l, 559l, 581g–581h, 581k, 581l, 603k, 625l; **6:** 653g–653h, 653k, 668, 669, 673g–673h, 673k, 721, 725g–725h, 749, WA2–WA9<br><br>The lessons provided in the Teacher's Edition Writing Workshops help students focus on the facts, details, and examples they use to develop their topic and study a topic pertinent to the writing form, such as Keeping a Focus or Organization. The WA pages, and Look Back and Write prompts remind students that the development of the topic through facts, details, and examples is a key feature in expository/informative/explanatory writing. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 2.c.** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). | **TE 1:** 89g–89h; **2:** 159; **3:** 311, 315h; **5:** 581h, 625h; **6:** 749 <br><br> Students revise their drafts on Day 4 of the Teacher's Edition lessons. Adding or deleting information; reorganizing sentences or paragraphs; and adding transition or linking words, phrases, or sentences are strategies that are suggested to and discussed with students during the revising stage using the list of transition words and phrases on the back of the WA section divider in the Teacher's Edition. Also, as part of Peer Revision, students can point out places in their partners' drafts where linking words, phrases, or sentences can be added to better join related ideas and information. |
| **Writing 2.d.** Use precise language and domain-specific vocabulary to inform about or explain the topic. | As students are introduced to different forms of expository/informative/explanatory writing, they are also introduced to any vocabulary specific to a given form and essential to creating an appropriate example of that form. Examples include words for identifying similarities and differences for Compare and Contrast Essays and words for identifying time and order for How-To Reports, and words related to letters such as *greeting, body,* and *signature*. <br><br> **SE:** 85 <br> **TE 1:** 85, 89g–89h; **2:** WA2–WA9; **3:** WA2–WA9; **4:** 603g–603h <br><br> In the program, students are introduced to and use content-related words in the form of every lesson's concept vocabulary and lesson vocabulary. Students can use these and other content-related words in their own writing. See these representative examples from one lesson: <br><br> **SE:** 70 <br> **TE 1:** 68l, 70–71 <br><br> Also, certain lessons focus on jargon. Students can use these and other specialized words in their own writing. <br> **TE 4:** 449; **5:** 543 |
| **Writing 2.e.** Provide a concluding statement or section related to the information or explanation presented. | **SE:** 311, 379, 651 <br> **TE 2:** 161g–161h, WA2–WA9; **3:** 311, 379, 383g–383h, WA2–WA9; **5:** 581g–581h; **6:** 651, 653g–653h, WA2–WA9 <br><br> The drafting and revising stages of writing lessons as well as models, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as part of the structure of their expository/informative/explanatory writing. In addition, encourage students to practice writing sentences that summarize their ideas on their topic, which they could use to conclude their writing. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | **SE:** 35, 65, 85, 129, 205, 281, 339, 359, 433, 453, 499, 697<br><br>**TE 1:** 35, 41g–41h, 65, 67g–67h, 85, 89g–89h, 129, 133g–133h, WA2–WA9; **2:** 205, 207g–207h; **3:** 281, 287g–287h, 339, 345g–345h, 359, 363g–363h; **4:** 433, 435g–435h, 453, 457g–457h, 499, 503g–503h, WA2–WA9; **6:** 697, 699g–699h<br><br>The program's Writing strand includes opportunities for students to write the following narrative forms: realistic fiction, personal narrative, poetry, tall tale, feature story, journal, character sketch, animal story, description, and skit. As students work through the writing process, they are guided to use effective techniques, clear sequence, and descriptive details in developing their stories. The Write Now pages in the Student Edition present writing genre and the daily Writing sections in the Teacher's Edition Writing Workshops guide students step by step through the writing process. For example, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing. Also, the Writing and Assessment (WA) pages guide students through a five-stage writing process, from narrative writing prompt to finished product. |
| **Writing 3.a.** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | **SE:** 65, 85, 281, 433<br><br>**TE 1:** 65, 67g–67h, 85, 89g–89h, WA2–WA9; **3:** 281, 287g–287h; **4:** 433, 435g–435h, WA2–WA9<br><br>See the statement for Writing Standard 3 above. As students develop their narratives, they establish setting, introduce characters, give their characters and narrator a voice, and develop a plot, using a logical sequence of events. |
| **Writing 3.b.** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | **SE:** 85, 281, 359, 433, 499<br><br>**TE 1:** 85, 89g–89h, WA2–WA9; **2:** WA2–WA9; **3:** 287, 287g–287h, 359, 363g–363h; **4:** 433, 435g–435h, 499, 503g–503h<br><br>The Write Now pages in the Student Edition present a variety of narrative writing forms, including personal narrative, character sketch, animal story, tall tale, and skit. The daily Writing sections in the accompanying Teacher's Edition lessons guide students step by step through the writing process. For example, on Days 1 and 2, students analyze a writing model and plan a first draft in which they organize their ideas, taking into consideration the elements of the particular kind of narrative writing. Also, the Writing and Assessment (WA) pages guide students through a five-stage writing process, from narrative writing prompt to finished product. |
| **Writing 3.c.** Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | **TE 1:** 85, 85g–85h; **2:** WA2–WA9; **3:** 345g; **4:** WA2–WA9<br><br>The use of time-related clue words are first discussed in lessons related to writing a friendly letter. Students can apply transitional words, phrases, and clauses to their narrative writing as well.<br><br>The program's Comprehension strand lessons focus on sequence and clue words and phrases that show sequence. Students can apply their understandings to their own writing. (See, for example, **TE 1:** 90–91, 97, 121). In addition, as students revise their writing for clarity, encourage them to use time-related clue words and other transitional words in their writing. Remind students that time order words and phrases include *first, next, then, last, finally, after, before, later, in the meantime,* and phrases that mention times of day, days, months, or years. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 3.d.** Use concrete words and phrases and sensory details to convey experiences and events precisely. | **SE:** 359, 453, 499, 553<br><br>**TE 1:** 65, 111g, 129, 133h; **2:** 229g–229h, WA5; **3:** 281g, 359, 363g–363h; **4:** 453, 503g–503h, WA4; **5:** 553<br><br>Both the Student Edition and Teacher's Edition lessons emphasize the importance of word choice in writing. In addition to discussing specific examples of concrete and sensory words and phrases in models in the Student Edition and the Teacher's Edition, a lesson may focus on word choice. In addition, Literary Terms lessons focusing on word choice and sensory words and details help students identify effective word usage, which they can then apply to their own writing. (See **TE 1:** 79; **5:** 543.) |
