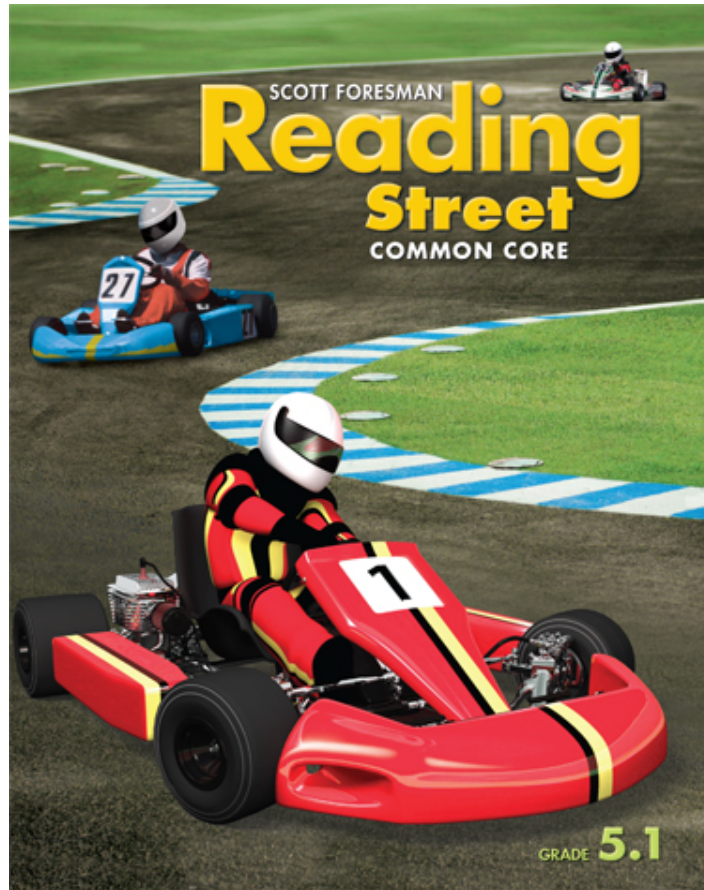


A Correlation of

**Scott Foresman**  
**Reading Street Common Core**  
**Grade 5, ©2013**



To the

**Indiana Academic Standards**  
**English/Language Arts (2014)**  
**Grade 5**

# A Correlation of Scott Foresman Reading Street Common Core, ©2013 to the Indiana Academic Standards English/Language Arts, Grade 5

## Introduction

This document demonstrates how **Scott Foresman Reading Street Common Core, ©2013** meets the *Indiana Academic Standards English/Language Arts (2014)*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages

Teaching **Scott Foresman Reading Street, Common Core** is teaching the Common Core. **Reading Street** is built to help teachers easily implement the Common Core State Standards through rigor and relevance, text complexity, persuasive and informational writing, and personalized learning. A focus on concepts, language, and content area knowledge ensures that students are building that deep, transferable knowledge necessary for comprehension, and ultimately, college and career readiness.

**Scott Foresman Reading Street, Common Core** is a comprehensive reading program for Kindergarten through Grade Six that is built on solid research and prioritizes instruction for the five core areas of reading instruction for every grade: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text-Based Comprehension. The foundation of the program was built by an authorship team comprised of nationally-renowned authors who have also been leaders in the creation and review of the Common Core State Standards. These authors include Karen Wixson, Peter Afflerbach, and P. David Pearson.

At the heart of **Reading Street**—and the Common Core State Standards—is the goal of all students to be able to comprehend on-level text independently. Among the instruction to aid in this goal is the Read for Understanding Routine, which guides students through the main selection following a Close Reading routine to develop higher-order thinking skills. The *Reading Street Sleuth* encourages students to read like a detective and to use textual evidence as clues to make their case and prove it through performance tasks.

### Writing on Reading Street

Writing instruction on **Reading Street** emphasizes the reciprocal nature of reading and writing. Writing instruction integrates the skills and knowledge that students learn and practice as they read and helps students apply those skills and that knowledge in their writing.

### Differentiated Instruction for Small Group Time

**Reading Street** instruction is systematic, explicit, and highly focused for all ability levels. Weekly plans and daily lessons provide small group instruction for Strategic Intervention (below level), On-Level, Advanced, and English Language Learners. **Reading Street** follows the Response to Intervention model (RTI) to meet the instructional needs of all students. It offers a process that monitors student's progress throughout the year so teachers can support on-level and advanced students and identify struggling readers early.

### ELL Instruction

Daily support for English language learners can be found throughout the **Reading Street** Teacher's Edition. ELL and ELD Readers reinforce the weekly concept and vocabulary while building language and fluency.

### 21st Century Skills

Technology on **Scott Foresman Reading Street** can be used both for enhancing student experiences and preparing them for the future. Throughout the year, research-based technology options enrich instruction and assist in the management of classroom learning.

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<b>READING</b>	
<b>READING: Foundations</b>	
There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.	
In Reading: Foundations, students are expected to do the following:	
<b>RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS</b>	
<b>Develop, build, and apply knowledge of foundational reading skills</b>	
<b>GRADE 5</b>	
<b>5.RF.1:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.	<p><b>SE 1:</b> 22–23, 48, 52–53, 80, 84–85, 108, 112–113, 138, 142–143, 168, 178–179, 200, 204–205, 228, 232–233, 256, 260–261, 286, 290–291, 316, 326–327, 352, 356–357, 386, 390–391, 422, 426–427, 446, 450–451, 472</p> <p><b>SE 2:</b> 22–23, 44, 48–49, 74, 78–79, 102, 106–107, 134, 138–139, 160, 170–171, 196, 200–201, 226, 230–231, 254, 258–259, 282, 286–287, 310, 320–321, 342, 346–347, 368, 372–373, 400, 404–405, 432, 436–437, 466</p> <p><b>TE 1:</b> 21c, 22–23, 24–25, 34c, 43b, 48–49, 49h, 51c, 52–53, 54–55, 56–57, 66c, 75b, 80–81, 81h, 83c, 84–85, 86–87, 88–89, 96c, 101b, 108–109, 109h, 111c, 112–113, 114–115, 116–117, 126c, 131b, 138–139, 139h, 141c, 142–143, 144–145, 146–147, 154c, 161b, 168–169, 169h</p> <p><b>TE 2:</b> 177c, 178–179, 180–181, 182–183, 190c, 195b, 200–201, 201h, 203c, 204–205, 206–207, 208–209, 214c, 221b, 228–229, 229h, 231c, 232–233, 234–235, 236–237, 244c, 251b, 256–257, 257h, 259c, 260–261, 262–263, 264–265, 272c, 279b, 286–287, 287h, 289c, 290–291, 292–293, 294–295, 302c, 309b, 316–317, 317h</p> <p><b>TE 3:</b> 325c, 326–327, 328–329, 330–331, 338c, 345b, 352–353, 353h, 355c, 356–357, 358–359, 360–361, 372c, 379b, 386–387, 387h, 389c, 390–391, 392–393, 394–395, 402c, 413b, 422–423, 423h, 425c, 426–427, 428–429, 430–431, 434c, 439b, 446–447, 447h, 449c, 450–451, 452–453, 454–455, 460c, 465b, 472–473, 473h</p> <p><b>TE 4:</b> 21c, 22–23, 24–25, 26–27, 34c, 39b, 44–45, 45h, 47c, 48–49, 50–51, 52–53, 62c, 69b, 74–75, 75h, 77c, 78–79, 80–81, 82–83, 90c, 95b, 102–103, 103h, 105c, 106–107, 108–109, 110–111, 118c, 127b, 134–135, 135h, 137c, 138–139, 140–141, 142–143, 148c, 153b, 160–161, 161h</p>

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<p><b>(Continued)</b>  <b>5.RF.1:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.</p>	<p><b>(Continued)</b>  <b>TE 5:</b> 169c, 170–171, 172–173, 174–175, 182c, 189b, 196–197, 197h, 199c, 200–201, 202–203, 204–205, 212c, 217b, 226–227, 227h, 229c, 230–231, 232–233, 234–235, 242c, 247b, 254–255, 255h, 257c, 258–259, 260–261, 262–263, 270c, 275b, 282–283, 283h, 285c, 286–287, 288–289, 290–291, 298c, 303b, 310–311, 311h  <b>TE 6:</b> 319c, 320–321, 322–323, 324–325, 330c, 337b, 342–343, 343h, 345c, 346–347, 348–349, 350–351, 356c, 361b, 368–369, 369h, 371c, 372–373, 374–375, 376–377, 384c, 395b, 400–401, 401h, 403c, 404–405, 406–407, 408–409, 418c, 425b, 432–433, 433h, 435c, 436–437, 438–439, 440–441, 450c, 459b, 466–467, 467h</p>
<p><b>RF.2: PRINT CONCEPTS</b>  <b>Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories</b></p>	
<p><b>5.RF.2.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example:  <b>TE 1:</b> 51c, 81h, 141c  <b>TE 3:</b> 325c  <b>TE 6:</b> 435c, 467h, 437l–467m</p>
<p><b>5.RF.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>5.RF.2.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p><b>5.RF.2.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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<b>RF.3: PHONOLOGICAL AWARENESS</b>	
<b>Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds</b>	
<b>5.RF.3.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 33c, 65c <b>TE 2:</b> 243c <b>TE 3:</b> 337c, 353c, 401c
<b>5.RF.3.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.3.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.3.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.3.5:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>RF.4: PHONICS</b>	
<b>Decode and read words by applying phonics and word analysis skills</b>	
<b>5.RF.4.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 3:</b> 371c, 387c <b>TE 4:</b> 117c <b>TE 5:</b> 181c, 241c <b>TE 6:</b> 355c
<b>5.RF.4.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.4.3:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.4.4:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
<b>5.RF.4.5:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.

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<p><b>5.RF.4.6:</b> Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.</p>	<p><b>SE 1:</b> 234–235, 256, 292–293, 316, 358–359, 386, 452–453, 472  <b>SE 2:</b> 24–25, 44, 140–141, 160, 172–173, 196, 288–289, 310, 348–349, 368, 374–375, 400</p> <p><b>TE 1:</b> 24c, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–54d, 81i, 144c, 169i  <b>TE 2:</b> 180c–180d, 201i, 206c–206d, 218–219, 229i, 262c–262d, 287i, 291a, 292c–292d, 292e, 308–309, 317a, 317h–317i, UR•50–UR•51, UR•53  <b>TE 3:</b> 369a, 392c–392d, 423h–423i, 428c–428d, 447i, 452c–452d, 452e, 473h–473i, 473j–473k, UR•20–UR•21, UR•30–UR•31  <b>TE 4:</b> 24c–24d, 24e, 24–25, 34c, 44–45, 45a, 45h–45i, 50c, 80c–80d, 103i, 135i, 147c, UR•10–UR•11, UR•13  <b>TE 5:</b> 172e, 172–173, 259a, 288c–288d, 288e, 288–289, 294–295, 295a, 310–311, 311h, 311i, UR•50–UR•51, UR•53  <b>TE 6:</b> 321c, 348c–348d, 348e, 353a, 358–359, 369a, 369h–369i, 406c–406d, 433i, 438c–438d, 467i, UR•20–UR•21, UR•23, UR•44</p>
<p><b>RF.5: FLUENCY</b>  <b>Demonstrate accuracy and fluency when reading</b></p>	
<p><b>5.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>TE 1:</b> 21b, 22–23, 24–25, 43b, 48–49, 83b, 84–85, 86–87, 101b, 108–109, 141b, 142–143, 144–145, 161b, 168–169  <b>TE 2:</b> 177b, 178–179, 180–181, 195h, 200–201, 203b, 204–205, 206–207, 221b, 228–229, 232–233, 234–235, 251b, 256–257, UR•13  <b>TE 3:</b> 325b, 326–327, 328–329, 345b, 352–353, 449b, 450–451, 452–453, 465b, 472–473  <b>TE 4:</b> 48–49, 50–51, 69b, 74–75, 105b, 106–107, 108–109, 127b, 134–135  <b>TE5:</b> 169b, 170–171, 172–173, 189b, 196–197, 199b, 200–201, 202–203, 217b, 226–227, 229a–229b, 230–231, 232–233, 247b, 254–255  <b>TE 6:</b> 319b, 320–321, 322–323, 337b, 342–343, 435b, 436–437, 438–439, 459b, 466–467</p>

