

Supplemental Attachment 2

**McGraw-Hill Reading Wonders alignment to Common Core Standards – English Language Art
ELA/SLA Lesson Plan Template: 11/6/2017-11/08/2017**



Common Core State Standards Correlations

English Language Arts



College and Career Readiness Anchor Standards for READING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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 analyze 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.

Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	5	1

Reading Standards for Literature

Key Ideas and Details

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: Unit 1: 26, 40, 41 Unit 2: 113, 142 Unit 3: 170, 171, 212 Unit 4: 242, 243, 256, 257 Unit 5: 315, 329 Unit 6: 386, 387, 401, 402
LITERATURE ANTHOLOGY: Unit 1: 14, 18, 20, 25, 33, 35, 39, 41, 89 Unit 2: 129, 133, 137, 155, 169, 171, 179, 181 Unit 3: 185, 190, 192, 195, 202, 207, 213 Unit 4: 275, 277, 291, 293, 297, 343 Unit 5: 359, 377, 379 Unit 6: 434, 437, 443, 445, 454, 457, 461, 463, 509, 511
LEVELED READERS: Unit 1, Week 1: *Parker's Plan* (A), *Can-do Canines* (O), *Cleaning Up the Competition* (B) Unit 1, Week 2: *Dog Gone* (A), *Shhh! It's a Surprise!* (O), *Lost and Found* (B) Unit 2, Week 4: *The Lion's Whiskers* (A), *The Riddle of the Drum: A Tale from Mexico* (O), *Clever Manka* (B) Unit 3, Week 2: *Over the Top* (A), *In Drama Valley* (O), *Welcome to the Wilds* (B) Unit 4, Week 2: *The Mysterious Teacher* (A), *The Unusually Clever Dog* (O), *The Surprise Party* (B) Unit 5, Week 2: *The Picture Palace* (A), *Hard Times* (O), *Woodpecker Warriors* (B) Unit 6, Week 2: *Winning Friends* (A), *Enemy or Ally?* (O), *Jamayla to the Rescue* (B)
YOUR TURN PRACTICE BOOK: 3–5, 13–15, 63–65, 83–85, 103–105, 113–115, 163–165, 203–205, 213–215, 223–225, 263–265
READING WORKSTATION ACTIVITY CARDS: 22
TEACHER'S EDITION: Unit 1: T25P, T29, T89I, T89L, T93 Unit 2: T89P, T93, T217G, T217P, T221 Unit 3: T25N, T89E, T89G, T89P, T93 Unit 4: T25P, T29, T89E, T89L, T93 Unit 5: T25G, T25N, T89H, T89I, T89P, T93 Unit 6: T25H, T25M, T25P, T89H, T89K

RL.5.2 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.

READING/Writing WORKSHOP: Unit 2: 141, 155 Unit 3: 170, 171, 184, 185 Unit 4: 299 Unit 6: 387, 400, 401
LITERATURE ANTHOLOGY: Unit 1: 25, 41 Unit 2: 133, 171, 179 Unit 3: 185, 190, 195, 207, 213 Unit 4: 275, 277, 293, 343 Unit 5: 359, 377, 379 Unit 6: 434, 437, 445, 454, 457, 463, 509, 511
LEVELED READERS: Unit 2, Week 4: *The Lion's Whiskers* (A), *The Riddle of the Drum: A Tale from Mexico* (O, ELL), *Clever Manka* (B) Unit 2, Week 5: *Clearing the Jungle* (A), *I Want to Ride!* (O, ELL), *Changing Goals* (B) Unit 3, Week 1: *All the Way from Europe* (A), *Dancing the Flamenco* (O, ELL), *A Vacation in Minnesota* (B) Unit 3, Week 2: *Over the Top* (A), *In Drama Valley* (O, ELL), *Welcome to the Wilds* (B) Unit 4, Week 5: *Tell Me the Old, Old Stories* (A), *From Me to You* (O, ELL), *Every Picture Tells a Story* (B) Unit 6, Week 1: *Mrs. Gleeson's Records* (A), *Norberto's Hat* (O, ELL), *The Victory Garden* (B) Unit 6, Week 2: *Winning Friends* (A), *Enemy or Ally?* (O, ELL), *Jamayla to the Rescue* (B)
YOUR TURN PRACTICE BOOK: 83–85, 93–94, 103–105, 113–115, 193–194, 199, 253–255, 259, 263–265
READING WORKSTATION STUDY CARDS: 6
TEACHER'S EDITION: Unit 2: T212, T217P, T239, T243, T247, T249, T276, T281D, T303, T307, T311, T313 Unit 3: T20, T25N, T47, T51, T55, T57, T84, T89C, T89E, T89P Unit 4: T276, T281B, T285, T303, T307, T311, T313 Unit 6: T20, T25L, T25P, T29, T84, T111, T115, T119, T121

Reading Standards for Literature

Key Ideas and Details

RL.5.3 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).

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READING/Writing WORKSHOP: Unit 2: 113 Unit 5: 315, 329
LITERATURE ANTHOLOGY: Unit 2: 133 Unit 4: 293 Unit 5: 359, 379 Unit 6: 463
LEVELED READERS: Unit 2, Week 2: *The Bird of Truth* (A), *The Talking Eggs* (O, ELL), *Three Golden Oranges* (B) Unit 5, Week 1: *King of the Board* (A), *Snap Happy* (O, ELL), *No Place Like Home* (B) Unit 5, Week 2: *The Picture Palace* (A), *Hard Times* (O, ELL), *Woodpecker Warriors* (B)
YOUR TURN PRACTICE BOOK: 62–65, 202–205, 212–215
READING WORKSTATION ACTIVITY CARDS: 3, 4, 5
TEACHER'S EDITION: Unit 2: T84, T89C, T89G, T89J, T89K, T89N, T89P Unit 5: T20, T25B, T25F, T25I, T25K, T25N, T84, T89E, T89I, T89K, T89M, T89P

Craft and Structure

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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READING/Writing WORKSHOP: Unit 1: 43 Unit 2: 115 Unit 3: 173 Unit 4: 301 Unit 5: 331 Unit 6: 389
LITERATURE ANTHOLOGY: Unit 1: 41 Unit 2: 133 Unit 3: 195 Unit 4: 343 Unit 5: 379 Unit 6: 445
YOUR TURN PRACTICE BOOK: 17, 67, 107, 197, 217
TEACHER'S EDITION: Unit 1: T88, T89B, T89L, T89M, T109, T114, T118, T125 Unit 2: T88, T109, T114, T118, T125 Unit 3: T24, T25C, T25I, T25K, T25N Unit 4: T280, T281, T281A, T281C, T281D, T281F, T301, T306, T310, T317 Unit 5: T88, T89E, T89G, T109, T114, T118, T125 Unit 6: T24, T25C, T25E, T25H, T25I, T25P