| **Writing 3.e.** Provide a conclusion that follows from the narrated experiences or events. | **SE:** 205, 339, 359, 433, 453, 499<br><br>**TE 1:** WA2; **2:** 205, 207g–207h, WA5; **3:** 339, 345g–345h, 359; **4:** 433, 453, 457g–457h, 499, WA5<br><br>The drafting and revising stages of writing lessons as well as models, graphic organizers, and checklists either provide examples of, support the writing of, or remind students about the need for a conclusion as an important part of the structure of their narrative writing. In addition, ask students to reread the conclusions of several favorite stories or books and note how these authors wrap up their narratives in satisfying ways. Suggest that students then evaluate how well their conclusion performs the same task. |
| **Production and Distribution of Writing** | |
| **Writing 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.) | Every week, students are introduced to a new writing form in the Student Edition. The Teacher's Edition Writing Workshops guide students through the process of writing for that particular form or in writing the form in tests. The unit Writing and Assessment pages also use a step-by-step writing process to present another type of writing. Students are given many opportunities to produce examples of clear, coherent writing in which they demonstrate their understanding of the requirements for a particular writing task, purpose, and audience. See the following representative pages:<br><br>**TE 1:** 65, 67g–67h; **3:** 281, 287g–287h; **4:** 503g–503h |
| **Writing 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 on pages 28 and 29.) | **TE 1:** 41g–41h, 67g–67h, 89g–89h, 111g–111h, 133g–133h, WA1–WA6; **2:** 161g–161h, 185g–185h, 207g–207h, 229g–229h, 253g–253h, WA1–WA6; **3:** 287g–287h, 315g–315h, 345g–345h, 363g–363h, 383g–383h, WA1–WA6; **4:** 411g–411h, 435g–435h, 457f–457g, 483g–483h, 503g–503h, WA1–WA6; **5:** 535g–535h, 559g–559h, 581g–581h, 603g–603h, 625g–625h, WA1–WA6; **6:** 653g–653h, 673g–673h, 699g–699h, 725g–725h, 753g–753h, WA1–WA6<br><br>Many weekly Writing Workshops and the unit Writing and Assessment lessons in the Teacher's Edition are based on an approach that divides the writing process into steps. Four of these steps are Prewrite, Draft, Revise, and Edit. The Revise step can include Peer Revision, during which student partners exchange drafts and offer ideas for strengthening one another's writing. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 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. | **TE 1:** WA6, WA9; **2:** WA6, WA9; **3:** 287k, 315k, 363k, 383k, WA6, WA9; **4:** 411k, 435k, 503k, WA6, WA9; **5:** 535k, 559k, 581k, 603k, 625k, WA6, WA9; **6:** 673k, 725k, 753k, WA6, WA9<br><br>These pages focus on the use of the computer to enhance writing skill acquisition with the object of production and publication of writing. They also focus on skill application to meet curriculum expectations. |
| **Research to Build and Present Knowledge** | |
| **Writing 7.** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | **TE 1:** 41k, 67k, 89k, 111k, 133k; **2:** 161k, 185k, 207k, 229k, 253k; **3:** 287k, 315k, 345k, 363k, 383k; **4:** 411k, 435k, 457k, 483k, 503k; **5:** 535k, 559k, 581k, 603k, 625k; **6:** 653k, 673k, 699k, 725k, 753k<br><br>Each Teacher's Edition lesson contains a weekly research project. The topic of this research project is always tied to the Question of the Week and the topic of the main Student Edition selection. The research project is divided into five steps—Identify Questions, Navigate/Search, Analyze, Synthesize, and Communicate—and one step is presented on each of the five days in the lesson. Students begin by posing questions about the topic and end by presenting a brief report on the topic to their classmates. |
| **Writing 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. | **TE 1:** 41k, 67k, 89k, 111k, 133k; **2:** 161k, 185k, 207k, 229k, 253k; **3:** 287k, 315k, 345k, 363k, 383k; **4:** 411k, 435k, 457k, 483k, 503k; **5:** 535k, 559k, 581k, 603k, 625k; **6:** 653k, 673k, 699k, 725k, 753k<br><br>The weekly research project in the New Literacies section of the Teacher's Edition is divided into five steps. During the Navigate/Search step, students gather relevant information from various sources, take notes, and organize their evidence. During Analyze and Synthesize, they restate the information they find. During Synthesize, they also collect and arrange information from the sources they used. |
| **Writing 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research. | **SE:** 84, 108, 128, 158, 178, 204, 224, 248, 338, 358, 432, 478, 498, 530, 576, 620, 650, 668, 696, 720<br>**TE 1:** 84, 108, 128; **2:** 158, 178, 204, 224, 248; **3:** 338, 358; **4:** 432, 478, 498; **5:** 530, 576, 620; **6:** 650, 668, 696, 720<br><br>The Look Back and Write prompts at the end of the informational texts in the Student Edition ask students to write extended responses to questions about the texts. |
| **Writing 9.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]"). | **SE:** 34, 64, 84, 158, 204, 248, 280, 408, 478, 530, 598, 650, 696, 748<br>**TE 1:** 34, 64, 84; **2:** 158, 204, 248; **3:** 280; **4:** 408, 478; **5:** 530, 598; **6:** 650, 696, 748<br><br>The Look Back and Write prompts (question 5) at the end of the literature texts in the Student Edition ask students to write extended responses to questions about the texts. These questions require students to analyze and reflect on the literature, to provide evidence from the texts to support their ideas, and to demonstrate what they have learned about the key features of literature texts. The accompanying Teacher's Edition pages provide guidelines and scoring rubrics for evaluating students' responses. |