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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 5</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>READING: Literature</b> There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>In Reading: Literature, students are expected to do the following:</p>	
<p><b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b></p>	
<p><b>Read and comprehend a variety of literature independently and proficiently</b></p>	
<p><b>5.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 4–5. By the end of grade 5, students interact with texts proficiently and independently.</p>	<p><b>SE 1:</b> 26, 56, 88, 182, 198, 236, 254, 264, 282, 294, 312, 330, 382, 442  <b>SE 2:</b> 26, 42, 52, 110, 174, 220, 262, 278, 306, 376, 398, 440</p> <p><b>TE 1:</b> 21c, 22–23, 26–27, 27a, 56–57, 57a, 72–73, 73a, 88–89, 89a, 96–97, 97a, 117a, 147a, 170–171, 171a, 172–173, 173a, SG•66, SG•67, SG•76, SG•77, UR•18–UR•19  <b>TE 2:</b> 177c, 182–183, 183a, 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 198c–198d, 198–199, 199a, 236–237, 237a, 251c, 254c–254d, 254–255, 255a, SG•34, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 276–277, 277a, 282c–282d, 282–283, 283a, 284–285, 285a, SG•50, SG•54, SG•55, SG•59, SG•60, 294–295, 295a, 296–297, 297a, 298–299, 299a, 300–301, 301a, 302–303, 303a, 312c–312d, 312–313, 313a, 314–315, 315a, 318–319, 319a, SG•67  <b>TE 3:</b> 330–331, 331a, 382–383, 383a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 442–443, 443a  <b>TE 4:</b> 21c, 22–23, 26–27, 27a, 32–33, 33a, 36–37, 37a, 47c, 48–49, 59a, 60–61, 62–63, 63a, 64–65, 65a, 66–67, 67a, 75h–75i, 75k, 110–111, 111a, 116–117, 117a, 124–125, 125a, SG•54, SG•55, 162–163, 163a, 164–165, 165a, UR•8–UR•9  <b>TE 5:</b> 169c, 170–171, 174–175, 175a, 180–181, 181a, 186–187, 187a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 306c–306d, 306–307, 307a, 312–313, 313a, 314–315, 315a  <b>TE 6:</b> 371c, 376–377, 377a, 382–383, 383a, 392–393, 393a, 398c–398d, 398–399, 399a, 440–441, 441a, 448–449, 449a, 456–457, 457a, 468–469, 469a</p>



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<p><b>RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT</b>  <b>Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes</b></p>	
<p><b>5.RL.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>SE 1:</b> 42, 74, 100, 194, 250, 278, 308, 344  <b>SE 2:</b> 38, 68, 126, 220, 274, 394, 424, 458</p> <p><b>TE 1:</b> 21c, 22–23, 28–29, 29a, 30–31, 31a, 34c–34d, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 58–59, 59a, 60–61, 61a, 62–63, 63a, 64–65, 65a, 66c–66d, 66–67, 67a, 68–69, 72–73, 73a, 74–75, 75a, 81h, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 83c, 84–85, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, SG•36, SG•37, SG•40, SG•41, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33  <b>TE 2:</b> 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 194–195, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 238–239, 239a, 240–241, 241a, 242–243, 243a, 244c–244d, 244–245, 245a, 246–247, 247a, 248–249, 249a, 250–251, 251a, 254–255, 255a, 257h, SG•35, SG•37, SG•39, SG•40, SG•44, SG•45, 264–265, 265a, 266–267, 267a, 268–269, 269a, 270–271, 271a, 274–275, 275a, 276–277, 277a, 278–279, 279a, 282–283, 283a, 287h, SG•50, SG•51, SG•52, SG•55, SG•56, SG•60, 298–299, 299a, 302c–302d, 302–303, 303a, 304–305, 305a, 306–307, 308–309, 312–313, 313a, 314–315, 315a, 317h, 317l–317m, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43, UR•48–UR•49, UR•51, UR•52–UR•53  <b>TE 3:</b> 332–333, 333a, 334–335, 335a, 336–337, 337a, 338c–338d, 338–339, 339a, 340–341, 341a, 342–343, 343a, 344–345, 345a, 348c–348d, 348–349, 349a, 350–351, 351a, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, SG•18, SG•19, SG•20, SG•21, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 425a–425b, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13</p>

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<p><b>(Continued)</b>  <b>5.RL.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b>  <b>TE 4:</b> 21c–23, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34c–34d, 34–35, 35a, 38–39, 39a, 45h, 45l–45m, SG•3, SG•4, SG•8, SG•13, SG•14, 47c, 53a, 54–55, 56–57, 57a, 58–59, 60–61, 62c–62d, 62–63, 64–65, 65a, 66–67, 68–69, 75l, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 105c, 106–107, 108d, 114–115, 115a, 116–117, 117a, 118c–118d, 118–119, 119a, 120–121, 121a, 126–127, 135h, 135l–135m, SG•50, SG•54, SG•60, 161l–161m, 162–163, 163a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43  <b>TE 5:</b> 169c, 170–171, 176–177, 177a, 180–181, 181a, 182c–182d, 182–183, 183a, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, SG•3, SG•4, SG•8, SG•13, SG•14, 220–221, 221a, 222–223, 223a, 224–225, 225a, SG•34, SG•35, SG•38, SG•39, SG•45, 264–265, 265a, 266–267, 267a, 270–271, 271a, 272–273, 273a, 283h, SG•51, SG•52, SG•56, SG•61, SG•62, 306c–306d, 306–307, 307a, 311l–311m, SG•66, SG•70, SG•76, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43  <b>TE 6:</b> SG•2, SG•6, SG•7, SG•12, 374d, 378–379, 379a, 380–381, 381a, 382–383, 383a, 384c–384d, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 395a, 398–399, 399a, 401h–401i, 401l–401m, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, 438d, 442–443, 443a, 446–447, 447a, 448–449, 452–453, 453a, 454–455, 455a, 456–457, 458–459, SG•67, SG•68, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>

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<p><b>5.RL.2.2:</b> Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p><b>SE 1:</b> 74, 84, 100, 299, 303, 334, 340–341, 344 <b>SE 2:</b> 35, 220, 274, 307–308, 394</p> <p><b>TE 1:</b> 40–41, 41a, 49l–49m, 51c, 52–53, 53e–53f, 65–65, 66c–66d, 70–71, 71a, 72–73, 73a, 74–75, 75a, 83c, 84–85, 88–89, 89a, 94–95, 95a, 96c–96d, 96–97, 97a, 100–101, 101a, 109h, 109l–109m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33</p> <p><b>TE 2:</b> 190c–190d, 192–193, 193a, 194–195a, 198–199, 199a, SG•2, SG•6, SG•7, SG•9, SG•12, SG•14, 250–251, 251a, SG•36, SG•44, SG•46, 272c–272d, 272–273, 273a, 274–275, 275a, 277a, 278–279, 279a, 282–283, 283a, 284–285, 285a, SG•50, SG•53, SG•55, SG•57, SG•60, SG•61, SG•62, 296–297, 297a, 302–303, 303a, 308–309, 309a, 317l–317m, 318–319, 319a, SG•78, SG•79</p> <p><b>TE 3:</b> 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43</p> <p><b>TE 4:</b> 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43</p> <p><b>TE 5:</b> 169c, 170–171, 182c–182d, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, SG•14, 220c–220d, 220–221, 221a, 222–222, 223a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 262–263, 263a, 266–267, 267a, 268–269, 269a, 270c–270d, 272–273, 273a, 274–275, 278c–278d, 278–279, 279a, 280–281, 281a, SG•51, SG•57, SG•61, SG•64, 307a, 308–309, 309a, SG•69, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•40–UR•41, UR•42–UR•43</p> <p><b>TE 6:</b> SG•2, SG•6, SG•7, 380–381, 381a, 388–389, 389a, 392–393, 393a, 394–395, 395a, SG•45, SG•46, 448–449, 450c–450d, 452–453, 454–455, 455a, 456–457, 457a, 458–459, 459a, 467l–467m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53</p>

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<p><b>5.RL.2.3:</b> Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	<p><b>SE 1:</b> 29, 178, 188, 191, 194, 232, 238, 250  <b>SE 2:</b> 43, 73, 133, 281, 372–373, 394, 399</p> <p><b>TE 1:</b> 21c, 22–23, 42–43, 43a, 49h–49i, 130–131, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13</p> <p><b>TE 2:</b> 177c, 182–183, 183a, 188–189, 189a, 194–195, 195a, 198–199, 199a, 201h, 201i–201m, SG•2, SG•6, SG•7, SG•12, SG•15, 231c, 238–239, 239a, 246–247, 247a, 250–251, 257h, 257i–257m, SG•39, SG•44, G•46, 269a, 272c, SG•50, SG•55, SG•60, SG•62, 296–297, 297a, 298–299, 299a, 304–305, 305a, UR•8–UR•9, UR•11, UR•12, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41</p> <p><b>TE 3:</b> 336–337, 337a, SG•3, SG•8, SG•9, 382c, 382–383, 383a, 385a, SG•18, SG•22, SG•23, SG•28, UR•8–UR•9</p> <p><b>TE 4:</b> 28–29, 29a, 30–31, 31a, 60–61, 118–119, 122–123, SG•50, SG•52, SG•55, SG•60, SG•62, UR•19</p> <p><b>TE 5:</b> 169c, 170–171, 176–177a, 178–179a, 188–189, 189a, SG•9, 220–221, 221a, 222–223, 223a, 224–225, 225a, 255a, 264–265, 265a, 278–279, 279a, 280–281, 281a, SG•66, SG•71, SG•76, SG•80, UR•8–UR•9</p> <p><b>TE 6:</b> 371c, 374d, 378–379, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 390–391, 391a, 394–395, 395a, 401h, 401i–401m, SG•46, 442–443, 446–447, 447a, SG•77, UR•28–UR•29, UR•31, UR•32</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 40–41, 48–49, 52–53, 62–65  <b>Unit 3:</b> 76–77  <b>Unit 4:</b> 104–105, 114–115</p>
<p><b>5.RL.2.4:</b>  <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example:  <b>TE 1:</b> 21c, 60–61, 90–91  <b>TE 2:</b> 298–299  <b>TE 4:</b> 34–35  <b>TE 6:</b> 354–355</p>

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<p><b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b></p>	
<p><b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p>	<p><b>SE 1:</b> 312–315 <b>SE 2:</b> 126, 280–281</p> <p><b>TE 1:</b> 32–33, 33a, 34–35, 35a, 38–39, 39a, 40–41, 41a, SG•2, SG•3, SG•4, SG•5, SG•24, SG•25, 170–171, 171a <b>TE 2:</b> 231c, 233e–233f, 242–243, 248–249, 249a, 252–253, 253a, 254–255, 255a, 278–279, 279a, 280–281, 281a, 298–299, 299a, 312c–312d, 312–313, 313a, 314–315, 315a, 318–319, 319a <b>TE 3:</b> 327e–327f, 338–339, 339a, 342–343, 343a, 353p, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, SG•53, UR•8–UR•9 <b>TE 4:</b> 42c–42d, 42–43, 43a, 105c, 106–107, 110–111, 111a, 112–113, 118–119, 119a, 120–121, 121a, 122–123, 123a, 126–127, SG•51, SG•56, SG•61, 162–163, 163a, 164–165, 165a, UR•41 <b>TE 5:</b> 278c–278d, 278–279, 279a, 280–281, 281a, SG•52, SG•58, SG•63, 312–313, 313a, 314–315, 315a <b>TE 6:</b> 371c, 382–383, 383a, 392–393, 393a, 401i, 452–453, 453a, 467h, 467l–467m, 468–469, 469a, UR•32–UR•33</p>
<p><b>5.RL.3.2:</b> Describe how a narrator’s or speaker’s point of view influences how events are portrayed.</p>	<p><b>SE 1:</b> 29, 100, 194, 308 <b>SE 2:</b> 68, 225, 309</p> <p><b>TE 1:</b> 24c–24d, 28–29, 29a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 49h–49i, 172–173, 173a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 <b>TE 2:</b> 184–185, 185a, SG•36, 262d, 287i, 315a, 317a, 320–321, 321a <b>TE 3:</b> 328c–328d, 342–343, 343a, 348c–348d, 348–349, 349a, 350–351, 351a, 358c–358d, 383a, 385a, 387i <b>TE 4:</b> 42–43, 43a, 62–63, 63a, 66–67, 67a, UR•16–UR•17 <b>TE 5:</b> 182–183, 183a, SG•14, 264–265, 265a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 307a, 308–309, 309a, SG•66, SG•71, SG•76, UR•38–UR•39 <b>TE 6:</b> 438d, 444–445, 467i</p>