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

READING/Writing WORKSHOP: Unit 4: 300
LITERATURE ANTHOLOGY: Unit 2: 132 Unit 4: 343
LEVELED READERS: Unit 4, Week 2: *The Mysterious Teacher* (A), *The Unusually Clever Dog* (O, ELL), *The Surprise Party* (B)
YOUR TURN PRACTICE BOOK: 99, 166, 196
READING WORKSTATION ACTIVITY CARDS: 26, 27
TEACHER'S EDITION: Unit 2: T81, T89G, T285 Unit 4: T86, T89E, T89F, T89G, T89K, T104, T105, T112, T113, T116, T117, T121–T123, T278, T350 Unit 5: T25I

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

READING/Writing WORKSHOP: Unit 4: 243, 257 Unit 5: 316 Unit 6: 443
LITERATURE ANTHOLOGY: Unit 4: 277, 293 Unit 5: 358 Unit 6: 462
LEVELED READERS: Unit 4, Week 1: *Paul Bunyan* (A), *Pecos Bill* (O, ELL), *An Extraordinary Girl* (B) Unit 4, Week 2: *The Mysterious Teacher* (A), *The Unusually Clever Dog* (O, ELL), *The Surprise Party* (B) Unit 6, Week 5: *Your World, My World* (A), *Flying Home* (O, ELL), *Helping Out* (B)
YOUR TURN PRACTICE BOOK: 153–155, 159, 163–165
READING WORKSTATION ACTIVITY CARDS: 7
TEACHER'S EDITION: Unit 4: T20, T25C, T25E, T25I, T25M, T25P, T29, T47, T51, T55, T57, T84, T89C, T89E, T89I, T89L, T111, T115, T119, T121, T274 Unit 5: T22, T25E Unit 6: T276, T281B, T281D, T303, T307, T311, T313

Integration of Knowledge and Ideas

RL.5.7 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).

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READING/Writing WORKSHOP: Unit 2: 114
YOUR TURN PRACTICE BOOK: 6, 9, 66
READING WORKSTATION ACTIVITY CARDS: 8
TEACHER'S EDITION: Unit 1: T22, T23, T25F, T25J, T29, T89K Unit 2: T86, T89E, T89O, T217I, T217N, T284 Unit 3: T25B, T89B, T93 Unit 4: T25E, T28
www.connected.mcgraw-hill.com **RESOURCES:**
READING/Writing WORKSHOP: Unit 2: 108–115, 136–143 Unit 6: 438–445
LITERATURE ANTHOLOGY: Unit 2: 118–133, 156–171 Unit 3: 198–213
STUDENT PRACTICE: Approaching Reproducibles: 6, 9, 66 Beyond Reproducibles: 6, 9, 66
ELL Reproducibles: 6, 9, 66
MEDIA: Video, Images

RL.5.8 (Not applicable to Literature)

Reading Standards for Literature

Integration of Knowledge and Ideas

RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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LITERATURE ANTHOLOGY: Unit 1: 45 Unit 2: 137, 155 Unit 4: 281, 297 Unit 5: 363 Unit 6: 489
LEVELED READERS: Unit 1, Week 2: *Dog Gone (A)*, *Shhh! It's a Surprise! (O, ELL)*, *Last and Found (B)*
READING WORKSTATION ACTIVITY CARDS: 9
TEACHER'S EDITION: Unit 1: T29, T93, T105, T113, T117, T123 Unit 2: T89R, T89T, T93, T105, T113, T117, T123, T221 Unit 3: T29, T93 Unit 4: T25R, T25T, T89N, T89P, T93 Unit 5: T25P, T25R

Range of Reading and Level of Text Complexity

RL.5.10 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.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: These Units reflect the range of text complexity found throughout the book.
 Unit 1, Week 1: "A Fresh Idea," 22; Unit 2, Week 2: "A Modern Cinderella," 108;
 Unit 2, Week 4: "The Magical Lost Brocade," 136; Unit 3, Week 1: "A Reluctant Traveler," 166;
 Unit 3, Week 2: "Survivaland," 180; Unit 4, Week 1: "How Mighty Kate Stopped the Train," 238;
 Unit 4, Week 2: "Where's Brownie?," 252; Unit 5, Week 1: "Miguel in the Middle," 310; Unit 5, Week 2: "The Day the Rollers Got Their Moxie Back," 324; Unit 6, Week 2: "The Bully," 396;
 Unit 6, Week 5: "To Travel!," 438
LITERATURE ANTHOLOGY: These Units reflect the range of text complexity found throughout the book.
 Unit 1, Week 1: *One Hen*, 10; Unit 2, Week 2: *Where the Mountain Meets the Moon*, 118; Unit 2, Week 4: *Blancaflor*, 156; Unit 2, Week 5: *Stage Fright*, 176; Unit 3, Week 2: *Weslandia*, 198; Unit 4, Week 1: *Davy Crockett Saves the World*, 262; Unit 4, Week 2: *A Window Into History*, 282; Unit 5, Week 2: *Bud, Not Buddy*, 364; Unit 6, Week 1: *The Unbreakable Code*, 430; Unit 6, Week 2: *The Friend Who Changed My Life*, 450; Unit 6, Week 5: *You Are My Music*, 506
LEVELED READERS: Unit 1, Week 1: *Parker's Plan (A)*, *Can-do Canines (O, ELL)*, *Cleaning Up the Competition (B)* Unit 2, Week 2: *The Bird of Truth (A)*, *The Talking Eggs (O, ELL)*, *Three Golden Oranges (B)* Unit 2, Week 4: *The Lion's Whiskers (A)*, *The Riddle of the Drum: A Tale from Mexico (O, ELL)*, *Clever Manka (B)* Unit 3, Week 1: *All the Way from Europe (A)*, *Dancing the Flamenco (O, ELL)*, *A Vacation in Minnesota (B)* Unit 3, Week 2: *Over the Top (A)*, *In Drama Valley (O, ELL)*, *Welcome to the Wilds (B)* Unit 4, Week 1: *Paul Bunyan (A)*, *Pecos Bill (O, ELL)*, *An Extraordinary Girl (B)* Unit 4, Week 2: *The Mysterious Teacher (A)*, *The Unusually Clever Dog (O, ELL)*, *The Surprise Party (B)* Unit 4, Week 5: *Tell Me the Old, Old Stories (A)*, *From Me to You (O, ELL)*, *Every Picture Tells a Story (B)* Unit 5, Week 2: *The Picture Palace (A)*, *Hard Times (O, ELL)*, *Woodpecker Warriors (B)* Unit 6, Week 1: *Mrs. Gleeson's Records (A)*, *Horberto's Hat (O, ELL)*, *The Victory Garden (B)* Unit 6, Week 5: *Your World, My World (A)*, *Flying Home (O, ELL)*, *Helping Out (B)*
YOUR TURN PRACTICE BOOK: 16, 86, 106, 116, 266
READING WORKSTATION ACTIVITY CARDS: 24, 26, 27, 30
TEACHER'S EDITION: Unit 1: T22, T25A–T25P Unit 2: T86, T89A–T89T, T214, 217A–T217P, T274, T281A–T281F Unit 3: T22, T25A–T25N, T86, T89A–T89P Unit 4: T22, T25A–T25T, T86, T89A–T89L, T104–T105, T112–T113, T116–T117, T274, T281A–T281F Unit 5: T22, T25A–T25R, T86, T89A–T89P Unit 6: T86, T89A–T89R, T274, T281A–T281F