| Writing Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Writing 9.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]"). | **SE:** 108, 128, 178, 224, 310, 338, 358, 378, 432, 452, 498, 552, 576, 620, 668, 720<br><br>**TE 1:** 108, 128; **2:** 178, 224; **3:** 310, 338, 358, 378; **4:** 432, 452, 498; **5:** 552, 576, 620; **6:** 668, 720<br><br>The Look Back and Write (question 5) prompts at the end of the informational texts in the Student Edition ask students to write extended responses to questions about the texts. These questions require students to analyze and reflect on the texts, to provide evidence from the texts to support their ideas, and to demonstrate what they have learned about the key features of informational texts. The accompanying Teacher's Edition pages provide guidelines and scoring rubrics for evaluating students' responses. |
| **Range of Writing** | |
| **Writing 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. | **SE:** 34, 64, 84, 108, 128, 158, 178, 204, 224, 248, 280, 310, 338, 358, 378, 408, 432, 452, 478, 498, 530, 552, 576, 598, 620, 650, 668, 696, 720, 748<br><br>**TE 1:** 34, 64, 84, 108, 128; **2:** 158, 178, 204, 224, 248; **3:** 280, 310, 338, 358, 378; **4:** 408, 432, 452, 478, 498; **5:** 530, 552, 576, 598, 620; **6:** 650, 668, 696, 720, 748<br><br>For a week's Writing strand, students complete a writing project, which, because it takes place over the course of five days, gives them time for research, reflection, and revision. Throughout the week, students also complete numerous shorter writing tasks. In addition, Writing and Assessment activities for the unit guide students through the five-step writing process. See the WA pages in any Teacher's Edition for examples. |