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<p><b>RL.4: CONNECTION OF IDEAS</b>  <b>Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning</b></p>	
<p><b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<p><b>SE 1:</b> 81, 201  <b>SE 2:</b> 197, 255, 467</p> <p><b>TE 2:</b> 244c–244d, 257a, SG•34, SG•39, SG•44, SG•61  <b>TE 3:</b> 420–421, 421a, SG•48, SG•53, SG•58, SG•63  <b>TE 4:</b> 36–37, 37a, SG•10  <b>TE 5:</b> 174–175, 196–197, 197a, SG•26, 254–255, SG•74  <b>TE 6:</b> 384–385, 385a, 442–443, 445a, 454–455, 466–467</p> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 106–107</p>
<p><b>5.RL.4.2:</b> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p><b>SE 1:</b> 250, 254–255, 278, 282–285  <b>SE 2:</b> 281, 398–399</p> <p><b>TE 1:</b> 40–41, 41a, 72–73  <b>TE 2:</b> 231c, 254c–254d, 254–255, 255a, 278–279, 279a, 284–285, 285a, UR•31, UR•41  <b>TE 3:</b> 382c, 385a, 477a  <b>TE 5:</b> UR•40–UR•41, UR•45  <b>TE 6:</b> 394–395, 398c–398d, 399a, UR•29, UR•31</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 62–65, 200–201  <b>Unit 4:</b> 126–129  <b>Unit 6:</b> 176–177</p>

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<p><b>READING: Nonfiction</b> There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Features and Structure, and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>In Reading: Nonfiction, students are expected to do the following:</p>	
<p><b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b> <b>Read and comprehend a variety of nonfiction independently and proficiently</b></p>	
<p><b>5.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4–5. By the end of grade 5, students interact with texts proficiently and independently.</p>	<p><b>SE 1:</b> 46, 78, 104, 116, 134, 146, 164, 208, 224, 348, 360, 394, 416, 430, 454, 468  <b>SE 2:</b> 72, 82, 98, 130, 142, 156, 192, 204, 234, 250, 290, 324, 340, 250, 364, 408, 428, 462</p> <p><b>TE 1:</b> 46–47, 47a, 78–79, 79a, 104–105, 105a, 111c, 112–113, 116–117, 117a, 118–119, 119a, 128–129, 129a, 134c–134d, 134–135, 135a, 146–147, 147a, 158–159, 159a, 164c–164d, 166–167, 167a</p> <p><b>TE 2:</b> 203c, 206e, 208–209, 209a, 210–211, 211a, 218–219, 219a, 224–225, 225a, 226–227, 227a, 251c, 259c, 260–261, 289c</p> <p><b>TE 3:</b> SG•12, SG•13, 360–361, 389c, 390–391, 394–395, 395a, 412–413, 413a, 416c–416d, 416–417, 417a, 425c, 426–427, 430–431, 431a, SG•51, SG•54, SG•61, 454–455, 455a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77</p> <p><b>TE 4:</b> SG•2, SG•6, SG•12, 72–73, SG•28, 82–83, 83a, 84–85, 85a, 86–87, 87a, 88–89, 89a, 90–91, 91a, 92–93, 93a, 98–99, 99a, 100–101, 101a, 103h, 103j–103k, 103l–103m, SG•34, SG•35, SG•38, SG•39, SG•44, 130c–130d, 130–131, 131a, 132–133, 138–139, 142–143, 143a, 144–145, 146–147, 147a, 148–149, 149a, 150–151, 151a, 156–157, 157a, 158–159, 159a, SG•66, SG•70, SG•71, SG•76, UR•28–UR•29</p> <p><b>TE 5:</b> 192c–192d, SG•2, SG•3, 199c, 200–201, 204–205, 205a, 206–207, 207a, 208–209, 209a, 210–211, 211a, 214–215, 215a, SG•18, SG•28, 229c, 230–231, 234–235, 235a, 236–237, 238–239, 239a, 240–241, 241a, 242–243, 244–245, 245a, 250–251, 251a, 252–253, 253a, SG•50, SG•55, SG•60, 285c, 286–287, 290–291, 291a</p>

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<p><b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b> <b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b></p>	
<p><b>5.RN.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>SE 1:</b> 52, 130, 378, 412, 438, 464 <b>SE 2:</b> 94, 152, 200–201, 246, 260, 336, 360</p> <p><b>TE 1:</b> SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 51c, 52–53, 78c–78d, 78–79, 79a, 81l–81m, 111c, 112–113, 116–117, 117a, 118–119, 119a, 122–123, 123a, 130–131, 134c–134d, 134–135, 135a, 139h, 139l–139m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164–165, 165a, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p><b>TE 2:</b> 203c, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 220–221, 221a, 229h, 229l–229m, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•27, SG•29, SG•30, SG•32, 259c, 260–261, 287l–287m, 289c, 292d, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p><b>TE 3:</b> 325c, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 355c, 358e, 361a, 364–365, 366–367, 370–371, 372c, 372–373, 374–375, 378–379, SG•18, SG•19, SG•20, SG•21, SG•25, SG•26, SG•28, SG•30, SG•31, 389c, 392d, 394–395, 395a, 396–397, 397a, 398–399, 399a, 400–401, 401a, 402c–402d, 402–403, 403a, 404–405, 405a, 406–407, 407a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 416c–416d, 416–417, 417a, 419a, 421a, 423h, 423l–423m, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 434c–434d, 434–435, 435a, 438–439, 439a, 439c, SG•50, SG•51, SG•52, SG•54, SG•55, SG•56, SG•57, SG•60, 449c, 450–451, 452d, 454–455, 455a, 456–457, 457a, 458–459, 459a, 459b, 460c–460d, 460–461, 461a, 464–465, 465a, 471a, 473h–473i, 473l–473m, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, UR•18–U•19, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>



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<p><b>(Continued)</b>  <b>5.RN.2.1:</b> Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p><b>(Continued)</b>  <b>TE 4:</b> SG•2, SG•7, SG•12, 73a, SG•18, SG•22, SG•23, SG•28, SG•32, 77c, 78–79, 84–85, 86–87, 88–89, 90c–90d, 91a, 92–93, 93a, 94–95, 103l–103m, SG•34, SG•35, SG•37, SG•38, SG•39, SG•40, SG•44, SG•45, SG•47, SG•63, 137c, 138–139, 144–145, 146–147, 148c–148d, 148–149, 150–151, 152–153, 158–159, 159a, 161h, SG•67, SG•68, SG•69, SG•71, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53  <b>TE 5:</b> 192–193, 193a, SG•2, SG•5, SG•6, SG•7, SG•12, 199c, 200–201, 208–209, 209a, 210–211, 211a, 212c–212d, 212–213, 213a, 214–215, 215a, 216–217, 217a, SG•19, SG•20, SG•22, SG•24, SG•27, SG•28, SG•31, SG•32, 229c, 236–237, 238–239, 240–241, 241a, 242–243, 243a, 244–245, 246–247, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•47, SG•48, 257c, 258–259, 260–261, SG•50, SG•54, SG•60, 285c, 286–287, 292–293, 293a, 294–295, 295a, 296–296, 297a, 298c–298d, 298–299, 299a, 300–301, 301a, 302–303, 311h, 311l–311m, SG•67, SG•68, SG•72, SG•77, SG•79, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53  <b>TE 6:</b> 319c, 322d, 326–327, 327a, 328–329, 329a, 330c–330d, 330–331, 331a, 332–333, 333a, 334–335, 335a, 336–337, 337a, 340–341, 341a, 343h–343i, 343l–343m, SG•3, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, SG•15, 345c, 354–355, 356c, 358–359, 359a, 360–361, 361a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•29, SG•30, SG•31, SG•34, SG•39, SG•44, 403c, 406e, 410–411, 411a, 412–413, 413a, 414–415, 415a, 416–417, 417a, 418c–418d, 418–419, 419a, 424–425, 425a, 433h–433i, 433l–433m, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 435c, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43   <b>Writing to Sources:</b>  <b>Unit 3:</b> 72–73  <b>Unit 4:</b> 106–107, 118–119  <b>Unit 5:</b> 152–153</p>

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<p><b>5.RN.2.2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><b>SE 1:</b> 52, 327, 356, 363, 369, 372, 378, 412, 426–427, 438, 464  <b>SE 2:</b> 94, 246, 258, 302, 336, 346, 360</p> <p><b>TE 1:</b> SG•6, SG•7, 51c, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 126c–126d, 139l–139m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 160–161, 161a  <b>TE 2:</b> SG•18, SG•22, SG•24, SG•66, SG•70, SG•71, SG•76  <b>TE 3:</b> 325c, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 355c, 362–363, 366–367, 368–369, 369a, 372c, 372–373, 378–379, 387h, 387l–387m, SG•18, SG•19, SG•21, SG•22, SG•23, SG•25, SG•28, SG•30, SG•31, SG•32, 398–399, 399a, 404–405, 405a, 410–411, 411a, 421a, 423l–423m, SG•40, SG•41, 425c, 426–427, 434c–434d, 436–437, 438–439, 439a, 447h, 447l–447m, SG•50, SG•52, SG•55, SG•57, SG•60, SG•64, 449c, 458–459, 459a, 460c–460d, 464–465, 465a, 471a, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, SG•78, SG•79, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43, UR•52  <b>TE 4:</b> SG•18, SG•22, SG•23, SG•28, 77c, 78–79, 86–87, 87a, 90c–90d, 94–95, 98c–98d, 98–99, 99a, SG•34, SG•36, SG•37, SG•39, SG•41, SG•44, UR•32–UR•33  <b>TE 5:</b> 192c–192d, SG•2, SG•12, 214–215, 215a, 217d, SG•20, SG•23, SG•25, 244–245, SG•40, SG•41, SG•44, SG•45, 257c, 258–259, 274–275, 275a, SG•50, SG•55, SG•60, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, SG•67, SG•73, SG•77  <b>TE 6:</b> 319c, 330–331, 331a, 336–337, 337a, SG•4, SG•5, 345c, 346–347, 352–353, 356c–356d, 356–357, 360–361, 361a, 366–367, 367a, 369h, 369l–369m, SG•24, SG•25, SG•34, SG•39, SG•44, SG•48, 403c, 412–413, 413a, 414–415, 415a, 416–417, 417a, 420–421, 421a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 463a, 465a, SG•76, UR•12–UR•13, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•42–UR•43</p> <p><b>Writing to Sources:</b>  <b>Unit 5:</b> 158–161</p>