CCSS

CORRELATIONS

Reading Standards for Informational Text

Key Ideas and Details

McGraw-Hill Reading Wonders

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

READING/Writing WORKSHOP: Unit 1: 54, 55, 68 Unit 2: 98, 99, 126, 128 Unit 3: 198, 199, 212, 213 Unit 4: 271 Unit 5: 342, 356 Unit 6: 414, 428
LITERATURE ANTHOLOGY: Unit 1: 49, 54, 61, 63, 72, 78, 81, 85 Unit 2: 100, 103, 109, 113, 141, 145, 147, 151 Unit 3: 220, 223, 227, 231, 241, 246, 249, 251 Unit 4: 303, 307, 311, 315, 319, 324, 328, 332, 337 Unit 5: 388, 393, 397, 399, 409, 417, 419, 421 Unit 6: 473, 478, 485, 495, 497, 501, 503, 505
LEVELED READERS: Unit 1, Week 3: *Save This Space!* (A, O, B) Unit 2, Week 1: *The Bill of Rights* (A, O, B) Unit 3, Week 4: *The Power of a Team* (A, O, B) Unit 4, Week 3: *Jane Addams: A Woman of Action* (A, O, B) Unit 5, Week 4: *Mars* (A, O, B) Unit 6, Week 3: *Cave Creatures* (A, O, B)
YOUR TURN PRACTICE BOOK: 23–25, 33–35, 53–55, 73–75, 123–125, 133–135, 173–175, 183–185, 223–225, 233–235, 273–275, 283–285
READING WORKSTATION ACTIVITY CARDS: 22
TEACHER'S EDITION: Unit 1: T153R, T217K, T217R, T221, T281D Unit 2: T25H, T25R, T153F, T153N, T157 Unit 3: T153N, T153P, T217L, T217P, T221 Unit 4: T153C, T153I, T153R, T157, T217R Unit 5: T153H, T153P, T217R, T221, T285 Unit 6: T153K, T153R, T217I, T217N, T221

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

READING/Writing WORKSHOP: Unit 3: 199, 213, 226 Unit 4: 270, 284
LITERATURE ANTHOLOGY: Unit 3: 231, 251 Unit 4: 315, 337
LEVELED READERS: Unit 3, Week 3: *Weather Patterns* (A, O, B, ELL) Unit 3, Week 4: *The Power of a Team* (A, O, B, ELL) Unit 4, Week 3: *Jane Addams: A Woman of Action* (A, O, B, ELL) Unit 4, Week 4: *The Delta* (A, O, B, ELL)
YOUR TURN PRACTICE BOOK: 123–125, 133–135
READING WORKSTATION ACTIVITY CARDS: 10
TEACHER'S EDITION: Unit 3: T148, T153C, T153F, T153H, T153I, T153K, T153M, T153P, T175, T179, T183, T185, T212, T217C, T217H, T217M, T217P, T239, T243, T247, T249, T274 Unit 4: T146, T153G, T153L, T153R, T210, T217K, T217M, T217R Unit 5: T274

RI.5.3 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.

READING/Writing WORKSHOP: Unit 1: 55 Unit 5: 357 Unit 6: 415
LITERATURE ANTHOLOGY: Unit 1: 63 Unit 5: 388, 399, 403, 409, 417, 421, 427 Unit 6: 473, 483, 485
LEVELED READERS: Unit 1, Week 3: *Save This Space!* (A, O, B, ELL) Unit 5, Week 4: *Mars* (A, O, B, ELL) Unit 6, Week 3: *Cave Creatures* (A, O, B, ELL)
YOUR TURN PRACTICE BOOK: 23–25, 233–235, 273–275
READING WORKSTATION ACTIVITY CARDS: 11
TEACHER'S EDITION: Unit 1: T153D, T153F, T153H, T153I, T153K, T153M, T153O Unit 5: T217D, T217E, T217H, T217L, T217P Unit 6: T153C, T153E, T153G, T153I, T153L, T212

Reading Standards for Informational Text

Craft and Structure

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.5 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.

RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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LITERATURE ANTHOLOGY: Unit 1: 63, 85, 93 Unit 2: 113, 151 Unit 3: 231, 251, 259 Unit 4: 315, 337 Unit 5: 399, 427 Unit 6: 485, 503
YOUR TURN PRACTICE BOOK: 37, 57, 77, 127, 137, 147, 187, 227, 237, 247, 277
TEACHER'S EDITION: Unit 1: T153I, T153R, T216, T217C, T217R Unit 2: T24, T25I, T25R, T153G, T153N Unit 3: T153D, T153P, T216, T217J, T217P Unit 4: T153K, T153R, T216, T217E, T217R Unit 5: T152, T153B, T153P, T217B, T217R Unit 6: T153D, T153R, T173, T178, T182, T185

LITERATURE ANTHOLOGY: Unit 1: 95
YOUR TURN PRACTICE BOOK: 289
READING WORKSTATION ACTIVITY CARDS: 15
TEACHER'S EDITION: Unit 1: T212 Unit 2: T148 Unit 5: T212 Unit 6: T212, T221

READING/Writing WORKSHOP: Unit 1: 56, 82 Unit 3: 226 Unit 5: 372
LITERATURE ANTHOLOGY: Unit 1: 93 Unit 3: 259 Unit 5: 427
LEVELED READERS: Unit 1, Week 5: *What About Robots?* (A, O, B, ELL)
YOUR TURN PRACTICE BOOK: 43–45, 143–145, 243–245, 249
READING WORKSTATION ACTIVITY CARDS: 16
TEACHER'S EDITION: Unit 1: T150, T274, T276, T281C, T281D, T296–T297, T304–T305, T308–T309, T314–T315 Unit 3: T274, T276, T281C, T281D, T281F Unit 5: T278, T279, T281D, T285

Integration of Knowledge and Ideas

RI.5.7 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.

RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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READING WORKSTATION ACTIVITY CARDS: 19
TEACHER'S EDITION: Unit 1: T157, T285, T328, T329 Unit 2: T29, T157, T328, T329 Unit 3: T157, T285, T328, T329 Unit 4: T92, T156, T157, T221, T328, T329 Unit 5: T156, T221, T285, T328, T329 Unit 6: T29, T93, T328, T329
www.connected.mcgraw-hill.com **RESOURCES:**
READING/Writing WORKSHOP: Unit 4: 272
RESEARCH & INQUIRY: Weekly Lessons: Units 1–6 Research Roadmaps: Units 1–6
CARDS: Reading Workstation Activity Cards: 19

READING/Writing WORKSHOP: Unit 1: 83, 84 Unit 3: 227, 228 Unit 4: 271, 285 Unit 5: 371
LITERATURE ANTHOLOGY: Unit 1: 62, 93 Unit 3: 259 Unit 4: 337 Unit 5: 427
LEVELED READERS: Unit 3, Week 5: *The Anasazi* (A, O, B, ELL), Unit 5, Week 5: *The Great Plains* (A, O, B, ELL)
YOUR TURN PRACTICE BOOK: 43–45, 46, 143–145, 146, 149, 173–175, 183–185, 189, 243–245
READING WORKSTATION ACTIVITY CARDS: 20
TEACHER'S EDITION: Unit 1: T274, T276, T281C, T281D Unit 3: T276, T278, T281C, T281D, T303, T307, T311, T313 Unit 4: T148, T153F, T153R, T212, T217H, T221 Unit 5: T276, T281D, T303, T307, T311, T313

LITERATURE ANTHOLOGY: Unit 1: 95
READING WORKSTATION ACTIVITY CARDS: 21
TEACHER'S EDITION: Unit 1: T157, T220, T221 Unit 2: T28, T29, T156, T157, T329 Unit 3: T156, T157, T220, T221, T329 Unit 4: T92, T157, T220, T221, T329 Unit 5: T156, T157, T220, T329 Unit 6: T29, T156, T157, T221, T329

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

RI.5.10 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.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: These Units reflect the range of text complexity found throughout the book.

Unit 1, Week 3: "A Life in the Woods," 50; Unit 1, Week 4: "Fantasy Becomes Fact," 64
Unit 2, Week 1: "Creating a Nation," 94; Unit 2, Week 3: "Growing in Place: The Story of E. Lucy Braun," 122; Unit 3, Week 3: "Patterns of Change," 194; Unit 4, Week 3: "Frederick Douglass: Freedom's Voice," 266; Unit 4, Week 4: "Power from Nature," 280; Unit 5, Week 4: "Changing Views of Earth," 352; Unit 5, Week 5: "Should Plants and Animals from Other Places Live Here?," 366; Unit 6, Week 3: "Mysterious Oceans," 410; Unit 6, Week 4: "Words to Save the World: The Work of Rachel Carson," 424

LITERATURE ANTHOLOGY: These Units reflect the range of text complexity found throughout the book.

Unit 1, Week 3: *Camping with the President*, 46; Unit 1, Week 4: *The Boy Who Invented TV*, 68; Unit 2, Week 1: *Who Wrote the U.S. Constitution?*, 96; Unit 2, Week 3: *The Boy Who Drew Birds*, 138; Unit 3, Week 3: *The Story of Snow*, 216; Unit 3, Week 5: *Machu Picchu: Ancient City*, 256; Unit 4, Week 3: *Rosa*, 298; Unit 4, Week 4: *One Wolf*, 320; Unit 5, Week 4: *When Is a Planet Not a Planet?*, 404; Unit 6, Week 3: *Survival at 40 Below*, 468; Unit 6, Week 4: *Planting the Trees of Kenya*, 490

LEVELED READERS: Unit 1, Week 4: *Snapshot! The Story of George Eastman* (A, O, B, ELL)

Unit 2, Week 1: *The Bill of Rights* (A, O, B, ELL) Unit 2, Week 3: *Norman Borlaug and the Green Revolution* (A, O, B, ELL) Unit 3, Week 3: *Weather Patterns* (A, O, B, ELL) Unit 3, Week 4: *The Power of a Team* (A, O, B, ELL) Unit 4, Week 3: *Jane Addams: A Woman of Action* (A, O, B, ELL) Unit 4, Week 4: *The Delta* (A, O, B, ELL) Unit 5, Week 3: *Ocean Threats* (A, O, B, ELL) Unit 5, Week 4: *Mars* (A, O, B, ELL) Unit 6, Week 3: *Cave Creatures* (A, O, B, ELL)

YOUR TURN PRACTICE BOOK: 26, 36, 76, 125, 136, 176, 226, 276, 286

READING WORKSTATION ACTIVITY CARDS: 25, 30

TEACHER'S EDITION: Unit 1: T150, T153A–T153V, T214, T217A–T217R, T281E–T281F
Unit 2: T22, T25A–T25V, T150, T153A–T153N Unit 3: T150, T153A–T153I, T278, T281A–T281F
Unit 4: T150, T153A–T153V, T214, T217A–T217T Unit 5: T214, T217A–T217R, T278, T281A–T281F
Unit 6: T150, T153A–T153R, T214, T217A–T217P

Reading Standards: Foundational Skills

Phonics and Word Recognition

McGraw-Hill Reading Wonders

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3a 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.

LITERATURE ANTHOLOGY: Unit 1: 85, 93 Unit 2: 151 Unit 3: 231, 251 Unit 4: 315 Unit 5: 421, 427
WORD STUDY WORKSTATION ACTIVITY CARDS: 16–30
YOUR TURN PRACTICE BOOK: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288, 298
TEACHER'S EDITION: Unit 1: T26–T27, T40–T41, T48–T49, T52–T53, T90–T91, T154–T155, T218–T219, T282–T283 Unit 2: T26–T27, T90–T91, T104–T105, T112–T113, T116–T117, T154–T155, T218–T219, T282–T283 Unit 3: T26–T27, T90–T91, T154–T155, T168–T169, T176–T177, T180–T181, T218–T219, T282–T283 Unit 4: T26–T27, T90–T91, T154–T155, T218–T219, T232–T233, T240–T241, T244–T245, T282–T283 Unit 5: T26–T27, T154–T155, T218–T219, T282–T283, T296–T297, T304–T305, T308–T309 Unit 6: T26–T27, T40–T41, T48–49, T52–T53, T90–T91, T154–T155, T218–T219, T282–T283

Fluency

McGraw-Hill Reading Wonders

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RF.5.4a Read on-level text with purpose and understanding.

