

A Correlation of

# QuickReads

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To the

## Common Core State Standards for English Language Arts

Grade 5

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
INSTRUCTIONAL MATERIALS CORRELATION  
COURSE STANDARDS/BENCHMARKS**

**SUBJECT:** Reading, Writing, Listening, Speaking, and Language

**GRADE LEVEL:** Grade 5, Level E

**COURSE TITLE:** Reading Program - 2-5 Grade Series

**COURSE CODE:** 501023S

**SUBMISSION TITLE:** QuickReads

**BID ID:** 2037

**PUBLISHER:** Pearson Education, Inc., publishing as Scott Foresman

**PUBLISHER ID:** 22-1603684

BENCHMARK CODE	BENCHMARK	LESSONS WHERE BENCHMARK IS DIRECTLY ADDRESSED IN-DEPTH IN MAJOR TOOL (Include page numbers of lesson, a link to lesson, or other identifier for easy lookup by reviewers.)
	Reading Standards for Literature: Grade 5	
LACC.5.RL.1	Key Ideas and Details	
LACC.5.RL.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	The <i>QuickReads</i> program consists of short, nonfiction selections designed to be read quickly and meaningfully. The nonfiction reading material helps students become knowledgeable about critical topics in science and social studies, while building capacity for reading complex texts.
LACC.5.RL.1.2	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.	

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LACC.5.RL.1.3	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).	
LACC.5.RL.2	Craft and Structure	
LACC.5.RL.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
LACC.5.RL.2.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	
LACC.5.RL.2.6	Describe how a narrator's or speaker's point of view influences how events are described.	
LACC.5.RL.3	Integration of Knowledge and Ideas	

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LACC.5.RL.3.7	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).	
LACC.5.RL.3.8	(Not applicable to literature)	Not applicable, according to the Common Core State Standards
LACC.5.RL.3.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
LACC.5.RL.4	Range of Reading and Level and Text Complexity	
LACC.5.RL.4.10	By the end of 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.	
Reading Standards for Informational Text: Grade 5		
LACC.5.RI.1	Key Ideas and Details	
LACC.5.RI.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 15, 37-42

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LACC.5.RI.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 20, 22, 23, 34, 35, 48, 50, 62, 64, 65, 90, 91; <b>Book 2,</b> pgs. 20, 21, 23, 34, 35, 48, 49, 62, 65, 76, 77, 78, 90, 92, 93; <b>Book 3,</b> pgs. 20, 21, 34, 48, 49, 62, 63, 76, 79, 90, 91, 93 <b>Teacher's Resource Manual:</b> pg. 13, 14, 22, 23, 24, 31
LACC.5.RI.1.3	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.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 2,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 3,</b> pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Third Read - Connecting Ideas, pg. 15, 37-42
LACC.5.RI.2	Craft and Structure	
LACC.5.RI.2.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>Level E:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts <b>Book 1,</b> pgs. 19, 20, 21, 22, 23, 24; <b>Book 2,</b> pgs. 25, 27, 28, 29, 30; <b>Book 3,</b> 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 22, 25, 31
LACC.5.RI.2.5	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.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 2,</b> pgs. 23, 37, 51, 65, 79, 93; <b>Book 3,</b> pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Activity 3, pgs. 19-36

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LACC.5.RI.2.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.5.RI.3	Integration of Knowledge and Ideas	
LACC.5.RI.3.7	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.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 2</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 3</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79 <b>Teacher's Resource Manual:</b> 15, 19, 25, 26, 27, 29, 31, 35, 37-42
LACC.5.RI.3.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 2</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79; <b>Book 3</b> , pgs. 20-23, 34-37, 48-51, 62-65, 76-79 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.5.RI.3.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 23, 37, 51, 65, 79; <b>Book 2</b> , pgs. 23, 37, 52, 65, 79; <b>Book 3</b> , pgs. 23, 37, 52, 65, 79 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.5.RI.4	Range of Reading and Level of Text Complexity	

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LACC.5.RI.4.10	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.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Teacher's Resource Manual:</b> First Read, pg. 13; Second Read, pg. 14; Third Read, pg. 15, 37-42
SS.5.C. 1.1	Explain how and why the United States government was created.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 67, 69, 71, 73, 75 <b>Teacher's Resource Manual:</b> 23
SS.5.C.1.3	Explain the definition and origin of rights.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pg. 55, 57, 59, 61, 67 <b>Teacher's Resource Manual:</b> 22, 23
SS.5.C.1.5	Describe how concerns about individual rights led to the inclusion of the Bill of Rights in the U.S. Constitution.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pg. 67 <b>Teacher's Resource Manual:</b> 23
SC.5.N.1.3	Recognize and explain the need for repeated experimental trials.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
SC.5.N.1.4	Identify a control group and explain its importance in an experiment.	