# Speaking and Listening Standards

## College and Career Readiness Anchor Standards for Speaking and Listening

*The Common Core State Standards for Speaking and Listening on the following pages define what students should understand and be able to do in Grade 5. The CCSS Speaking and Listening Standards build across the grades toward the College and Career Readiness Anchor Standards in the Speaking and Listening domain, given below.*

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## Speaking and Listening Standards

| Common Core State Standards | Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008 |
|---|---|
| **Comprehension and Collaboration** | |
| **Speaking/Listening 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. | Each selection lesson plan contains multiple opportunities for students to initiate and engage in group discussions of grade 5 topics and texts. See the following representative pages:<br>**SE:** 34, 64, 84, 108, 128<br>**TE 1:** 20a, 20, 22–23, 30, 34, 44a, 44, 46–47, 56, 64, 70a, 70, 72–73, 80, 84, 92a, 92, 94–95, 104, 108, 114a, 114, 116–117, 124, 128 |
| **Speaking/Listening 1.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. | Retelling opportunities are provided with each selection. In these activities, students describe main ideas and important ideas and draw conclusions from the text. In addition, the Speaking and Listening activities in the Teacher's Edition lessons offer opportunities for students to participate in speaking activities that build on the reading selections. See the following representative pages:<br>**SE:** 34, 64, 84, 108, 128<br>**TE 1:** 34–35, 41d, 64–65, 67d, 84–85, 89d, 108–109, 111d, 128–129, 133d |
| **Speaking/Listening 1.b.** Follow agreed-upon rules for discussions and carry out assigned roles. | The Speaking and Listening activities in the Teacher's Edition lessons identify rules for good listening, speaking, and teamwork. See, for example, **TE 2:** 229d; **5:** 625d. |
| **Speaking/Listening 1.c.** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | **TE 1:** 89d, 133d; **5:** 559d<br><br>Speaking and Listening activities in the Teacher's Edition lessons provide tips advising students to ask questions to clarify understandings of information presented orally. The program also teaches the questioning strategy to help students derive meaning as they read. (See, for example, **SE:** 90–91 and **TE 1:** 90–91, 103, 105, 107.) |
| **Speaking/Listening 1.d.** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | Speaking and Listening activities in the Teacher's Edition lessons provide tips encouraging students to use pertinent comments that help clarify and extend their understandings, improve their own presentations, and provide suggestions that build on the ideas of others. The Synthesize and Communicate phases of the New Literacies strand as well as the Concept discussions provide additional opportunities for students to incorporate others' ideas to reinforce and extend their own understandings. See the following representative pages:<br>**SE:** 108, 310, 598<br>**TE 1:** 94–95, 108, 111d, 111k; **3:** 292–293, 310, 315d, 315k; **5:** 586–587, 598, 603d, 603k |
| **Speaking/Listening 2.** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | The program teaches summarizing skills in which students are guided in summarizing and retelling important ideas in written materials. See, for example, **SE:** 112 and **TE 1:** 112–113, 125, 127, 133. Students can apply this skill to summarizing graphically, visually, quantitatively, and orally presented material because students are required to analyze and restate information. Also, the Communicate phase of the weekly New Literacies project encourages students to understand illustrations and other graphics used in presentations. See the following examples:<br>**TE 1:** 111k; **2:** 207k, 229k, 253k; **3:** 287k, 383k |

## Speaking and Listening Standards

| Common Core State Standards | Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008 |
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| **Speaking/Listening 3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **TE 2:** 161d, 229d; **5:** 625d<br><br>The program selections include persuasive essays and persuasive texts. Teacher's Edition Genre pages help students identify persuasive techniques and supporting evidence. See, for example, **TE 5:** 625b. These provide background that enables students to identify claims and supporting evidence in speeches and debates. A simple debate opportunity is provided on pages **TE 2:** 229d; **5:** 625b. This is an opportunity to analyze claims and supporting evidence. In addition, the Writing strand in the program identifies the key features of persuasive and opinion writing. See, for example, the persuasive essay writing in **TE 5:** 535g–535h, 603g–603h, 625g–625h and the persuasive writing activity in Writing and Assessment **TE 5:** WA2–WA9. Provide students the opportunity to orally present their essays to the class. For each presentation, classmates should identify the purpose of the essay, the facts used as evidence to support the proposition, and the impact the essay had on them. |
| **Presentation of Knowledge and Ideas** | |
| **Speaking/Listening 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. | **TE 2:** 185d; **3:** 363d, 383d; **4:** 435d, 503d; **5:** 559d, 581d<br><br>The Speaking and Listening activities in the Teacher's Edition provide numerous opportunities for students to prepare presentations with appropriate main ideas and supporting details. Students gather information, write the presentation, prepare visuals, and finally give the presentation. Use the Main Idea and Details lessons in the Comprehension strand to reinforce understanding of the concepts. The strand provides instruction in identifying main ideas and details in written materials. See, for example, **TE 3:** 288–289, 295, 299, 307. Review identifying main idea and details to help students as they prepare their presentations. Remind them to include supportive facts and details for their main ideas in their presentations. |
| **Speaking/Listening 5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | **TE 2:** 185d; **3:** 383d; **4:** 503d; **5:** 559d, 581d<br><br>The Speaking and Listening activities of the Teacher's Edition lessons suggest using visuals to support oral presentations. Suggestions for the types of visuals to use and where to find appropriate visuals are included. In addition, many of the weekly New Literacies projects include preparing and presenting visual materials. See, for example, **TE 2:** 205k, 253k. |
| **Speaking/Listening 6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | **TE 1:** 111d; **2:** 161d, 229d, 253d; **4:** 411d, 503d; **5:** 581d, 625d<br><br>Students have many opportunities to determine which kind of language to use in presentations and discussions in the Speaking and Listening lessons in the Teacher's Edition pages and as part of the weekly Research and Inquiry project in the Teacher's Edition.<br><br>Help students decide whether to use formal or informal language based on the type of speaking situation before they begin preparing for their presentations or discussions. As an additional aid, identify situations and ask students whether the context requires formal language and to explain why. Use these contexts: a conversation with family members, a job interview, a political campaign speech, an awards ceremony, instructions for how to play a game, and so on. Then when students begin working on each speaking activity in the program, have them identify the reason for speaking and whether they should use formal or informal language for their presentation. |