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<p><b>5.RN.2.3:</b> 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.</p>	<p><b>SE 1:</b> 130, 137, 220, 384, 438  <b>SE 2:</b> 94, 101, 246, 367, 424</p> <p><b>TE 1:</b> 46c–46d, 104c–104d, 122–123, 123a, 130–131, 136–137, 141c–141d, 150–151, 151a, 154c–154d, 154–155, 155a, 169l–169m, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53  <b>TE 2:</b> 210–211, 211a, 212–213, 213a, 214c–214d, 216–217, 217a, 220–221, SG•19, SG•22, SG•24, SG•28, 289c, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21  <b>TE 3:</b> 325c, 353i, 353l–353m, SG•2, SG•3, SG•6, SG•7, SG•13, SG•16, 370–371, SG•20, SG•21, SG•24, SG•25, SG•30, SG•31, 384–385, 394–395, 395a, 406–407, 407a, 423h, 423l–423m, SG•44, SG•45, 425c, 426–427, 430–431, 431a, 434c–434d, 434–435, 435a, 438–439, 439a, SG•52, SG•62, SG•68, SG•72, SG•73, SG•74, SG•75, SG•78, SG•79, UR•28–UR•29, UR•32–UR•33, UR•51  <b>TE 4:</b> SG•2, SG•7, SG•12, SG•18, SG•22, SG•23, SG•28, 84–85, 85a, 88–89, 94–95, 95a, 98–99, 99a, 100–101, 101a, SG•34, SG•35, SG•39, SG•41, SG•44, SG•46, 144–145, 146–147, SG•67, SG•77  <b>TE 5:</b> 192–193, 193a, 194–195, 195a, SG•2, SG•12, 208–209, 209a, 220c–220d, 246–247, SG•36, SG•46, 257c, 258–259, 274–275, 275a, 283h, 283l–283m  <b>TE 6:</b> 340c–340d, 354–355, 357a, 364–365, 365a, 366–367, 367a, SG•18, SG•19, SG•23, SG•28, 408–409, 409a, 410–411, 411a, 412–413, 413a, 418–419, 419a, 422–423, 423a, 424–425, 433l–433m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 435c, SG•66, SG•70, SG•71, SG•76, SG•79, UR•8–UR•9, UR•40–UR•41</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 88–89, 94–97  <b>Unit 5:</b> 158–161</p>

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<b>RN.3: FEATURES AND STRUCTURES</b> <b>Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective</b>	
<b>5.RN.3.1:</b> Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	<b>SE 1:</b> 450–451 <b>SE 2:</b> 78–79  <b>TE 1:</b> 33b, 65b, 78c, 106–107, 153b <b>TE 2:</b> 243b, 271b, 301b, 309c <b>TE 3:</b> 357b, 401b, 449c, 459b, 473l–473m <b>TE 4:</b> 39c, 81b, 84–85, 89b, 103h, 117b, 147b <b>TE 5:</b> 189c, 211b, 238–239, 240–241, 241b, 269b, 296–297, 297b <b>TE 6:</b> 329b, 337c, 355b, 383b, 417b, 449b
<b>5.RN.3.2:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	<b>SE 1:</b> 130, 137, 220, 384, 438 <b>SE 2:</b> 94, 101, 246, 367, 424  <b>TE 1:</b> 46c–46d, 104c–104d, 122–123, 123a, 130–131, 136–137, 141c–141d, 150–151, 151a, 154c–154d, 154–155, 155a, 169l–169m, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 <b>TE 2:</b> 210–211, 211a, 212–213, 213a, 214c–214d, 216–217, 217a, 220–221, SG•19, SG•22, SG•24, SG•28, 289c, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21 <b>TE 3:</b> 325c, 353i, 353l–353m, SG•2, SG•3, SG•6, SG•7, SG•13, SG•16, 370–371, SG•20, SG•21, SG•24, SG•25, SG•30, SG•31, 384–385, 394–395, 395a, 406–407, 407a, 423h, 423l–423m, SG•44, SG•45, 425c, 426–427, 430–431, 431a, 434c–434d, 434–435, 435a, 438–439, 439a, SG•52, SG•62, SG•68, SG•72, SG•73, SG•74, SG•75, SG•78, SG•79, UR•28–UR•29, UR•32–UR•33, UR•51 <b>TE 4:</b> SG•2, SG•7, SG•12, SG•18, SG•22, SG•23, SG•28, 84–85, 85a, 88–89, 94–95, 95a, 98–99, 99a, 100–101, 101a, SG•34, SG•35, SG•39, SG•41, SG•44, SG•46, 144–145, 146–147, SG•67, SG•77 <b>TE 5:</b> 192–193, 193a, 194–195, 195a, SG•2, SG•12, 208–209, 209a, 220c–220d, 246–247, SG•36, SG•46, 257c, 258–259, 274–275, 275a, 283h, 283l–283m <b>TE 6:</b> 340c–340d, 354–355, 357a, 364–365, 365a, 366–367, 367a, SG•18, SG•19, SG•23, SG•28, 408–409, 409a, 410–411, 411a, 412–413, 413a, 418–419, 419a, 422–423, 423a, 424–425, 433l–433m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 435c, SG•66, SG•70, SG•71, SG•76, SG•79, UR•8–UR•9, UR•40–UR•41

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<p><b>(Continued)</b>  <b>5.RN.3.2:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p>	<p><b>(Continued)</b>  <b>Writing to Sources:</b>  <b>Unit 3:</b> 88–89, 94–97  <b>Unit 5:</b> 158–161</p>
<p><b>5.RN.3.3:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p>	<p><b>SE 1:</b> 137, 315, 385, 421, 445  <b>SE 2:</b> 73, 101, 133, 195, 309, 367, 430–431, 465</p> <p><b>TE 1:</b> 124–125, 125a, 128–129, 129a, 167a  <b>TE 2:</b> SG•22, SG•27, SG•32, SG•66, SG•70, SG•71, SG•76  <b>TE 3:</b> 420–421, 444–445, 445a  <b>TE 5:</b> UR•18–UR•19  <b>TE 6:</b> 330–331, 366–367, 430–431, 431a</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 94–97  <b>Unit 4:</b> 112–113  <b>Unit 5:</b> 144–145, 152–153</p>
<p><b>RN.4: CONNECTION OF IDEAS</b>  <b>Build understanding of nonfiction texts by verifying points and making connections between topics and ideas</b></p>	
<p><b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p>	<p><b>SE 1:</b> 132–133, 162–163, 356–357, 378, 380–381, 412, 426–427, 438, 466–467  <b>SE 2:</b> 72–73, 94, 130–131, 336, 346–347, 360</p> <p><b>TE 1:</b> 46–47, 47a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 104–105, 105a, 106–107, 107a, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•44, SG•45, 120–121, 121a, 126–627, 127a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 148–149, 149a, 152–153, 153a  <b>TE 2:</b> SG•18, SG•23, SG•29, 287l–287m, SG•66, SG•70, SG•71, SG•76  <b>TE 3:</b> SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, 362–363, 363a, 375a, 376–377, SG•30, SG•31, 408–409, 410–411, 419a, 420–421, 421a, SG•36, SG•37, 432–433, 436–437, 437a, 460–461, 461a, SG•68, UR•39  <b>TE 4:</b> 72c, 72–73, 73a, 90–91, 91a, 92–93, 130c–130d, 130–131, 131a, 132–133, 133a, SG•53, SG•63, SG•66, SG•71, SG•76, UR•48–UR•49  <b>TE 5:</b> 194–195, 195a, SG•2, SG•7, SG•12, 206–207, 207a, 212c–212d, 212–213, 213a, SG•18, SG•29, 229c, 238–239, 242c, 242–243, 246–247, 255h, 255l–255m, 285c, 286–287, 292–293, 293a, 296–297, 297a, 298c–298d, 298–299, 299a, 302–303, 311h, 311l–311m, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>

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<p><b>(Continued)</b>  <b>5.RN.4.1:</b> Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p>	<p><b>(Continued)</b>  <b>TE 6:</b> 332–333, 333a, 334–335, 335a, SG•4, SG•5, SG•14, SG•15, 358–359, SG•20, SG•34, SG•39, SG•44, 416–417, 417a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•21, UR•38–UR•39</p>
<p><b>5.RN.4.2:</b> Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p>	<p><b>SE 1:</b> 46–47, 79, 107, 131, 137, 162, 167, 197, 227, 251, 279, 303, 315, 351, 385, 421, 445, 471  <b>SE 2:</b> 43, 73, 101, 133, 195, 225, 253, 309, 341, 367, 399, 425, 431, 465</p> <p><b>TE 1:</b> 46–47, 47a, 72–73, 78–79, 79a, 106–107, 128–129, 129a, 130–131, 136–137, 137a  <b>TE 2:</b> 195c, 201b, 224–225, 225a, 226–227, 227a, UR•20–UR•21  <b>TE 3:</b> 345c, 350–351, SG•30, SG•31, 445a, SG•59, 462–463, UR•41  <b>TE 4:</b> 72–73, 100–101, 132–133, 133a, 152–153  <b>TE 5:</b> 194–195, 195a, SG•27, 250c–250d, 252–253, 253a, SG•48, 308–309, UR•35  <b>TE 6:</b> 340–341, 343b, 424–425, 425d, 428–429, 429a, 431a, SG•52, SG•53, SG•62, SG•63, 463a, 464–465, 465a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 20–21  <b>Unit 2:</b> 44–45  <b>Unit 3:</b> 72–73, 88–89, 94–97  <b>Unit 4:</b> 112–113  <b>Unit 5:</b> 144–145  <b>Unit 6:</b> 168–169, 180–181</p>
<p><b>5.RN.4.3:</b> <i>Standard begins at sixth grade.</i></p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.</p>

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<p><b>READING: Vocabulary</b> There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary and Literary and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>In Reading: Vocabulary, students are expected to do the following:</p>	
<p><b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b> <b>Build and apply vocabulary using various strategies and sources</b></p>	
<p><b>5.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.</p>	<p><b>TE 1:</b> 23a–23b, 24c, 24–25, SG•10, SG•11, SG•26, SG•27, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a <b>TE 2:</b> 205a, 206e, 214–215, 215a, SG•20, SG•25, SG•28, SG•29, SG•30, 262e, 291a, 292e <b>TE 3:</b> 357a, 358e, 369a, 387l–387m, 391a, 392e, 403a, 413b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•44, SG•45, 427a, 428d, 428e, 428–429, 447l–447m, SG•51, SG•55, SG•61, 449a–449b, 451a, 452e, 469a, 471a, SG•74–SG•75 <b>TE 4:</b> 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a, SG•68, SG•73, SG•78 <b>TE 5:</b> 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, SG•40, SG•41, 259a, 260e, 260–261, 287a, 288e, 288–289 <b>TE 6:</b> 321a, 322e, 341a, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, 347a, 348e, 350–351, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, 374e, 395c, 405a, 406e, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, 437a, 438e</p>
<p><b>RV.2: VOCABULARY BUILDING</b> <b>Use strategies to determine and clarify words and understand their relationships</b></p>	
<p><b>5.RV.2.1:</b> Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.</p>	<p><b>SE 1:</b> 180-181, 200, 262-263 <b>SE 2:</b> 108-109, 134, 260, 282, 406, 432  <b>TE 1:</b> 31a <b>TE 2:</b> 180e, 190–191, 201a, 201h, 262e, 266–267, 287h <b>TE 4:</b> 50e, 50–51, 60–61, 75h, 108e, 122–123, 135a, 135h <b>TE 5:</b> 260e, 268–269, 283a, 283h <b>TE 6:</b> 406e, 414–415, 422–423, 433a, 433h</p>

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<p><b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p><b>SE 1:</b> 24, 114, 144, 328, 428, 446  <b>SE 2:</b> 80, 102, 232, 254, 438, 466</p> <p><b>TE 1:</b> 24e, 32–33, 33a, 49a, 49h, 114e, 124–125, 135a, 139a, 139h, 144e, 152–153, 169h  <b>TE 3:</b> 328e, 332–333, 353h, 428e, 432–433, 447a, 447h  <b>TE 4:</b> 80d, 80e, 88–89, 103a, 103h, 103i, 127c, 140d, 161i, 164–165  <b>TE 5:</b> 232e, 236–237, 255a, 255h, 260d, 283i  <b>TE 6:</b> 438e, 450–451, 467a, 467h</p>
<p><b>5.RV.2.3:</b> <i>Standard begins at sixth grade.</i></p>	<p>This standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts.</p>
<p><b>5.RV.2.4:</b> Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>).</p>	<p><b>SE 1:</b> 234, 256, 358, 386  <b>SE 2:</b> 172, 196</p> <p><b>TE 1:</b> 49h–49i, 54c–54d, 81i, 104a  <b>TE 2:</b> 234c–234d, 234e, 234–235, 240–241, 241a, 254a, 257a, 257h, 257i, UR•30–UR•31, UR•33  <b>TE 3:</b> 358c–358d, 358e, 358–359, 364–365, 376–377, 386–387, 387a, 387h–387i, 428c–428d, 451d, 452e, 462–463, 473a, 473h–473i, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53  <b>TE 4:</b> 42a–42b, 61c, 69e, 75c, 75o, 80c–80d, 103i, 108c–108d, 140e, 140–141, 150–151, 161a, 161h, UR•24, UR•44, UR•50–UR•51, UR•53  <b>TE 5:</b> 172c–172d, 172e, 172–173, 178–179, 179a, 196–197, 197a, 197h–197i, 231c, 232c–232d, 255i, 259c–259d, 269c, 283c, 287c, 288e. 288–289, 294–295, 311a, 311h, 311i, UR•10–UR•11, UR•12–UR•13, UR•34, UR•50–UR•51, UR•52–UR•53  <b>TE 6:</b> 373c, 374e, 383c, 388–389, 389a, 401a, 401h, UR•14, UR•30–UR•31, UR•33</p>