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SC.5.N.1.5	Recognize and explain that authentic scientific investigation frequently does not parallel the steps of "the scientific method."	
SC.5.N.1.6	Recognize and explain the difference between personal opinion/interpretation and verified observation.	
Reading Standards Foundational Skills: Grade 5		
LACC.5.RF.3	Phonics and Word Recognition	
LACC.5.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
LACC.5.RF.3.3.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.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 20, 26, 29, Multi-syllable words with inflectional endings are used throughout Level E of <i>QuickReads</i>
LACC.5.RF.4	Fluency	



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LACC.5.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	<p><b>Level E:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 20-23, 25, 27, 29, 31, 33, 34-37, 39, 41, 43, 45, 47, 48-51, 53, 55, 57, 59, 61, 62-65, 67, 69, 71, 73, 75, 76-79, 81, 83, 85, 87, 89, 90-93  <b>Teacher's Resource Manual:</b> 13-15, 37-42</p>
LACC.5.RF.4.4.a	Read on-level text with purpose and understanding.	<p><b>Level E:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p>
LACC.5.RF.4.4.b	Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.	<p><b>Level E:</b>  <b>Student Edition: Book 1,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 2,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89; <b>Book 3,</b> pgs. 11, 13, 15, 17, 19, 25, 27, 29, 31, 33, 39, 41, 43, 45, 47, 53, 55, 57, 59, 61, 67, 69, 71, 73, 75, 81, 83, 85, 87, 89  <b>Teacher's Resource Manual:</b> 13-15</p>

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LACC.5.RF.4.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Level E:</b> <b>Teacher's Resource Manual: 20</b>
	Writing Standards: Grade 5	
LACC.5.W.1	Test Types and Purposes	
LACC.5.W.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.5.W.1.1.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.	
LACC.5.W.1.1.b	Provide logically ordered reasons that are supported by facts and details.	
LACC.5.W.1.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	

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LACC.5.W.1.1.d	Provide a concluding statement or section related to the opinion presented.	
LACC.5.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>Level E:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, pgs. 24, 27, 32, 34, 36; Informational, pgs. 27, 31
LACC.5.W.1.2.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.	
LACC.5.W.1.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
LACC.5.W.1.2.c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	

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LACC.5.W.1.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
LACC.5.W.1.2.e	Provide a concluding statement or section related to the information or explanation presented.	
LACC.5.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> Diary, p. 35
LACC.5.W.1.3.a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	
LACC.5.W.1.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	

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LACC.5.W.1.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
LACC.5.W.1.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
LACC.5.W.1.3.e	Provide a conclusion that follows from the narrated experiences or events.	
LACC.5.W.2	Production and Distribution of Writing	
LACC.5.W.2.4	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.)	<b>Level E:</b> <b>Student Edition:</b> Connect Your Ideas, <b>Book 1</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 2</b> , pgs. 23, 37, 51, 65, 79, 93; <b>Book 3</b> , pgs. 23, 37, 51, 65, 79, 93 <b>Teacher's Resource Manual:</b> Summary, pgs. 24, 27, 32, 34, 36; Informational, pgs. 27, 31; Diary, p. 35

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LACC.5.W.2.5	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.)	
LACC.5.W.2.6	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.	
LACC.5.W.3	Research to Build and Present Knowledge	
LACC.5.W.3.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 19, 25, 26, 27, 29, 31, 35, 36

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LACC.5.W.3.8	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.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, p. 24, 27, 32, 34, 36
LACC.5.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.5.W.3.9.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]”).	
LACC.5.W.3.9.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]”).	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 15, 37-42
LACC.5.W.4	Range of Writing	