LEVELED READERS: Unit 1, Week 2: *Dog Gone (A), Shhh! It's a Surprise! (O, ELL), Lost and Found (B)*; Unit 2, Week 3: *Norman Borlaug and the Green Revolution (A, O, B, ELL)*; Unit 3, Week 1: *All the Way from Europe (A), Dancing the Flamenco (O, ELL), A Vacation in Minnesota (B)*; Unit 4, Week 5: *Tell Me the Old, Old Stories (A), From Me to You (O, ELL), Every Picture Tells a Story (B)*; Unit 5, Week 3: *Ocean Threats (A, O, B, ELL)*; Unit 6, Week 2: *Winning Friends (A), Enemy or Ally? (O, ELL), Jamayla to the Rescue (B)*
READING WORKSTATION ACTIVITY CARDS: 29
WORD STUDY WORKSTATION ACTIVITY CARDS: 25, 26
TEACHER'S EDITION: Unit 1: T27, T91, T155, T219, T283 Unit 2: T27, T91, T155, T219, T283 Unit 3: T27, T91, T155, T219, T283 Unit 4: T27, T91, T155, T219, T283 Unit 5: T27, T91, T155, T219, T283 Unit 6: T27, T91, T155, T219, T283

RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LEVELED READERS: Unit 1, Week 2: *Dog Gone (A), Shhh! It's a Surprise! (O, ELL), Lost and Found (B)*; Unit 2, Week 3: *Norman Borlaug and the Green Revolution (A, O, B, ELL)*; Unit 3, Week 1: *All the Way from Europe (A), Dancing the Flamenco (O, ELL), A Vacation in Minnesota (B)*; Unit 4, Week 5: *Tell Me the Old, Old Stories (A), From Me to You (O, ELL), Every Picture Tells a Story (B)*; Unit 5, Week 3: *Ocean Threats (A, O, B, ELL)*; Unit 6, Week 2: *Winning Friends (A), Enemy or Ally? (O, ELL), Jamayla to the Rescue (B)*
READING WORKSTATION ACTIVITY CARDS: 28
YOUR TURN PRACTICE BOOK: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275, 285, 294
TEACHER'S EDITION: Unit 1: T27, T155, T219 Unit 2: T27, T91, T155, T169, T177, T181, T219, T283 Unit 3: T91, T155, T219, T233, T241, T245, T283 Unit 4: T27, T91, T219, T283, T297, T305, T309 Unit 5: T27, T91, T155, T219, T283 Unit 6: T27, T155, T219, T283

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LEVELED READERS: Unit 1, Week 2: *Dog Gone (A), Shhh! It's a Surprise! (O, ELL), Lost and Found (B)*; Unit 2, Week 3: *Norman Borlaug and the Green Revolution (A, O, B, ELL)*; Unit 3, Week 1: *All the Way from Europe (A), Dancing the Flamenco (O, ELL), A Vacation in Minnesota (B)*; Unit 4, Week 5: *Tell Me the Old, Old Stories (A), From Me to You (O, ELL), Every Picture Tells a Story (B)*; Unit 5, Week 3: *Ocean Threats (A, O, B, ELL)*; Unit 6, Week 2: *Winning Friends (A), Enemy or Ally? (O, ELL), Jamayla to the Rescue (B)*
TEACHER'S EDITION: Unit 1: T27, T41, T49, T53, T59 Unit 2: T27, T41, T49, T53, T91 Unit 3: T155, T169, T177, T181, T187 Unit 4: T91, T105, T219, T241, T245 Unit 5: T219, T233, T241, T245, T251 Unit 6: T155, T169, T177, T181, T187

CCSS

CORRELATIONS

College and Career Readiness Anchor Standards for WRITING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	5	1

Writing Standards

Text Types and Purposes

McGraw-Hill Reading Wonders

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1a 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.

WRITING WORKSTATION ACTIVITY CARDS: 26, 27
TEACHER'S EDITION: Unit 1: T93 Unit 3: T345, T347, T351 Unit 4: T160, T161 Unit 5: T224, T225 Unit 6: T224, T225, T329, T345, T346, T347, T351

W.5.1b Provide logically ordered reasons that are supported by facts and details.

TEACHER'S EDITION: Unit 3: T288, T289, T345, T346, T351, T353 Unit 4: T160, T161 Unit 5: T224, T225 Unit 6: T329, T345, T351

W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

YOUR TURN PRACTICE BOOK: 150
TEACHER'S EDITION: Unit 3: T29, T288, T289, T349, T352 Unit 4: T224, T225 Unit 5: T221 Unit 6: T352, T353, T355

W.5.1d Provide a concluding statement or section related to the opinion presented.

YOUR TURN PRACTICE BOOK: 250
WRITING WORKSTATION ACTIVITY CARDS: 9
TEACHER'S EDITION: Unit 3: T347, T353 Unit 5: T288, T289, T318 Unit 6: T285, T329, T346, T347, T353

W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.2a 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.

WRITING WORKSTATION ACTIVITY CARDS: 2, 8, 10, 11
TEACHER'S EDITION: Unit 2: T224, T225, T345, T346, T348, T351, T352, T354 Unit 3: T92, T329 Unit 4: T285 Unit 5: T32, T33, T254, T345, T346, T348, T351, T352, T354, T355 Unit 6: T28, T32, T33

www.connected.mcgraw-hill.com: **RESOURCES:**
RESEARCH & INQUIRY: Research Roadmaps: Units 1–6 Note-taking Tools: Units 1–6
WRITER'S WORKSPACE: Unit 2, Unit 5
CARDS: Writing Workstation Activity Cards: 2, 8, 10, 11

W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LITERATURE ANTHOLOGY: Unit 4: 337
YOUR TURN PRACTICE BOOK: 60, 80, 130
WRITING WORKSTATION ACTIVITY CARDS: 3, 6, 30
TEACHER'S EDITION: Unit 2: T32, T33, T62, T160, T161, T190, T329, T346, T351–T353, T355 Unit 3: T92, T160, T161, T329 Unit 4: T220 Unit 5: T190, T254, T285, T346, T349, T351, T353

Writing Standards

Text Types and Purposes

- W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).
- W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.5.2e** Provide a concluding statement or section related to the information or explanation presented.
- W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

McGraw-Hill Reading Wonders

- YOUR TURN PRACTICE BOOK:** 220
WRITING WORKSTATION ACTIVITY CARDS: 13, 17, 19
TEACHER'S EDITION: Unit 4: T157 Unit 5: T96, T97, T347 Unit 6: T29
- WRITING WORKSTATION ACTIVITY CARDS:** 15
TEACHER'S EDITION: Unit 1: T190 Unit 2: T347, T355 Unit 5: T346, T349
- YOUR TURN PRACTICE BOOK:** 140
TEACHER'S EDITION: Unit 2: T346, T353 Unit 3: T92, T224, T225, T254, T329 Unit 5: T347, T352 Unit 6: T29, T221
- YOUR TURN PRACTICE BOOK:** 70
WRITING WORKSTATION ACTIVITY CARDS: 5, 7, 22
TEACHER'S EDITION: Unit 1: T224, T225, T254, T345, T351 Unit 2: T96, T97, T126, T254 Unit 4: T96, T97, T345, T347 Unit 6: T96, T97
- YOUR TURN PRACTICE BOOK:** 20, 109, 170
WRITING WORKSTATION ACTIVITY CARDS: 1, 5, 22, 28
TEACHER'S EDITION: Unit 1: T32, T33, T96, T97, T345, T347, T351 Unit 4: T96, T97, T126, T346
- YOUR TURN PRACTICE BOOK:** 40, 270
WRITING WORKSTATION ACTIVITY CARDS: 7, 17, 19
TEACHER'S EDITION: Unit 1: T224, T225, T347, T351 Unit 4: T345 Unit 5: T126 Unit 6: T96, T97, T126
- YOUR TURN PRACTICE BOOK:** 10, 30
WRITING WORKSTATION ACTIVITY CARDS: 1, 14, 18
TEACHER'S EDITION: Unit 1: T32, T33, T62, T160, T161, T346, T352 Unit 2: T288, T289, T318 Unit 4: T288, T289, T318, T351, T353 Unit 6: T288, T289, T318
- WRITING WORKSTATION ACTIVITY CARDS:** 23
TEACHER'S EDITION: Unit 1: T225, T351, T353 Unit 4: T345, T347

Production and Distribution of Writing

- W.5.4** 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.)
- W.5.5** 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.)