# Language Standards
## College and Career Readiness Anchor Standards for Language

*The Common Core State Standards for Language on the following pages define what students should understand and be able to do in Grade 5. The CCSS Language Standards build across the grades toward the College and Career Readiness Anchor Standards in the Language domain, given below.*

**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

5. Demonstrate understanding of word relationships and nuances in word meanings.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

| Language Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Conventions of Standard English** | |
| **Language 1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Grammar and usage, along with capitalization and punctuation, are taught in conjunction with weekly Grammar and Writing lessons. For other writing assignment pages, students are reminded to edit their writing for proper grammar and conventions usage with checklists. The Writing and Assessment pages itemize writing traits including those for conventions such as grammar, usage, spelling, punctuation, capitalization, and paragraphing and contain rubrics for narrative, descriptive, persuasive, and expository writing modes. The Speaking and other presentation activity sections emphasize using correct grammar, sentence forms, and word choice. See the following representative pages from Unit 1: |
| | **TE 1:** 18k, 18, 21, 35, 41, 41b, 41d, 41e–41f, 41g–41h, 41k, 41l, 42j, 42, 45, 65, 67, 67b, 67d, 67e–67f, 67g–67h, 67k, 67l, 68k, 68, 71, 85, 89, 89b, 89d, 89e–89f, 89g–89h, 89k, 89l, 90k, 90, 93, 109, 111, 111b, 111d, 111e–111f, 111g–111h, 111k, 111l, 112k, 112, 115, 129, 133, 133b, 133d, 133e–133f, 133g–133h, 133k, 139, WA1–WA9, WA11–WA14 |
| **Language 1.a.** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | **TE 1:** 41e–41f, 89f, 111f; **3:** 383e–383f; **6:** 673e–673f |
| | The program includes work with prepositions (and prepositional phrases) and lessons focus on both coordinating (*and, but, or*) and subordinating (*because, after, before*) conjunctions. |
| **Language 1.b.** Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. | In the Grammar strand, lessons are provided for identifying simple tenses, main verbs, and helping verbs, and the principal parts of verbs. In the first lesson on the principal parts of regular verbs (**TE 3:** 315e–315f), the perfect tenses are discussed on Day 4. |
| | When discussing verbs, review the perfect tenses with students. Remind them that the present perfect identifies action that took place at an indefinite time in the past, past perfect identifies action that took place before another action in the past, and future perfect tells about a future action that will end before another future event begins. |
| | • **Present perfect tense**   I have walked. She has walked. |
| | • **Past perfect tense**   I had walked. He had walked. |
| | • **Future perfect tense**   I will have walked. She will have walked. |
| | Find examples of perfect tenses in a selection, such as *Leonardo's Horse*— past perfect tense: "had forgotten" in the sentence "The age was called the Renaissance, a time of rebirth when people who had forgotten how to be curious became curious again." Discuss the past perfect tense and ask students to give the present perfect and future perfect tense of *forgotten*. Repeat with other examples from the selection, such as "had heard" and "had planned." |
| **Language 1.c.** Use verb tense to convey various times, sequences, states, and conditions. | **TE 3:** 287e–287f |
| | In the Teacher's Edition, verb tense and principal parts of verbs are formally presented as part of the Grammar section. As students apply their grammar skills in the writing activities, they use the correct verb form and tense. |