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LACC.5.W.4.10	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.	<b>Level E:</b> <b>Student Edition: Book 1</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3</b> , pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> Summary, pgs. 24, 27, 32, 34, 36; Informational, pgs. 27, 31; Diary, p. 35
Speaking and Listening Standards: Grade 5		
LACC.5.SL.1	Comprehension and Collaboration	
LACC.5.SL.1.1	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.	
LACC.5.SL.1.1.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.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36



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LACC.5.SL.1.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.5.SL.1.1.c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
LACC.5.SL.1.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> ESL/ELL Strategy and Activity 3 - Access Vocabulary in Complex Texts, pgs. 19-36
LACC.5.SL.1.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 24, 27, 32, 34, 36
LACC.5.SL.1.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	
LACC.5.SL.2	Presentation of Knowledge and Ideas	

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LACC.5.SL.2.4	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.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 19, 20, 21, 22, 24, 25, 27, 28, 29, 30, 31, 32, 33, 35
LACC.5.SL.2.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 19, 20, 21, 22, 23, 24, 29, 30, 31, 33, 35
LACC.5.SL.2.6	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.)	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 19-36
	Language Standards: Grade 5	
LACC.5.L.1	Conventions of Standard English	

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LACC.5.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 19-36, 37-42
LACC.5.L.1.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<i>QuickReads</i> is a research-based program that increases fluency, builds vocabulary and background knowledge, and improves comprehension. The program addresses the need to increase student capacity to comprehend complex text, helping students become more proficient readers and meet the Common Core State Standards in the core reading program.
LACC.5.L.1.1.b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
LACC.5.L.1.1.c	Use verb tense to convey various times, sequences, states, and conditions.	
LACC.5.L.1.1.d	Recognize and correct inappropriate shifts in verb tense.	
LACC.5.L.1.1.e	Use correlative conjunctions (e.g., either/or, neither/nor).	

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LACC.5.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 24, 35
LACC.5.L.1.2.a	Use punctuation to separate items in a series.	
LACC.5.L.1.2.b	Use a comma to separate an introductory element from the rest of the sentence.	
LACC.5.L.1.2.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?).	
LACC.5.L.1.2.d	Use underlining, quotation marks, or italics to indicate titles of works.	

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LACC.5.L.1.2.e	Spell grade-appropriate words correctly, consulting references as needed.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 27
LACC.5.L.2	Knowledge of Language	
LACC.5.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual:</b> 19-36, 37-42
LACC.5.L.2.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93 <b>Teacher's Resource Manual: Summary,</b> pgs. 24, 27, 32, 34, 36; <i>Informational</i> , pgs. 27, 31; <i>Diary</i> , p. 35
LACC.5.L.2.3.b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
LACC.5.L.3	Vocabulary Acquisition and Use	
LACC.5.L.3.4	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.	<b>Level E:</b> <b>Student Edition:</b> (All Levels) pgs. 20, 34, 48, 62, 76, 90 <b>Teacher's Resource Manual:</b> First Read - Working with Challenging Words, pg. 13; Activity 3: Access Vocabulary in Complex Texts, <b>Book 1,</b> pgs. 19, 20, 21, 22, 23, 24; <b>Book 2,</b> pgs. 25, 27, 28, 29, 30; <b>Book 3,</b> 31, 32, 33, 34, 35, 36; Multiple-Meaning words, pg. 22, 25, 31

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LACC.5.L.3.4.a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>Level E:</b> <b>Teacher's Resource Manual: 20</b>
LACC.5.L.3.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<b>Level E:</b> <b>Teacher's Resource Manual: 20, 26</b>
LACC.5.L.3.4.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.	<b>Level E:</b> <b>Teacher's Resource Manual: 27</b>
LACC.5.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Level E:</b> <b>Teacher's Resource Manual: Related Words, p. 32</b>
LACC.5.L.3.5.a	Interpret figurative language, including similes and metaphors, in context.	

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LACC.5.L.3.5.b	Recognize and explain the meaning of common idioms, adages, and proverbs.	
LACC.5.L.3.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>Level E:</b> <b>Teacher's Resource Manual:</b> 33
LACC.5.L.3.6	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).	<b>Level E:</b> <b>Student Edition: Book 1,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 2,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93; <b>Book 3,</b> pgs. 21-23, 35-37, 49-51, 63-65, 77-79, 91-93