McGraw-Hill Reading Wonders

- WRITING WORKSTATION ACTIVITY CARDS:** 12, 24
TEACHER'S EDITION: Unit 1: T33, T97, T161, T225, T345, T347, T348 Unit 2: T32, T126, T160, T225, T348 Unit 3: T33, T97, T161, T225, T345, T347, T348 Unit 4: T33, T97, T161, T225, T345, T347, T348 Unit 5: T33, T97, T161, T225, T345, T347, T348 Unit 6: T33, T97, T161, T225, T345, T347, T348
- TEACHER'S EDITION:** Unit 1: T32, T96, T160, T224, T345, T346, T347, T348 Unit 2: T96, T160, T224, T351, T352, T353, T354 Unit 3: T32, T96, T160, T225, T351, T352, T353, T354 Unit 4: T32, T96, T126, T345, T346, T347, T348 Unit 5: T32, T96, T160, T224, T345, T346, T347, T348 Unit 6: T32, T96, T160, T224, T345, T346, T347, T348

Writing Standards

Production and Distribution of Writing

- W.5.6** 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.

McGraw-Hill Reading Wonders

TEACHER'S EDITION: Unit 1: T330–T332, T348, T354 Unit 2: T156, T330–T332, T348, T354 Unit 3: T330–T332, T348, T354 Unit 4: T330–T332, T333, T348, T354 Unit 5: T156, T330–T332, T348, T354 Unit 6: T330–T332, T348, T354
www.connected.mcgraw-hill.com: RESOURCES:
RESEARCH & INQUIRY: Weekly Lessons: Units 1–6
WRITER'S WORKSPACE: Units 1–6
TEACHER RESOURCES: Writer's Checklists/Proofreading Marks

Research to Build and Present Knowledge

- W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

McGraw-Hill Reading Wonders

WRITING WORKSTATION ACTIVITY CARDS: 30
TEACHER'S EDITION: Unit 1: T28, T92, T156, T220, T330, T331, T332 Unit 2: T28, T92, T156, T330, T331, T332 Unit 3: T28, T92, T156, T220, T330, T331, T332 Unit 4: T28, T92, T156, T220, T330, T331, T332 Unit 5: T92, T156, T220, T284, T351, T352, T353, T354 Unit 6: T28, T156, T220, T330, T331, T332

- W.5.8** 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.

WRITING WORKSTATION ACTIVITY CARDS: 30
TEACHER'S EDITION: Unit 1: S35, S36, T220, T329, T330, T331, T332 Unit 2: T92, T156, T284 Unit 3: T28, T92, T156, T220, T284 Unit 4: T28, T92, T156, T220, T284, T330, T331, T332 Unit 5: T28, T92, T156, T220, T351, T354 Unit 6: T28, T92, T156, T330, T331, T332
www.connected.mcgraw-hill.com: RESOURCES:
RESEARCH & INQUIRY: Note-taking Tools: Units 1–6
WRITER'S WORKSPACE: Units 1–6
TIME FOR KIDS ONLINE ARTICLES: Units 1–6
CARDS: Writing Workstation Activity Cards: 29, 30

- W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.5.9a** 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]").

LITERATURE ANTHOLOGY: Unit 1: 25, 41 Unit 2: 133, 171 Unit 3: 213, 277 Unit 4: 293 Unit 5: 359, 379 Unit 6: 445, 463
YOUR TURN PRACTICE BOOK: 9, 19, 69, 79, 109, 119, 159, 169, 209, 219, 259, 269
TEACHER'S EDITION: Unit 1: T25P, T29, T89L, T93 Unit 2: T89P, T93, T217P, T221 Unit 3: T25N, T29, T89P, T93 Unit 4: T25P, T29, T89L, T93 Unit 5: T25N, T29, T89P, T93 Unit 6: T25P, T29, T89N, T93

- W.5.9b** 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]").

LITERATURE ANTHOLOGY: Unit 1: 63, 85 Unit 2: 113, 151 Unit 3: 231, 251 Unit 4: 315, 337 Unit 5: 399, 421 Unit 6: 485, 503
YOUR TURN PRACTICE BOOK: 29, 39, 59, 89, 129, 139, 149, 279, 289
TEACHER'S EDITION: Unit 1: T153R, T157, T217R, T221, T285 Unit 2: T25R, T29, T153N, T157 Unit 3: T153P, T157, T221, T285 Unit 4: T153R, T157, T217R, T221 Unit 5: T153P, T157, T217R, T221, T285 Unit 6: T153R, T157, T217N, T221

Range of Writing

- W.5.10** 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.

McGraw-Hill Reading Wonders

LITERATURE ANTHOLOGY: Unit 1: 25, 41, 63, 85 Unit 2: 113, 133, 151, 171, 179 Unit 3: 195, 213, 231, 251, 277 Unit 4: 293, 315, 337, 343 Unit 5: 353, 379, 399, 429 Unit 6: 445, 463, 485, 503, 509
YOUR TURN PRACTICE BOOK: 9, 19, 29, 39, 49, 59, 69, 79, 89, 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 199, 209, 219, 229, 239, 249, 259, 269, 279, 289, 299
TEACHER'S EDITION: Unit 1: T32, T33, T96, T103, T160 Unit 2: T29, T32, T33, T96, T97 Unit 3: T93, T97, T160, T161, T345, T346, T347, T348 Unit 4: T221, T224, T351, T352, T353, T354 Unit 5: T285, T288, T289, T344, T347, T349 Unit 6: T345, T346, T347, T351, T352

College and Career Readiness Anchor Standards for **SPEAKING AND LISTENING**

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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.

Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	5	1

Speaking and Listening Standards

Comprehension and Collaboration

McGraw-Hill Reading Wonders

SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	
SL.5.1a	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.	LITERATURE ANTHOLOGY: Unit 1: 25, 29, 41, 63, 67, 85, 89 Unit 2: 113, 117, 133, 137, 151, 171 Unit 3: 195, 213, 231, 251 Unit 4: 277, 293, 315, 337 Unit 5: 359, 379, 403 Unit 6: 445, 463, 485, 503 TEACHER'S EDITION: Unit 1: S5, S19, T25P, T25T, T89L Unit 2: T29, T93, T157, T221, T285 Unit 3: T25N, T29, T89P, T93, T153P Unit 4: T25P, T29, T89L, T93, T157 Unit 5: T89P, T89T, T93, T157, T221 Unit 6: T25P, T89N, T93, T157, T221
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	TEACHER'S EDITION: Unit 1: S6, T10, T92, T138, T202, T266 Unit 2: T10, T138, T202, T266 Unit 3: T74, T138, T220, T266 Unit 4: T74, T138, T266 Unit 5: T74, T138, T266 Unit 6: T156, T266
SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	READING/Writing WORKSHOP: Unit 1: 19, 33, 47, 61, 75 Unit 2: 91, 105, 119, 133, 147 Unit 3: 163, 177, 191, 205, 219 Unit 4: 235, 249, 263, 277, 291 Unit 5: 307, 321, 335, 349, 363 Unit 6: 379, 393, 407, 421, 435 LITERATURE ANTHOLOGY: Unit 1: 25, 29, 41, 63, 67, 85, 89 Unit 2: 113, 117, 133, 137, 151, 171 Unit 3: 195, 213, 231, 251 Unit 4: 277, 293, 315, 337 Unit 5: 359, 379, 403 Unit 6: 445, 463, 485, 503 TEACHER'S EDITION: Unit 1: S5, T10, T25R, T74, T266 Unit 2: T10, T74, T138, T153P Unit 3: T10, T146, T202, T266 Unit 4: T10, T89G, T89O, T153T, T202 Unit 5: T10, T74, T138, T202, T210 Unit 6: T10, T138, T146, T210, T266
SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TEACHER'S EDITION: Unit 1: S6, S19, S35, T138, T285 Unit 2: T29, T93, T157, T221, T285 Unit 3: T29, T93, T157, T221, T285 Unit 4: T29, T93, T157, T221, T285 Unit 5: T29, T93, T157, T221, T266, T285 Unit 6: T29, T93, T157, T221, T285
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TEACHER'S EDITION: Unit 1: T12, T76, T140, T204, T268, T281E, T296–T297, T304–T305, T308–T309, T326 Unit 2: T12, T17, T76, T89E, T140, T153D, T204, T268, T326 Unit 3: T12, T76, T140, T153C, T153I, T204, T217D, T268, T326 Unit 4: T12, T76, T140, T204, T268, T326 Unit 5: T12, T76, T140, T204, T268, T326 Unit 6: T12, T76, T140, T204, T268, T326
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TEACHER'S EDITION: Unit 1: T268, T335 Unit 2: T335 Unit 3: T268, T335 Unit 4: T335 Unit 5: T268, T335 Unit 6: T335

Speaking and Listening Standards

Presentation of Knowledge and Ideas

McGraw-Hill Reading Wonders

SL.5.4 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.

TEACHER'S EDITION: Unit 1: T92, T156, T284, T333, T334 Unit 2: T220, T333, T334 Unit 3: T284, T333, T334 Unit 4: T220, T333, T334 Unit 5: T285, T333, T334 Unit 6: T92, T156, T333, T334

SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

TEACHER'S EDITION: Unit 1: T92, T156, T220, T354 Unit 2: T354 Unit 3: T220, T348, T354 Unit 4: T329, T348, T354 Unit 5: T92, T156 Unit 6: T28, T156, T220, T284, T348

SL.5.6 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.)

TEACHER'S EDITION: Unit 1: S35, T333, T334 Unit 2: T333, T334 Unit 3: T220, T333, T334 Unit 4: T333, T334 Unit 5: T333, T334 Unit 6: T333, T334

College and Career Readiness Anchor Standards for LANGUAGE

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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 figurative language, 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.

CCSS Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	5	1

Language Standards

Conventions of Standard English

McGraw-Hill Reading Wonders

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	READING/Writing WORKSHOP: Unit 6: 433, 446, 447 Grammar Handbook: 452, 453, 457, 471, 472 TEACHER'S EDITION: Unit 1: T35, T98, T99, T162, T163, T191, T221, T226, T227, T255, T286, T319 Unit 2: T290, T291, T319 Unit 3: T286 Unit 4: T336 Unit 5: T34, T35, T98, T127 Unit 6: T224–T226, T255, T285, T286, T288–T291, T318, T319
L.5.1b	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.	READING/Writing WORKSHOP: Grammar Handbook: 461 TEACHER'S EDITION: Unit 3: T162, T290, T291
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	READING/Writing WORKSHOP: Grammar Handbook: 458, 461 TEACHER'S EDITION: Unit 1: T348, T354 Unit 2: T153J, T154, T155, T170, T171, T348, T354 Unit 3: T34, T35, T63, T93, T98, T99, T127, T157, T162, T163, T191, T290, T291, T319, T348, T354 Unit 4: T348 Unit 5: T354 Unit 6: 354
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	READING/Writing WORKSHOP: Unit 3: 189 Grammar Handbook: 459 TEACHER'S EDITION: Unit 1: T348, T354 Unit 2: T348, T354 Unit 3: T93, T96–T99, T127, T290, T291, T319, T348, T354 Unit 4: T348 Unit 5: T354 Unit 6: 354
L.5.1e	Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TEACHER'S EDITION: Unit 1: T98 Unit 3: T286 Unit 6: T226
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a	Use punctuation to separate items in a series.	TEACHER'S EDITION: Unit 1: T99 Unit 4: T291 Unit 6: T227
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	TEACHER'S EDITION: Unit 1: T99, T226, T227, T286 Unit 5: T34, T98, T99, T127
L.5.2c	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>).	READING/Writing WORKSHOP: Grammar Handbook: 479 TEACHER'S EDITION: Unit 1: T35, T99, T286

Language Standards

Conventions of Standard English

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: Grammar Handbook: 480
TEACHER'S EDITION: Unit 2: T291 Unit 3: T227 Unit 5: T163

TEACHER'S EDITION: Unit 1: T36–37, T100–101, T164–T165, T228–T229, T292–T293
Unit 2: T36–T37, T100–T101, T164–T165, T228–T229, T292–T293 Unit 3: T36–37, T100–101, T164–T165, T228–T229, T292–T293 Unit 4: T36–37, T100–101, T164–T165, T228–T229, T292–T293 Unit 5: T36–37, T100–101, T164–T165, T228–T229, T292–T293 Unit 6: T36–37, T100–101, T164–T165, T228–T229, T292–T293

Knowledge of Language

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a Expand, combine, and reduce sentences for meaning, reading/listener interest, and style.