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<p><b>5.RV.3.5:</b> Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases.</p>	<p><b>SE 1:</b> 86, 108, 206, 228  <b>SE 2:</b> 202, 226, 322, 342</p> <p><b>TE 1:</b> 43b–43c, SG•4, SG•5, SG•6, SG•7, SG•12, SG•13, 54c, 75c, 81h, 86c, 86e, 89a, 109a, 109h, SG•36, SG•37, SG•44, SG•45, 114c–114d, 124–125, SG•72, SG•73, UR•30–UR•31, UR•32–UR•33  <b>TE 2:</b> 180c, 206e, 209a, 214–215, 215a, 218–219, 229a, 234e, UR•11, UR•20–UR•21, UR•23, UR•30–UR•31  <b>TE 3:</b> 400–401, 401d–401e, 405a, 428e, 428–429, 447d–447e, UR•10–UR•11, UR•20–UR•21, UR•31, UR•32–UR•33, UR•40–UR•41  <b>TE 4:</b> SG•4, 80c–80d, 88–89, SG•36, 108c–108d, 127c, 161a  <b>TE 5:</b> 196–197, 197a, 202d, 202e, 202–203, 210–211, 211a, 226–227, 227a, 232c–232d, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23  <b>TE 6:</b> 322e, 322–323, 326–327, 327a, 343a, 348c, 438c, UR•10–UR•11, UR•13</p>

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<b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b> <b>Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses</b>	
<b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i> ).	<b>TE 1:</b> 54d, 64–65, 81i, 86d, 109i, 135a, 173a <b>TE 2:</b> 180d, 201i, 234d, 257i <b>TE 3:</b> 428d, 447i, 476–477 <b>TE 4:</b> 50d, 75l, 80d, 103i, 140d, 161i, 164–165 <b>TE 5:</b> 260d, 283i <b>TE 6:</b> 406d, 433i
<b>5.RV.3.2:</b> Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.	<b>TE 1:</b> 23a–23b, 24c, 24–25, SG•10, SG•11, SG•26, SG•27, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a <b>TE 2:</b> 205a, 206e, 214–215, 215a, SG•20, SG•25, SG•28, SG•29, SG•30, 262e, 291a, 292e <b>TE 3:</b> 357a, 358e, 369a, 387l–387m, 391a, 392e, 403a, 413b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•44, SG•45, 427a, 428d, 428e, 428–429, 447l–447m, SG•51, SG•55, SG•61, 449a–449b, 451a, 452e, 469a, 471a, SG•74–SG•75 <b>TE 4:</b> 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a, SG•68, SG•73, SG•78 <b>TE 5:</b> 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, SG•40, SG•41, 259a, 260e, 260–261, 287a, 288e, 288–289 <b>TE 6:</b> 321a, 322e, 341a, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, 347a, 348e, 350–351, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, 374e, 395c, 405a, 406e, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, 437a, 438e
<b>5.RV.3.3:</b> Analyze the meanings of proverbs, adages, and idioms in context.	<b>SE 1:</b> 80, 168, 286, 352, 422 <b>SE 2:</b> 74  <b>TE 1:</b> 81a, 114c–114d, 126–127, 127a, 139i, 169a <b>TE 2:</b> 287a <b>TE 3:</b> 332–333, 351a, 353a, 423a <b>TE 4:</b> 24d, 45i, 50d, 75a, 114–115, 115a, 140c–140d, 161i <b>TE 5:</b> 181a, 232d, 255i <b>TE 6:</b> 444–445

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<b>WRITING</b>	
<b>WRITING:</b> There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.	
<b>Note:</b> the teaching of cursive writing that is included in this section is to be taught at the discretion of local decision. The Indiana Department of Education recommends the teaching of cursive writing to students in grades 3 and 4, not only for the purpose of allowing students to use the form of writing most appropriate to them and the setting, but for the more important purpose of being able to <u>read</u> cursive writing. Students need to be able to read cursive writing as they utilize primary documents (e.g., <i>historical documents, letters, etc.</i> ).	
In Writing, students are expected to do the following:	
<b>W.1: LEARNING OUTCOME FOR WRITING</b> <b>Write effectively for a variety of tasks, purposes, and audiences</b>	
<b>5.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	<b>TE 1:</b> 23e–23f, 33d–33e, 42–43, 44–45, 45a–45c, 49d–49e, 49p–49q, 74–75, 84e–84f, 95d–95e, 100–101, 102–103, 103a–103c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 130–131, 132–133, 133a–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 160–161, 162–163, 163a–163c, 169d–169e, 169p–169q <b>TE 2:</b> 194–195, 220–221, 250–251, 278–279, 308–309 <b>TE 3:</b> 344–345, 378–379, 412–413, 438–439, 451e–451f, 459d–459e, 464–465, 466–467, 467a–467c, 473d–473e, 473p–473q, WP•1–WP•10 <b>TE 4:</b> 38–39, 68–69, 79e–79f, 89d–89e, 94–95, 96–97, 97a–97c, 103d–103e, 103p–103q, 126–127, 152–153, WP•1–WP•10 <b>TE 5:</b> 188–189, 201e–201f, 211d–211e, 216–217, 218–219, 219a–219c, 227d–227e, 227p–227q, 246–247, 274–275, 287e–287f, 297f–297e, 302–303, 304–305, 305a–305c, 311d–311e, 311p–311q <b>TE 6:</b> 336–337, 360–361, 394–395, 405e–405f, 417d–417e, 424–425, 426–427, 427a–427c, 433d–433e, 433p–433q, 458–549, WP•1–WP•10
<b>W.2: HANDWRITING</b> <b>Demonstrate the ability to write legibly</b>	
<b>5.W.2.1:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 23d, 53d, 85d <b>TE 2:</b> 179d, 205d, 233d
<b>5.W.2.2:</b> <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.

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<b>PERSUASIVE</b>	
<b>W.3: WRITING GENRES</b> <b>Develop writing skills by writing for different purposes and to specific audiences or people</b>	
<b>5.W.3.1:</b> Write persuasive compositions in a variety of forms that –	<p><b>SE 1:</b> 380–381, 414–415, 466–467, 344 <b>SE 2:</b> 188, 276, 336, 394, 424, 426</p> <p><b>TE 1:</b> SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 <b>TE 2:</b> SG•64 <b>TE 3:</b> 353b, SG•10, SG•11, SG•16, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a <b>TE 4:</b> SG•6, SG•11, 73a <b>TE 5:</b> SG•6, SG•11, SG•16, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, WP•2–WP•3 <b>TE 6:</b> SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 426–427, 433d–433e</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199, 208–209 <b>Unit 2:</b> 200–201, 210–211 <b>Unit 3:</b> 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199, 200–201, 212–213, 214–215 <b>Unit 4:</b> 202–203, 216–217 <b>Unit 5:</b> 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163, 204–205, 218–219, 220–221 <b>Unit 6:</b> 206–207</p>
<ul style="list-style-type: none"> <li>Clearly present a position in an introductory statement to an identified audience.</li> </ul>	<p><b>TE 3:</b> 371d–371e, 380–381, 387d–387e <b>TE 5:</b> 259e–259f, 269d–269e, 276–277, 277a, WP•1, WP•5, WP•8 <b>TE 6:</b> 405e–405f, 417d–417f, 426–427, 427a</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 198–199 <b>Unit 2:</b> 200–201 <b>Unit 3:</b> 71, 77, 85, 87, 89, 90, 98 <b>Unit 4:</b> 202–203 <b>Unit 5:</b> 154–155, 161, 162–163</p>

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<ul style="list-style-type: none"> <li>Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> </ul>	<p><b>SE 1:</b> 44–45, 132–133, 162–163, 308, 344, 378, 380–381, 412, 414–415, 438, 464, 466–467</p> <p><b>SE 2:</b> 38, 68, 94, 126, 152, 246, 276, 302, 360, 458</p> <p><b>TE 1:</b> SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80</p> <p><b>TE 3:</b> 357e–357f, 371d–371e, 380–381, 381a, 381b, 387d, 391e–391f, 401d–401e, 415a, 415b–415c, 423d–423e, 427b</p> <p><b>TE 5:</b> SG•7, SG•11, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, WP•4–WP•5, WP•6–WP•7</p> <p><b>TE 6:</b> SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 417d–417e, 427b–427c, 433d–433e</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 198–199  <b>Unit 2:</b> 200–201  <b>Unit 3:</b> 72–73, 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 90–91, 92–93, 94–97, 98–99  <b>Unit 4:</b> 202–203  <b>Unit 5:</b> 136–137, 138–139, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>
<ul style="list-style-type: none"> <li>Use an organizational structure to group related ideas that support the purpose.</li> </ul>	<p><b>TE 3:</b> 381a, 391e–391f, 415a</p> <p><b>TE 5:</b> 259e–259f, 269d–269e, 277a, WP•1, WP•5, WP•8</p> <p><b>TE 6:</b> 405e–405f, 417d–417e, 426–427, 427a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 198–199  <b>Unit 2:</b> 200–201  <b>Unit 3:</b> 77, 83, 85, 89, 90, 98  <b>Unit 4:</b> 201–203  <b>Unit 5:</b> 154–155, 161, 162–163</p>
<ul style="list-style-type: none"> <li>Use language appropriate for the identified audience.</li> </ul>	<p><b>TE 3:</b> 381b, 387d–387e, 391e–391f, 414–415, 415a</p> <p><b>TE 5:</b> 259e–259f, 277a, WP•4, WP•5, WP•6, WP•8</p> <p><b>TE 6:</b> 427a</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 198–199  <b>Unit 2:</b> 201  <b>Unit 3:</b> 77, 85, 89, 98  <b>Unit 4:</b> 201–203  <b>Unit 5:</b> 154–155, 161, 162–163</p>

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<ul style="list-style-type: none"> <li>• Connect reasons to the position using words, phrases, and clauses.</li> </ul>	<p><b>SE 2:</b> 304–305</p> <p><b>TE 1:</b> SG•80</p> <p><b>TE 3:</b> 380–381, 381b, 387d, 414–415, 415b–415c, 423d–423e</p> <p><b>TE 5:</b> WP•6–WP•7</p> <p><b>TE 6:</b> 426–427</p> <p><b>Writing to Sources:</b>  <b>Unit 3:</b> 70–71, 74–75, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 98–99  <b>Unit 5:</b> 154–155</p>
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section related to the position presented.</li> </ul>	<p><b>SE 1:</b> 380–381, 466–467</p> <p><b>SE 2:</b> 276, 426</p> <p><b>TE 1:</b> SG•10–SG•11</p> <p><b>TE 3:</b> 415b–415c, 423d–423e</p> <p><b>TE 5:</b> 269d–269e, 276–277a, 283d–283e, WP•4–WP•5</p> <p><b>TE 6:</b> 427a, 427b</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 198–199  <b>Unit 2:</b> 200–201  <b>Unit 3:</b> 72–73, 78–79, 80–81, 88–89, 90–91, 92–93, 202–203  <b>Unit 4:</b> 202–203  <b>Unit 5:</b> 146–147, 154–155</p>