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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Language 1.d.** Recognize and correct inappropriate shifts in verb tense. | **TE 3:** 287f<br><br>In the Grammar strand, lessons are provided for identifying simple tenses as well as for main and helping verbs and the principal parts of verbs. In addition, in the Writing strand, students are encouraged to proofread for errors in grammar and usage as they edit their written work. To provide additional support with any lesson such as *The Dinosaurs of Waterhouse Hawkins*, write the following sentences or ones of your own on the board and guide students in correcting shifts in verb tense.<br>• I went to the museum where I will see dinosaur bones.<br>• I see that the model was smaller than the actual dinosaur.<br>• He builds a model of a dinosaur, which went on exhibit.<br>• Everyone enjoyed the exhibit, which opens on Monday. |
| **Language 1.e.** Use correlative conjunctions (e.g., *either/or, neither/ nor*). | The program includes work with conjunctions. The lessons focus on coordinating (*and, but, or*) and subordinating (*because, after, before*) conjunctions. The writing activity on **TE 6:** 673e–673f explains how to improve student writing using conjunctions to combine sentences.<br>**TE 1:** 89f, 111f, WA5; **5:** 581h, 625h<br><br>Extend instruction to correlative conjunctions, pointing out that conjunction pairs such as *either/or, neither/nor,* and *both/and* can be used to connect parts of sentences.<br>• Write these examples on the board:<br>We can go **either** to the matinee **or** the show at 7:30.<br>**Neither** Jackson **nor** Alise has a passport.<br>We wanted to visit **both** the lava beds **and** the redwood forest on our trip.<br>• Discuss the examples and the use of correlative conjunctions.<br>• Have students look for sentences with correlative conjunctions in the selections in their Student Edition.<br>• Ask them to share the sentences and identify the sentence parts connected by the correlative conjunctions. |
| **Language 2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Capitalization and punctuation are taught in conjunction with weekly Grammar, Spelling and Phonics, and Writing Workshop lessons. In the Writing Workshops, students are reminded to edit their writing for proper spelling, grammar, and conventions usage with checklists. See the following representative pages from Unit 1:<br>**TE 1:** 35, 41e–41f, 41g–41h, 41i–41j, 65, 67e–67f, 67g–67h, 67i–67j, 85, 89e–89f, 89g–89h, 89i–89j, 109, 111e–111f, 111g–111h, 111i–111j, 129, 133e–133f, 133g–133h, 133i–133j, WA6–WA9, WA11–WA14 |
| **Language 2.a.** Use punctuation to separate items in a series. | **TE 6:** 699e–699f<br><br>The varied uses of commas, including using commas to separate items in lists, are taught in the program's Grammar lessons that, along with the Writing lessons, guide students in using commas to separate items in a series. |

| Language Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Language 2.b.** Use a comma to separate an introductory element from the rest of the sentence. | **TE 1:** 89f, 111f; **6:** 699e–699f<br><br>The varied uses of commas, including using commas to separate introductory words and phrases, are taught in the program's Grammar strand. Together with the weekly writing lessons and the Writing and Assessment Writing Workshop, these lessons guide students in using commas to separate introductory elements. |
| **Language 2.c.** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). | **TE 6:** 699e–699f<br><br>The varied uses of commas, including using commas with *yes* and *no* and in direct address, are presented in the program's Grammar strand. Together with the weekly Writing lessons and the Writing and Assessment Writing Workshop, these lessons guide students in using commas to separate introductory elements.<br><br>Extend the lesson by using *Wings for the King* in Unit 3, Week 1, and *The Stormi Giovanni Club* in Unit 4, Week 4, for example, to point out commas used to set off words ("Yes, but you would be a great deal closer to the ground.") and to indicate address ("Thanks, Dad.") Continue with other examples as the selections are read. |
| **Language 2.d.** Use underlining, quotation marks, or italics to indicate titles of works. | **TE 6:** 753e–753f<br><br>The varied uses of italics, underlining, and quotation marks, including for titles, are presented and practiced in the program's Grammar strand. Together with the weekly Writing lessons and the Writing and Assessment Writing Workshop, these lessons guide students in using quotation marks, underlining, and italics to indicate titles of works. |
| **Language 2.e.** Spell grade-appropriate words correctly, consulting references as needed. | Each week in the Teacher's Edition a spelling concept is pretested on Day 1; practiced on Days 2, 3, and 4 using activities, strategies, and workbook pages; and tested again on Day 5. See the following representative pages:<br>**TE 2:** 161i–161j, 185i–185j, 207i–207j, 229i–229j, 253i–253j |
| **Knowledge of Language** | |
| **Language 3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. | **SE:** 65, 109, 129, 225, 359, 453, 499, 553<br>**TE 1:** 65, 67g–67h, 79, 109, 111g–111h, 114b, 129, 133g–133h, WA1, WA5, WA7; **2:** 225, 229g–229h, WA1, WA5, WA7; **3:** 359, 363g–363h, WA1, WA5, WA7; **4:** 449, 453, 457g–457h, 499, 503g–503h, WA1, WA5, WA7; **5:** 543, 553, 559g–559h, WA1, WA5, WA7; **6:** WA1, WA5, WA7<br><br>Whenever appropriate to the type of writing or speaking they are doing, students are encouraged to make language choices that are suitable for their audience and purpose. In addition to the use of formal or informal language, language choice includes word choice, such as persuasive words or sensory words and jargon. The lessons offer explicit instruction in jargon, word choices, and sensory words/details, as well as figurative language. Word choice is an important topic in the writing lessons. |
| **Language 3.a.** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | **TE 1:** WA5, WA9; **2:** WA5, WA9; **3:** 383g–383h, WA5, WA9; **4:** WA5, WA9; **5:** 581g–581h, 625g–625h, WA5, WA9; **6:** 753g–753h, WA5, WA9<br><br>Students revise their drafts on Day 4 of the Teacher's Edition lessons. Adding or deleting information, reorganizing or consolidating sentences, adding transition or linking words or phrases, and clarifying are strategies that are suggested to and discussed with students during the revising stage. |