L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: Unit 6: 418 Grammar Handbook: 452, 453, 468
TEACHER'S EDITION: Unit 1: T33, T290, T291, T319, T347, T353 Unit 2: T347, T353 Unit 3: T347, T353 Unit 4: T347, T353 Unit 5: T35, T99, T347, T353 Unit 6: T158, T160, T161, T226, T227, T347, T353

READING/Writing WORKSHOP: Unit 5: 330
TEACHER'S EDITION: Unit 5: T86, T89C, T89I, T89M

Vocabulary Acquisition and Use

L.5.4 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.

L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

McGraw-Hill Reading Wonders

READING/Writing WORKSHOP: Unit 1: 29 Unit 2: 101 Unit 3: 173, 187, 229 Unit 4: 287 Unit 5: 317, 345 Unit 6: 389, 417
LITERATURE ANTHOLOGY: Unit 1: 25, 63 Unit 2: 113, 179 Unit 3: 195, 213, 259 Unit 5: 359, 399 Unit 6: 445, 485

YOUR TURN PRACTICE BOOK: 7, 57, 107, 147, 187, 207, 227, 277

WORD STUDY WORKSTATION ACTIVITY CARDS: 1–3

TEACHER'S EDITION: Unit 1: T25C, T25D, T25H, T25L, T25P, T153C, T153I, T153K, T153R, T217E, T217H, T217K, T217R Unit 2: T24, T25E, T25G, T25I, T39, T153E, T166 Unit 3: T24, T25K, T25N, T39, T88, T89D, T89E, T89H, T89I, T89P, T153B, T153I, T166, T217I, T230, T280, Unit 4: T25, T88, T152, T153A, T153I, T153D, T166, T216, T217C, T217E, T217M, T217R, T231 Unit 5: T24, T25D, T25N, T39, T152, T153B, T167, T217E, T217K Unit 6: T24, T25H, T89A, T89C, T89K, T152, T153C, T153D, T153G, T153K, T153R

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

READING/Writing WORKSHOP: Unit 1: 71, 85 Unit 2: 129 Unit 3: 201, 215 Unit 5: 359, 373
LITERATURE ANTHOLOGY: Unit 1: 85, 93 Unit 2: 151 Unit 3: 231, 251 Unit 5: 421
YOUR TURN PRACTICE BOOK: 37, 47, 77, 127, 137, 237, 247
WORD STUDY WORKSTATION ACTIVITY CARDS: 7–11
TEACHER'S EDITION: Unit 1: T216, T217C, T217R, T231, T280, T281B, T295 Unit 2: T38, T152, T153F, T153G, T153N, T167 Unit 3: T152, T153D, T153P, T167, T216, T217I, T217P, T231 Unit 4: T38, T230 Unit 5: T216, T217B, T217H, T217R, T231, T280, T281C, T295 Unit 6: T25I, T38, T89K

L.5.4c 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.

WORD STUDY WORKSTATION ACTIVITY CARDS: 5

TEACHER'S EDITION: Unit 1: T24, T39, T33 (Reading Workstation Activity Cards), T167, T216, T217E, T217K, T231, T280, T284, T295; Unit 2: T24, T39, T25E, T152, T167, T261 (Reading Workstation Activity Cards), T295; Unit 3: T25C, T89E, T152; Unit 4: T24, T170, T171; Unit 5: T152, T153I; Unit 6: T88, T89Q, T153C

Language Standards

Vocabulary Acquisition and Use

McGraw-Hill Reading Wonders

L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	<p>READING/Writing WORKSHOP: Unit 2: 115, 143 Unit 4: 301, 303 Unit 5: 316 Unit 6: 445</p> <p>LITERATURE ANTHOLOGY: Unit 2: 133, 171 Unit 4: 343, 345 Unit 6: 509</p> <p>YOUR TURN PRACTICE BOOK: 67, 87, 197, 297</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 13, 14</p> <p>TEACHER'S EDITION: Unit 1: T89A, T89B, T89L, T53K, T217F, T217M Unit 2: T88, T89H, T89K, T89P, T103, T216, T217B, T217P, T230, T231, T294 Unit 4: T280, T281C, T281D, T281F, T352 Unit 5: T102 Unit 6: T280, T281D, T295</p>
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>READING/Writing WORKSHOP: Unit 1: 43 Unit 4: 259 Unit 5: 331</p> <p>LITERATURE ANTHOLOGY: Unit 1: 41 Unit 4: 293 Unit 5: 379</p> <p>YOUR TURN PRACTICE BOOK: 17, 167, 217</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 12</p> <p>TEACHER'S EDITION: Unit 1: T89A, T89B, T89L, T230 Unit 3: T38 Unit 4: T88, T89D, T89L, T103 Unit 5: T88, T89C, T89E, T89G, T89P, T103 Unit 6: T102</p>
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>READING/Writing WORKSHOP: Unit 1: 57 Unit 2: 157 Unit 4: 245 Unit 6: 389, 431</p> <p>LITERATURE ANTHOLOGY: Unit 1: 63 Unit 2: 179 Unit 4: 277 Unit 6: 503</p> <p>YOUR TURN PRACTICE BOOK: 27, 97, 157, 287</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 4–6</p> <p>TEACHER'S EDITION: Unit 1: T153J, T153R, T294, T295 Unit 2: T103, T195, T231, T280, T281C, T281D, T295 Unit 4: T24, T25L, T25P, T39, T102, T167, T295 Unit 5: T38, T167, T231 Unit 6: T216, T217G, T217I, T217N</p>
L.5.6	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</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	<p>READING/Writing WORKSHOP: Unit 1: 55, 69, 72 Unit 2: 99 Unit 3: 230, 231 Unit 4: 288, 289</p> <p>YOUR TURN PRACTICE BOOK: 1, 11, 21, 31, 41, 51, 81, 91, 101, 111, 121, 131, 141, 171, 191, 241, 251, 261, 271, 281, 291</p> <p>TEACHER'S EDITION: Unit 1: T14, T38, T78, T102, T142, T148, T153L, T166, T206, T212, T222–T225, T230, T270, T273, T294, T344, T346–T348, T350–T352, T354 Unit 2: T14, T20, T38, T78, T102, T142, T166, T206, T230, T270, T294, T344, T346, T348, T350, T352, T354 Unit 3: T14, T38, T78, T89J, T102, T142, T153J, T166, T206, T230, T270, T286–T289, T294, T344, T346, T348, T350, T352, T354 Unit 4: T14, T38, T78, T102, T142, T166, T206, T222–T225, T230, T270, T294, T344, T346, T348, T350, T352, T354 Unit 5: T14, T38, T78, T94–97, T102, T142, T166, T206, T230, T270, T294, T332, T344, T346–T348, T350, T352, T354 Unit 6: T14, T34, T38, T78, T94, T102, T142, T166, T206, T230, T270, T294, T344, T346, T348, T350, T352, T354</p>