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<b>INFORMATIVE</b>	
<b>5.W.3.2:</b> Write informative compositions on a variety of topics	<p><b>SE 1:</b> 44–45, 102–103, 132–133, 162–163, 196–197, 440–441  <b>SE 2:</b> 96–97, 154–155, 218–219, 248–249, 304–305</p> <p><b>TE 1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49p–49q, 53b, 85e–85f, 95d–95e, 102–103, 103a–103c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 132–133, 133b–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q  <b>TE 2:</b> 257b, SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80  <b>TE 3:</b> SG•14, SG•15, SG•37, SG•38, SG•43, SG•48, 451e–451f, 459d–459e, 466–467, 467a, 467b–467c, 473p–473q, WP•2–WP•3  <b>TE 4:</b> SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, SG•38, SG•47, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, SG•70, SG•75, SG•80, WP•2–WP•3  <b>TE 5:</b> 231e–231f, 241d–241e, 247d, 248–249, 249a, 249b–249c, 255d, 255p–255q, SG•55, SG•59, SG•64, 287e–287f  <b>TE 6:</b> SG•21, 433d–433e, SG•54, SG•55, SG•59, SG•64, SG•71, SG•75, SG•80</p>
Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.	<p><b>SE 1:</b> 44–45, 102–103, 144, 162–163, 440, 466  <b>SE 2:</b> 96, 218, 248, 302, 304</p> <p><b>TE 1:</b> 44–45, 45b–45c, 85e–85f, 95d–95e, 96–97, 102–103, 103b–103c, 104c–104d, 113e–113f, 132–133, 133a, 143e–143f, 153d–153e  <b>TE 3:</b> SG•23, SG•26, SG•27, SG•32, 447b, SG•54, SG•55, SG•59, SG•64, 451e–451f, 466–467, 467a, 467b–467c, WP•2–WP•3, WP•6–WP•7  <b>TE 4:</b> SG•16, 95d, 96–97, 97a, SG•38, SG•43, 139e–139f, 147d–147e, 154–155, UR•15, WP•4–WP•5  <b>TE 5:</b> 201e–201f, 227b, 248–249, 249a, SG•38, SG•42, SG•48, 287e–287f, 297d–297e, 303c, 303d, 304–305, 305a, 305b–305c  <b>TE 6:</b> SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•6, WP•7</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 30–33  <b>Unit 4:</b> 112–113, 122–123, 126–129</p> <p><b>SE 1:</b> 102–103, 132–133, 162, 466  <b>SE 2:</b> 218, 248, 304</p>

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<ul style="list-style-type: none"> <li>Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</li> </ul>	<p><b>TE 1:</b> 81b, 95d–95e, 102–103, 109b, 132–133, 133a, 133b–133c, 139p–139q, 153d–153e, 162–163, 163a, 163b–163c, SG•70–SG•71</p> <p><b>TE 2:</b> 257b, SG•70, SG•71, SG•75, SG•80</p> <p><b>TE 3:</b> SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48, 427e–427f, 433d–433e, 440–441, 441a, 441b–441c, 447d–447e, SG•59, SG•64, 466–467, 467b–467c, 473d–473e, WP•4–WP•5, WP•6–WP•7</p> <p><b>TE 4:</b> SG•23, SG•26, SG•27, SG•32, 97b–97c, 147d–147e, 161d–161e, WP•4–WP•5</p> <p><b>TE 5:</b> 218–219, 219a, 219b–219c, 227b, 231e–231f, 247d, 248–249, 249a, 250c–250d, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, 297d–297e, 311d–311e</p> <p><b>TE 6:</b> SG•22, SG•23, SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•4, WP•5</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–29, 30–33, 34–35  <b>Unit 4:</b> 102–103, 104–105, 106–107, 112–113, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131</p> <p><b>SE 1:</b> 466  <b>SE 2:</b> 304</p>
<ul style="list-style-type: none"> <li>Connect ideas within and across categories using transition words (e.g., <i>therefore</i>, <i>in addition</i>).</li> </ul>	<p><b>TE 1:</b> 85d, 95c, 101e, 109o, UR•34–UR•35</p> <p><b>TE 3:</b> SG•40, SG•41, 433d–433e, 466–467, 467a, WP•6–WP•7</p> <p><b>TE 4:</b> WP•6–WP•7</p> <p><b>TE 5:</b> 255d–255e, 304–305, 305b–305c</p> <p><b>TE 6:</b> WP•6–WP•7</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 14–15, 26–27  <b>Unit 4:</b> 102–103, 104–105, 112–113, 118–119, 122–123, 126–129, 130–131</p>



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<ul style="list-style-type: none"> <li>• Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.</li> </ul>	<p><b>TE 1:</b> 23e–23f, 33d–33e, 44–45, 49b, 49d–49e, 49n, 49p, 85e–85f, 95d–95e, 103b–103c  <b>TE 2:</b> 201b, 201n, 229b, 229n, 287b, 287n, 317b, 317n  <b>TE 3:</b> 327e–327f, 346–347, 353b, 353d–353e, 353n  <b>TE 4:</b> 23e–23f, 33d–33e, 40–41, 45b, 45d–45e, 45n, 45p–45q  <b>TE 5:</b> 197b, 227b, 227n, 259e–259f, 296b–269e, 276–277, 283b, 283d–283e, 283n, 311b, 311n  <b>TE 6:</b> 343b, 343n, 369b, 369n, 401b, 401n, 433b, 433n, 467b, 467n</p>
<ul style="list-style-type: none"> <li>• Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p><b>SE 1:</b> 206</p> <p><b>TE 1:</b> 46c–46d, 49d–49e, 133b–133c, 139p–139q  <b>TE 2:</b> 206–207, SG•38, SG•43, SG•48  <b>TE 3:</b> 433d–433e, 447d–447e, SG•59, SG•64, 452d, 473d–473e  <b>TE 4:</b> 79e–79f, 96–97, 97a, 103d–103e, 154–155, 161d–161e, WP•6, WP•7  <b>TE 5:</b> 227i</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 6–7, 10–11, 18–19, 26–27, 30–33, 34–35  <b>Unit 4:</b> 106–107, 122–123, 130–131</p>
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>SE 1:</b> 102–103, 132–133, 162–163, 222–223, 380–381, 466–467  <b>SE 2:</b> 96, 248, 276–277, 304, 426–427</p> <p><b>TE 1:</b> 143e, 162–163, 163a  <b>TE 3:</b> SG•22, SG•27, SG•32, 440–441, 451e–451f, 459d, 466–467, 467b, 473d</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 30–33  <b>Unit 4:</b> 112–113, 122–123</p>

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<p><b>NARRATIVE</b></p>	
<p><b>5.W.3.3:</b> Write narrative compositions in a variety of forms that –</p>	<p><b>SE 1:</b> 76–77, 196–197, 280–281, 310–311, 346–347, 440–441  <b>SE 2:</b> 40–41, 70–71, 128–129, 216, 338–339, 362–363, 396–397, 460–461</p> <p><b>TE 1:</b> 53e–53f, 65d–65e, 76–77, 77a, 81p–81q, SG•38, SG•39, SG•42, SG•43, SG•48, WP•2–WP•3, WP•6–WP•7  <b>TE 2:</b> 189d–189e, 196–197, 197a, SG•6, SG•11, SG•16, 205e–205f, 213d–213e, 222–223, 223a, SG•22, SG•27, SG•32, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, SG•59, 291e–291f, 301d–301e, 310–311, 311a, WP•2–WP•3, WP•6, WP•7  <b>TE 3:</b> 346–347, 347b–347c, 466–467  <b>TE 4:</b> 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a, SG•54, SG•59, SG•60, SG•64  <b>TE 5:</b> 171e–171f, 190–191, 191a, SG•21, SG•22, SG•27, SG•32, SG•53, 309a, SG•69, SG•70, SG•75, SG•80  <b>TE 6:</b> 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, SG•37, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 62–65  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 190–193, 194–195</p>

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<p>• Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>).</p>	<p><b>SE 1:</b> 76–77, 222, 310–311, 346  <b>SE 2:</b> 40, 128, 190, 362, 396</p> <p><b>TE 1:</b> 76–77, 81d–81e, WP•4–WP•5  <b>TE 2:</b> SG•6, SG•11, SG•16, 205e–205f, 213d–213e, 222–223a, 233e–233f, 243d–243e, 252–253, 253a, 261e–261f, 271d–271e, 280–281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e, WP•4, WP•5, WP•6, WP•7  <b>TE 3:</b> 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f  <b>TE 4:</b> 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 61d, 70–71, 71a, 117d–117e, SG•54, SG•59, SG•64  <b>TE 5:</b> 197b, SG•22, SG•27, SG•32, SG•70, SG•75, SG•80  <b>TE 6:</b> 329e–329f, 338–339, 339a, 339b–339c, 343b, 362–363, 363a, 383d–383e, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 42–43, 46–47, 48–49, 50–51, 58–59, 62–65  <b>Unit 6:</b> 166–167, 170–171, 172–173, 174–175, 178–179, 182–183, 186–187, 190–193, 194–195</p>
<p>• Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions.</p>	<p><b>TE 1:</b> SG•38, SG•43  <b>TE 2:</b> 223a, 281a, 281b–281c, 311a  <b>TE 3:</b> 347a, 347b–347c  <b>TE 4:</b> 23e, 41a  <b>TE 5:</b> SG•27  <b>TE 6:</b> 339a, 355d–355e, 363a, 397a, 461a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 40–41, 42–43, 44–45, 49, 50–51, 53, 54–55, 57, 58, 65  <b>Unit 6:</b> 166–167, 168–169, 170–171, 172–173, 174–175, 177, 178–179, 182–183, 186, 193, 194</p>

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<p>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>	<p><b>SE 1:</b> 47, 196–197, 222, 280–281, 310–311, 346  <b>SE 2:</b> 40–41, 128–129, 338, 362–363, 396–397, 460–461</p> <p><b>TE 1:</b> 46–47, 76–77, 77a, SG•38, SG•39, SG•42, SG•43, SG•48, UR•14–UR•15  <b>TE 2:</b> 179e–179f, 189d–189e, 196–197, 197a, 197b–197c, SG•6, SG•11, SG•16, 213d–213e, 222–223, SG•22, SG•27, SG•32, 280–281, 281a, 310–311, 311a, 311b–311c, 317d–317e, WP•6, WP•7  <b>TE 3:</b> 327e–327f, 346–347, 347a, 347b–347c, 353p–353q, SG•4, SG•5  <b>TE 4:</b> 23e–23f, 40–41, 41a, 45d–45e, 107e–107f, 135i, SG•54, SG•59, SG•62, SG•64  <b>TE 5:</b> SG•22, SG•27, SG•32, SG•70, SG•74, SG•80  <b>TE 6:</b> 338–339, 339a, 339b–339c, 343d–343e, 347e–347f, 355d–355e, 363a, 363b–363c, 373e–373f, 383d–383e, 396–397, 397a, 397b–397c, SG•37, 461b</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 38–39, 42–43, 48–49, 52–53, 58–59, 62–65  <b>Unit 6:</b> 166–167, 174–175, 176–177, 178–179, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>