| Language Standards | |
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| **Common Core State Standards** | **Teacher's Notes: Meeting the Common Core State Standards with *Scott Foresman Reading Street* © 2008** |
| **Language 3.b.** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | **TE 2:** 142l–142m; **3:** 363a<br><br>In the Fluency sections of the program and in Listening and Speaking sections, students develop oral language skills based on their interpretations of the language used in stories, drama, and poems.<br><br>The program also investigates the uses of idioms, slang, and jargon. See, for example, **TE 4:** 449; **6:** 733. |
| **Vocabulary Acquisition and Use** | |
| **Language 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. | The program offers numerous instructional opportunities to help students determine the meanings of words through vocabulary and affixation activities. See the following representative pages:<br>**SE:** 114–115, 264–265, 562–563<br>**TE 1:** 114–115, 133c; **2:** 164b; **3:** 264–265, 275, 278, 348b, DI•5; **4:** 414b, 460b; **5:** 514b, 562–563, 581c |
| **Language 4.a.** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | The program offers numerous instructional opportunities to help students determine the meanings of unfamiliar and multiple-meaning words through vocabulary and affixation activities. See the following representative pages:<br>**SE:** 210–211, 414–415, 460–461, 584–585, 702–703<br>**TE 2:** 210–211, 219, 229c; **3:** 331, DI•5; **4:** 414–415, 425, 435c, 457c, 460–461, 473, 483c, DI•15, DI•25, DI•35; **5:** 571, 584–585, 595, 603c, DI•25, DI•35; **6:** 702–703, 709, 725c, 737, 741, DI•35 |
| **Language 4.b.** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). | **SE:** 144–145, 188–189, 290–291, 366–367, 514–515, 606–607<br>**TE 2:** 144–145, 155, 161c, 188–189, 195, 207c; **3:** 290–291, 297, 305, 315c, 366–367, 373, 383c; **5:** 514–515, 527, 581i–581j, 603i–603j, 606–607, 625c, DI•5<br><br>The program's Vocabulary strand incorporates lessons in affixation and words related by base or root. Lessons are included for common base words and Latin roots and Greek word parts as well as prefixes and suffixes and their meanings. |
| **Language 4.c.** 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. | **SE:** 70–71, 164–165, 538–539, 636–637<br>**TE 1:** 70–71, 79, 89c, DI•15; **2:** 164–165, 171, 185c, DI•15; **5:** 538–539, 549, 559c, DI•15; **6:** 636–637, 645, 653c<br><br>The program's Vocabulary strand provides instruction and practice in using glossaries and dictionaries to find word meanings. |
| **Language 5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Word relationships including words related by meaning, such as synonyms; by sound, such as homophones; and by structure, such as base words and affixes, are a focus of the program's Vocabulary strand. See the following representative pages:<br>**SE:** 438–439<br>**TE 2:** 188b; **3:** 287b, 362; **4:** 394b, 411b, 414b, 435b, 438–439, 447, 449, 457b, 503b, 506; **5:** 584b, 595, 627; **6:** 643, 709, 733, 753b |
| **Language 5.a.** Interpret figurative language, including similes and metaphors, in context. | **TE 1:** 53, 58, 79, 114b, 135; **2:** 193, 253b; **3:** 277, 287b, 361–362, 386; **4:** 411b, 435b, 457b, 503b, 506; **5:** 519, 533, 595, 627; **6:** 643, 709, 733, 753b<br><br>Figurative language including metaphors, similes, hyperbole, personification, symbolism, and idioms are explicitly introduced. |

| Language Standards | |
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| **Language 5.b.** Recognize and explain the meaning of common idioms, adages, and proverbs. | **TE 1:** 64; **4:** 411b; **5:** 519<br><br>Vocabulary pages present lessons on idioms and adages, or proverbs. When discussing idioms and adages, or proverbs, remind students that they can find information about the meanings by looking in reference books such as a dictionary of idioms and a book of adages or by conducting an Internet search. |
| **Language 5.c.** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **SE:** 92–93, 348–349, 438–439, 728–729<br><br>**TE 1:** 20b, 92–93; **2:** 188b; **3:** 348b, 348–349, 349b, 363c; **4:** 394b, 438–439, 447; **5:** 514b, 584b; **6:** 728–729, 753c<br><br>To foster the use of specific words, Vocabulary lessons and questions that accompany the reading selection in the Teacher's Edition focus on defining and identifying synonyms, antonyms, and homographs and using them to understand the meanings of words with related meanings. |
| **Language 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., *however, although, nevertheless, similarly, moreover, in addition*). | **TE 4:** 449, 457g–457h, WA1, WA5, WA7; **5:** 543, 559g–559h, WA1, WA5, WA7; **6:** 733, WA1, WA5, WA7<br><br>Each selection lesson plan contains Concept Vocabulary related to the unit theme and the specific selection. The Lesson Vocabulary words are presented in a variety of contexts and are then used by students in daily activities to help them master the use and meanings of the words. In addition, social studies and science terms are discussed in Time for… and Content-Area Vocabulary features. See, for example, **TE 4:** 435, 445, 447, 454, 473, 480. |

## Conventions—Progressive Standards
*The following skills required continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

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| **Grade 3 Language 1.f.** Ensure subject-verb and pronoun-antecedent agreement. | **TE 2:** 253e–253f, 435e–435f<br><br>In its Grammar lessons, the program provides explicit instruction in identifying and following rules for subject-verb agreement and the agreement of pronouns and their antecedents. |
| **Grade 3 Language 3.a.** Choose words and phrases for effect. | **SE:** 65, 109, 129, 225, 359, 453, 499, 553<br>**TE 1:** 41g, 65, 67g–67h, 89g, 109, 111g–111h, 129, 133g–133h, WA1, WA5, WA7; **2:** 161g, 185g, 207g, 225, 229g–229h, 253g, WA1, WA5, WA7; **3:** 287g, 315g, 345g, 359, 363g–363h, 383g, WA1, WA5, WA7; **4:** 411g, 435g, 453, 457g–457h, 483g, 499, 503g–503h, WA1, WA5, WA7; **5:** 535g, 553, 559g–559h, 581g, 603g, 625g, WA1, WA5, WA7; **6:** 653g, 673g, 699g, 725g, 753g, WA1, WA5, WA7<br><br>The program emphasizes the importance of choosing words carefully to achieve the desired effect in a particular kind of writing. In addition to presenting specific examples of well-chosen words in models in the Student Edition and Teacher's Edition, the Teacher's Edition Writing lessons include activities to choose words, including vivid words, strong verbs, and persuasive words. In addition, students learn that as they draft and revise, they should look for vague or weak words that they can replace with more exact or more vivid words to improve the effect of their writing. |
| **Grade 4 Language 1.f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | **SE:** 379, 577, 621, 749<br><br>Lessons in the Grammar strand discuss sentences, their parts, and their structure including the structure of compound and complex sentences. See the following representative pages:<br><br>**TE 1:** 67e–67f; **5:** 535g, 559g, 577, 581g–581h, 603g, 621, 625g–625h, WA1, WA5, WA7<br><br>When discussing complete subjects, remind students that a complete sentence is one that has both a subject and a predicate. Offer incomplete sentences that are missing either a subject or a predicate and ask students to make the sentences complete.<br><br>Explain to students that a fragment is a group of words that is not a sentence because it is missing a subject, a predicate, or both or is written as a dependent clause.<br><br>Provide examples and offer ways to correct them. For example: For me. (Is this for me? Are you doing that for me?) Paul Bunyan and the blue ox. (Paul Bunyan and his blue ox worked in the forest.) Slept late. (The exhausted worker slept late on Saturday.) When the storm was over. (Everyone was relieved when the storm was over.)<br><br>Point out that while fragments may sometimes be used for effect, especially in dialogue, they should not be used in formal writing or speaking. Give examples by identifying complete sentences and fragments used in the selection *Thunder Rose,* such as complete sentences "He became as playful as a kitten and even began to purr." and fragments "So I like to think of it as a Barbara's Wire." |

## Conventions—Progressive Standards

*The following skills required continued attention in higher grades (after their introduction in the grade listed below) as they are applied to increasingly sophisticated writing and speaking.*

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| **Grade 4 Language 1.g.** Correctly use frequently confused words (e.g., *to, too, two; there, their*). | **TE 4:** 414b; **6:** 658–667<br><br>The program's Conventions strand focuses on troublesome verbs, and the Spelling strand has lessons related to easily confused words and homophones. Discuss homophones when reading a selection such as *Stretching Ourselves* or *The Mystery of Saint Matthew Island.* Point out examples of homophones in the selection such as *herd (heard), too (to, two), male (mail),* and *lain (lane).* Help students identify the meaning of the word used in the selection and distinguish it from the meaning of its homophone. |
| **Grade 4 Language 3.a.** Choose words and phrases to convey ideas precisely. | As noted previously, the program emphasizes the importance of choosing words carefully to achieve the desired effect and meaning in a particular kind of writing. See the following representative pages:<br><br>**TE 5:** 535g, 543, 553, 559g–559h, 581g, 603g, 625g, WA1, WA5, WA7; **6:** 699b |
| **Grade 4 Language 3.b.** Choose punctuation for effect. | In the Teacher's Edition, the Grammar strand focuses on punctuation, along with grammar and usage and capitalization. These lessons guide students in the use of punctuation. In addition, students are encouraged to proofread for punctuation in the editing phase of the writing process. See the following pages for examples:<br><br>**TE 1:** 40, 41e–41f, 123; **2:** 185e–185f; **3:** 333; **4:** 411k; **5:** 535e–535f; **6:** 699e–699f, 725e–725f, 753e–753f |