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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 5</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p>• Use precise and expressive vocabulary and figurative language for effect.</p>	<p><b>SE 1:</b> 196–197, 252–253, 280–281, 310–311, 346–347  <b>SE 2:</b> 103, 128–129, 190–191, 255, 283, 396</p> <p><b>TE 1:</b> 65d–65e, 76–77, 77a, 77b–77c, 81p–81q, SG•54, SG•55, SG•58, SG•59, SG•64, WP•6–WP•7  <b>TE 2:</b> 189d–189e, 196–197a, 197b–197c, 213d–213e, 222–223a, 223b–223c, SG•22, SG•27, SG•32, 233e–233f, 252–253, 253a, 253b–253c, 271d–271e, 280–281, 281a, 281b–281c, 287d–287e, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e  <b>TE 3:</b> 346–347, 347a, SG•6, SG•7, SG•10, SG•11, SG•16, 401d–401e, 440–441, 441a, 441b–441c  <b>TE 4:</b> 45d–45e, 49e, 71a, 71b, 107e–107f, 117d–117e, 128–129, 129a, 129b–129c, 135d–135e  <b>TE 5:</b> 171e–171f, 181d–181e, 190–191, 191a, 191b–191c, 197d–197e, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, SG•70, SG•75, SG•80  <b>TE 6:</b> 321e–321f, 329e–329f, 338–339, 339a, 339b–339c, 343d–343e, 343i, 347a, 362–363, 363a, 363b, 383d–383e, 396–397, 397a, 397b–397c, 401d–401e, 437e–437f, 449d–449e, 461a, 461b–461c, 467d</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 46–47, 48–49, 52–53, 58–59, 60–61  <b>Unit 6:</b> 168–169, 170–171, 172–173, 176–177, 180–181, 184–185, 186–187, 188–189, 190–193, 194–195</p>
<p>• Provide an ending that follows from the narrated experiences or events.</p>	<p><b>SE 1:</b> 222  <b>SE 2:</b> 362–363</p> <p><b>TE 1:</b> 76–77, 77a, 81d–81e  <b>TE 2:</b> 213d–213e, 222–223, 223a, 280–281, 281a, 281b–281c  <b>TE 4:</b> 49e, 71b, 129a  <b>TE 6:</b> 383d–383e, 467e</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 58–59, 62–65  <b>Unit 6:</b> 186–187</p>

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<p align="center"><b>Indiana Academic Standards English/Language Arts Grade 5</b></p>	<p align="center"><b>Scott Foresman Reading Street Common Core, ©2013</b></p>
<p><b>W.4: THE WRITING PROCESS</b> <b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b></p>	
<p><b>5.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions.</li> </ul>	<p><b>TE 1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 65d–65e, 81p–81q, 109d–109e, 139d–139e, 161d, 169d–169e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 2:</b> 189d–189e, 195d, 201d–201e, 201p–201q, 213d–213e, 223b–223c, 224c, 229d–229e, 229p–229q, 243d–243e, 253b–253c, 257d–257e, 257p–257q, 271d–271e, 287d–287e, 287p–287q, 291e–291f, 317p–317q, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>TE 3:</b> 337d–337e, 345d, 346–347, 347a, 353b, 353d–353e, 381b–381c, 387b, 387d–387e, 387p–387q, 413d–413e, 423b, 423d–423e, 423p–423q, 447d–447e, 447p–447q, 473d–473e, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p><b>TE 4:</b> 39d, 45d–45e, 45p–45q, 75d–75e, 75p–75q, 89d–89e, 95d, 96–97, 97a, 103d–103e, 103p–103q, 117d–117e, 135d–135e, 135p–135q, 139e–139f, 147d–147e, 154–155, 155a, 155b–155c, 161p–161q, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p><b>TE 5:</b> 181d–181e, 191b–191c, 197b, 197d–197e, 197p–197q, 227d–227e, 227p–227q, 255d–255e, 255p–255q, 277b–277c, 283d–283e, 283p–283q, 303c, 311d–311e, 311p–311q, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9, WP•10</p> <p><b>TE 6:</b> 329e–329f, 337d, 343d–343e, 343p–343q, 369e, 369p–369q, 395d, 401d–401e, 401p–401q, 427b–427c, 433p–433q, 459d, 467d–467e, 467p–467q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 30–33, 198–199, 208–209  <b>Unit 2:</b> 62–65, 200–201, 210–211  <b>Unit 3:</b> 94–97, 212–213, 214–215  <b>Unit 4:</b> 126–129, 202–203, 216–217, 222–223  <b>Unit 5:</b> 158–161, 204–205, 218–219, 220–221, 224–225  <b>Unit 6:</b> 190–193, 206–207, 226–227</p>

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<p>• Use technology to interact and collaborate with others to publish legible documents.</p>	<p><b>TE 1:</b> 33b–33c, 49b–49c, 139b, WP•8, WP•9, WP•10  <b>TE 2:</b> 201b, 229b, 287b, 317b, WP•8, WP•9, WP•10  <b>TE 3:</b> 353b, 401b, 423b–423c, SG•60, SG•63, SG•69, SG•76, SG•77, SG•78, SG•79, WP•10  <b>TE 4:</b> 33b, 45b, 49b, 127d, 135b, 159a, 161b, WP•9, WP•10  <b>TE 5:</b> SG•14, SG•63, 311b, WP•8–WP•9  <b>TE 6:</b> 343b, 433b, 467b, WP•8, WP•9, WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35, 198–199, 208–209  <b>Unit 2:</b> 66–67, 200–201, 210–211  <b>Unit 3:</b> 98–99, 212–213, 214–215  <b>Unit 4:</b> 130–131, 216–217, 222–223  <b>Unit 5:</b> 162–163, 204–205, 218–219, 220–221, 224–225  <b>Unit 6:</b> 194–195, 206–207, 226–227</p>

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<b>FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>	
<b>STANDARD 5: THE RESEARCH PROCESS</b>	
<b>W.5: Build knowledge about the research process and the topic under study by conducting short research</b>	
<b>5.W.5:</b> Conduct short research assignments and tasks on a topic.	<p><b>TE 1:</b> 23b, 33b, 43d, 49b, 49n, 75d, SG•22, SG•23, SG•26, SG•27, SG•32, 85b, 113b, 131c, 143b, SG•76, SG•77</p> <p><b>TE 2:</b> 179b, 189b, 195d, 201b, SG•12, SG•13, SG•14, 205b, 213b, SG•28, SG•29, SG•30, 233b, SG•38, SG•43, SG•44, SG•45, SG•48, 261b, SG•60, SG•61, SG•62, 301b, 309d, 317b, 317n, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80</p> <p><b>TE 3:</b> 327b, 337b, SG•12, SG•13, 371b, 379d, SG•28, SG•29, SG•30, SG•31, 391b, SG•38, SG•39, SG•43, SG•45, SG•48, 427b, SG•60, SG•63, 451b, 459b, 465d, 468c–468d, 468–469, 469a, 473n, SG•76, SG•77, SG•78–SG•79</p> <p><b>TE 4:</b> 23b, 39d, 49b, 61b, 69d, SG•22, SG•27, SG•32, 79b, 89b, SG•38, SG•43, SG•46, SG•47, SG•48, 107b, 139b, 147b, 153d, 161b, SG•76, SG•77, SG•78</p> <p><b>TE 5:</b> 171b, 189d, SG•11, SG•12, SG•16, 201b, 211b, 217d, SG•28, SG•31, SG•32, 241b, 247d, SG•44, SG•45, SG•46, SG•48, 259b, 269b, 275d, SG•55, SG•59, SG•60, SG•63, SG•64, 287b, SG•77</p> <p><b>TE 6:</b> 321b, 329b, 343n, SG•12, SG•13, SG•14, SG•15, 347b, SG•22, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373b, 383b, 401b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, 405b, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 437b, SG•70, SG•75, SG•76, SG•77, SG•80, WP•1–WP•10</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 20–21, 30–31  <b>Unit 2:</b> 44–45  <b>Unit 3:</b> 72–73, 88–89, 94–97  <b>Unit 4:</b> 112–113  <b>Unit 5:</b> 144–145  <b>Unit 6:</b> 168–169, 180–181</p>
<ul style="list-style-type: none"> <li>• With support, formulate a research question (e.g., <i>what were John Wooden's greatest contributions to college basketball?</i>).</li> </ul>	<p><b>TE 1:</b> 23b, 53b, 85b, 113b, 143b  <b>TE 2:</b> 179b, 205b, 233b, 261b, 291b  <b>TE 3:</b> 327b, 357b, 391b, 427b, 457b  <b>TE 4:</b> 23b, 49b, 79b, 107b, 139b  <b>TE 5:</b> 171b, 201b, 231b, 259b, 287b  <b>TE 6:</b> 321b, 347b, 373b, 405b, 437b, WP•2–WP•4</p>



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<ul style="list-style-type: none"> <li>Identify and acquire information through reliable primary and secondary sources.</li> </ul>	<p><b>TE 1:</b> 33b, 65b, 95b, 125b, 153b  <b>TE 2:</b> 189b, 215b, 243b, 271b, 301b  <b>TE 3:</b> 337b, 371b, 401b, 433b, 459b  <b>TE 4:</b> 33b, 61b, 89b, 117b, 147b  <b>TE 5:</b> 181b, 211b, 241b, 269b, 297b  <b>TE 6:</b> 329b, 355b, 383b, 417b, 449b, WP•3, WP•6, WP•9</p> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 222  <b>Unit 6:</b> 226</p>
<ul style="list-style-type: none"> <li>Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> </ul>	<p><b>TE 1:</b> 49b, 81b, 109b, 139b, 169b  <b>TE 2:</b> 201b, 229b, 257b, 287b, 317b  <b>TE 3:</b> 353b, 387b, 423b, 447b, 473b  <b>TE 4:</b> 54b, 75b, 103b, 135b, 161b,  <b>TE 5:</b> 197b, 227b, 255b, 283b, 311b  <b>TE 6:</b> 343b, 369b, 401b, 433b, 467b, WP•3</p>
<ul style="list-style-type: none"> <li>Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</li> </ul>	<p><b>TE 1:</b> 169b  <b>TE 6:</b> 401b, WP•3</p>
<ul style="list-style-type: none"> <li>Present the research information, choosing from a variety of sources.</li> </ul>	<p><b>TE 1:</b> 49n, 81n, 109n, 139n, 169n  <b>TE 2:</b> 201n, 229n, 257n, 287n, 317n  <b>TE 3:</b> 353n 387n, 423n, 447n, 473n  <b>TE 4:</b> 45n, 75n, 103n, 135n, 161n  <b>TE 5:</b> 197n, 227n, 255n, 283n, 311n  <b>TE 6:</b> 343n, 369n, 401n, 433n, 467n, WP•10</p>

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<b>GRAMMAR AND USAGE</b>	
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b>	
<b>Demonstrate command of the conventions of standard English</b>	
<p><b>5.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:</p>	<p><b>SE 1:</b> 44–45, 76–77, 102–103, 132–133, 162–163, 196–197, 222–223, 252–253, 280–281, 310–311, 346–347, 380–381, 414–415, 440–441, 466–467</p> <p><b>SE 2:</b> 40–41, 70–71, 96–97, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363, 396–397, 426–427, 460–461</p> <p><b>TE 1:</b> 43d–43e, 53d, 65c, 75e, 76–77, 77a, 81c, 81o, SG•22, SG•23, 85d, 95c, 101e, 102–103, 103a, 109c, 109o, 109p–109q, SG•42, SG•43, SG•48, 113d, 125c, 131e, 132–133, 133a, 139o, 139p–139q, SG•58, SG•59, SG•64, 143d, 144c–144d, 153c, 161e, 162–163, 163a, 169c, SG•74, SG•75, SG•80, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p><b>TE 2:</b> 179d, 189c, 195e, 196–197, 197a, 197b–197c, 201c, 201o, 201p–201q, SG•6, SG•11, 205d, 213c, 221e, 222–223a, 229c, 229o, SG•22, SG•27, SG•32, 233d, 243c, 251e, 252–253, 253a, 257c, 257o, SG•38, SG•43, SG•48, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287c, 287d–287e, 287o, SG•54, SG•59, SG•64, 291d, 300–301, 301c, 309e, 310–311, 317c, 317o, 317p–317q, SG•70, SG•75, UR•14, UR•24, UR•44, UR•54</p> <p><b>TE 3:</b> 327d, 353p–353q, SG•16, 357d, 371c, 379e, 380–381, 387c, 387o, SG•22, SG•23, SG•26, SG•32, SG•38, 391d, 401c, 413e, 414–415, 423c, 423o, SG•42, SG•43, SG•48, 427d, 433c, 439e, 440–441, 441a, 441b–441c, 447o, 447p–447q, SG•54, SG•59, SG•64, 451d, 460a–460b, SG•70, SG•71, SG•74, SG•75, SG•80, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45</p>
<p><b>5.W.6.1a: Nouns/Pronouns</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p><b>Scott Foresman Reading Street</b>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 1:</b> 143d, 153c, 161e <b>TE 4:</b> 79b, 89c, 95e</p>
<p><b>5.W.6.1b: Verbs</b> –</p> <ul style="list-style-type: none"> <li>• Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.</li> <li>• Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>TE 3:</b> 345e, 357d, 371c, 387c, 387o, SG•26, SG•32, 427b, 433c, 439e, 447c</li> <li>• <b>TE 3:</b> 427d, 433c, 439e, 440–441, 441a, 447c, 477o, 477p</li> </ul>

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<b>5.W.6.1c: Adjectives/ Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>Scott Foresman Reading Street</b> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>TE 5:</b> 201d, 211e, 217e, 287d, 297c, 303e
<b>5.W.6.1d: Prepositions</b> – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	<b>TE 3:</b> 451d, 459c, 465e, 466–467, 467a, 473c, 473o
<b>5.W.6.1e: Usage</b> – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).	<b>SE 2:</b> 363  <b>TE 1:</b> 23d, 33c, 43e, 44–45, 45a, 49c, 49o, 49p <b>TE 6:</b> 347d, 355c, 361e, 369c, 369o, SG•22, SG•32, UR•24–UR•25
<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>	
<b>5.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<b>SE 1:</b> 162, 196 <b>SE 2:</b> 397, 426, 427, 461  <b>TE 1:</b> 23c–23d, 33b–33c, 43d–43e, 49b–49c, 49o, SG•10, SG•11, 53d, 65c, 75e, 81c, SG•26, SG•27, 85c, 85d, 109p–109q, 143d, 153c, 161e, 162–163, 169o, 168p–169q, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•54–UR•55 <b>TE 2:</b> 197b–197c, 201p–201q, 229p–229q, 257p–257q, 287c, 291d, 301c, 309e, 317c <b>TE 3:</b> 353p–353q, 391c–391d, 423p–423q, 447p–447q, WP•8–WP•9 <b>TE 4:</b> 33c, 45p–45q, 49d, 61d, 75p, 79d, 89d–89e, 97b–97c, 135p–135q, 139d, 147c, 153e, 161c <b>TE 5:</b> 171c, 181c, 189e, 197b–197c, 197p–197q, 201c, 211c, 217e, 227c, 231d, 247e, 248–249, 255c, 259c, 275e, 283c, 311p–311q, WP•8–WP•9 <b>TE 6:</b> 343p–343q, 347c–347d, 373c–373d, 374c–374d, 383c, 395e, 396–397, 397a, 401c, 401h–401i, 401o, 401p–401q, SG•43, 405c–405d, 417c, 425e, 426–427, 427a, 433c, 433d–433e, 433o, SG•64, 437c–437d, 449c, 459e, 460–461, 467c, 467o, 467p, SG•70, SG•75, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55, WP•9  <b>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 2:</b> 66–67 <b>Unit 3:</b> 98–99 <b>Unit 4:</b> 130–131 <b>Unit 5:</b> 162–163 <b>Unit 6:</b> 194–195

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<b>5.W.6.2a: Capitalization</b> – Applying correct usage of capitalization in writing.	<b>TE 1:</b> 143d, 153c, 161e, 162–163, 169c, 169o
<b>5.W.6.2b: Punctuation</b> – • Applying correct usage of apostrophes and quotation marks in writing.	<b>TE 2:</b> 201p, 205d, 213c, 221e, 229c, 229o <b>TE 6:</b> 373d, 383c, 395e, 401c, 401o, 401p, 405d, 417c, 425e, 426–427, 427a, 433c, 433o, 433p, UR•34–UR•35, UR•44
<b>5.W.6.2c: Spelling</b> – Applying correct spelling patterns and generalizations in writing.	<b>TE 1:</b> 23c–23d, 33b–33c, 43d–43e, 49b–49c, 49o, 53c, 65c, 75e, 81c, 81o, 85c, 95c, 101e, 109c, 109o, 113c, 125c, 131e, 139c, 139o, 143c, 169c, 169o <b>TE 2:</b> 179c, 189c, 195e, 201c, 201o, 205c, 213c, 221e, 229c, 229o, 233c, 243c, 251e, 257c, 257o, 261c, 271c, 279e, 287c, 287o, 291c, 301c, 309e, 317c, 317o, UR•14, UR•24, UR•34, UR•44, UR•54 <b>TE 3:</b> 327c, 337c, 345e, 353c, 353o, 357c, 371c, 379e, 387c, 387o, 391c, 401c, 413e, 423c, 423o, 427c, 433c, 439e, 447c, 447o, 451c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54 <b>TE 4:</b> 23c, 24c–24d, 33c, 33d–33e, 39e, 45c, 45o, 49c, 69e, 75c, 79c, 89c, 95e, 103c, 103o, 107c, 117c, 127e, 135c, 135o, 139c, 147c, 153e, 161c, 161o, UR•14, UR•34 <b>TE 5:</b> 171c, 181c, 189e, 197c, 197o, 201c, 211c, 217e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 260c–260d, 269c, 275e, 283c, 283i, 283o, 287c, 297c, 303e, 311c, 311o, UR•14, UR•24, UR•34, UR•44, UR•54, WP•8–WP•9 <b>TE 6:</b> 321c, 329c, 337e, 343c, 343o, 347c, 355c, 361e, 369c, 369o, 373c, 374c–374d, 383c, 395e, 401c, 401i, 401o, 405c, 417c, 425e, 433c, 433o, 437c, 438c–438d, 449c, 459e, 467c, 467o, UR•14, UR•24, UR•34, UR•44, UR•54

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<b>SPEAKING AND LISTENING</b>	
<b>SPEAKING AND LISTENING:</b> There are five key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.	
In Speaking and Listening, students are expected to do the following:	
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> <b>Develop and apply effective communication skills through speaking and active listening</b>	
<b>5.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	<p><b>SE 1:</b> 49, 81, 109, 139, 201, 229, 257, 287, 353, 387, 423, 447, 473  <b>SE 2:</b> 45, 75, 103, 135, 161, 197, 227, 255, 283, 433</p> <p><b>TE 1:</b> SG•54, SG•55, SG•58, SG•59, SG•64  <b>TE 2:</b> 201a, SG•6, SG•11, SG•16, 229a, 229n, 257a, SG•48, SG•64  <b>TE 3:</b> 386–387, SG•64, 449a–449b, 472–473, 473a, SG•69, SG•78, SG•79, SG•80  <b>TE 4:</b> 44–45, 102–103, 103a, SG•38, SG•43, SG•48, SG•54, SG•59, 161a, 161n, SG•70, SG•75, SG•80  <b>TE 5:</b> 197n, SG•11, SG•16, SG•23, SG•27, SG•32, 254–255, 255a, 255n, SG•38, SG•42, SG•43, SG•48, 282–283, 283a, 283n, SG•54, SG•59, SG•64, SG•75  <b>TE 6:</b> SG•6, SG•7, SG•10, SG•11, SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48</p> <p><b>Writing to Sources:</b>  <b>Unit 4:</b> 130–131  <b>Unit 6:</b> 194–195</p>

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<p><b>SL.2: DISCUSSION AND COLLABORATION</b> Develop and apply reciprocal communication skills by participating in a range of collaborative discussions</p>	
<p><b>5.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>SE 1:</b> 20–21, 50–53, 82–83, 110–111, 140–141, 169, 176–177, 201–202, 230–231, 258–259, 287, 288–289, 317, 324–325, 354–355, 387, 388–389, 424–425, 448–449  <b>SE 2:</b> 20–21, 46–47, 76–77, 104–105, 136–137, 168–169, 197, 198–199, 227, 228–229, 256–257, 284–285, 311, 318–319, 343, 344–345, 370–371, 402–403, 433, 434–435</p> <p><b>TE 1:</b> 21a–21b, 23a–23b, 24a–24b, 34a–34b, 46a–46b, SG•12, SG•13, 51a–51b, 54a–54b, 66a–66b, 78a–78b, 81j, 82–83, 83a–83b, 86a–86b, 96a–96b, 104a–104b, 109f–109q, 113a–113b, 114a–114b, 126a–126b, 134a–134b, 144a–144b, 154a–154b, 164a–164b, 164c–164d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>TE 2:</b> 180a–180b, 190a–190b, 198a–198b, 198c–198d, 201n, 203a–203b, 206a–206b, 208–209, 209a, 214a–214b, 221d, 224a–224b, 229n, SG•23, SG•27, 234a–234b, 244a–244b, 254a–254b, 259a–259b, 262a–262b, 272a–272b, 272c–272d, 274–275, 275a, 276–277, 277a, 279d, 282a–282b, 282–283, 283a, 287a, 287n, 289a–289b, 291e–291f, 292a–292b, 302a–302b, 312a–312b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>TE 3:</b> 327a–327b, 328a–328b, 338a–338b, 348a–348b, 358a–358b, 372a, 382a, SG•22, SG•23, SG•26, SG•27, SG•32, 389b, 392a–392b, 402a–402b, 416a–416b, 425a–425b, 428a–428b, 434a–434b, 442a–442b, SG•58, 452a–452b, 460a–460b, 468a–468b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>TE 4:</b> 21a–21b, 24a–24b, 34a–34b, 42a–42b, 50a–50b, 72a–72b, 77a–77b, 80a–80b, 89d–89e, 90a–90b, 98a–98b, 103a, 103n, 108a–108b, 118a–118b, 130a–130b, SG•58, 140a–140b, 148a–148b, 155b–155c, 156a–156b, 161a, 161d–161e, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

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<p><b>(Continued)</b>  <b>5.SL.2.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p><b>(Continued)</b>  <b>TE 5:</b> 169a–169b, 172a–172b, 182a–182b, 192a–192b, 196–197, 197a, 199a–199b, 202a–202b, 212a–212b, 220a–220b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 278a–278b, 288a–288b, 298a–298b, 306a–306b, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>TE 6:</b> 319a–319b, 322a–322b, 330a–330b, 340a–340b, 345a–345b, 348a–348b, 356a–356b, 364a–364b, 368–369, 369a, 371a–371b, 374a–374b, 384a–384b, 398a–398b, 406a–406b, 418a–418b, 425b, 428a–428b, 435a–435b, 438a–438b, 450a–450b, 462a–462b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47  <b>Writing to Sources:</b>  <b>Unit 1:</b> 26–27, 30–33, 34–35  <b>Unit 2:</b> 58–59, 62–65  <b>Unit 3:</b> 90–91, 94–97  <b>Unit 4:</b> 122–123, 126–129, 130–131  <b>Unit 5:</b> 154–155, 158–159  <b>Unit 6:</b> 186–187</p>
<p><b>5.SL.2.2:</b> Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p>	<p><b>SE 1:</b> 49, 139, 257, 287, 317, 447  <b>SE 2:</b> 197, 227, 311, 343, 433    <b>TE 1:</b> 42–43, 48–49, 49a, 49n, 80–81, 81a, 81n, 139n  <b>TE 2:</b> 194–195, SG•16, 229n, SG•32, SG•48, 272c–272d, 286–287, 287n, 308–309, 316–317, 317a, SG•80  <b>TE 3:</b> 382c, 423b, SG•53, SG•62, SG•63, SG•70, SG•71, SG•74, SG•75, SG•80  <b>TE 4:</b> 68–69, 75n, 103n, 152–153, 153a, 161a, 161n  <b>TE 5:</b> 188–189, 189a, 226–227, 255n–255o, 274–275, 275a, 278c–278d, 282–283, 283a, 283n  <b>TE 6:</b> 343a, SG•16, SG•32, SG•43, SG•48, 428c–428d, SG•64, 458–459, 467n, SG•80</p>

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<p><b>5.SL.2.3:</b> Establish and follow agreed-upon rules for discussion.</p>	<p><b>SE 1:</b> 49, 81, 109, 139, 169, 201, 229, 257, 287, 317, 353, 387  <b>SE 2:</b> 45, 75, 197, 255, 311, 343, 433</p> <p><b>TE 1:</b> 48–49, 49a, 49n, 80–81, 81n, 138–139, 139n, 169n  <b>TE 2:</b> 201a, 201n, 229a, 229n, 257n, 287a, 287n, 317a, 317n  <b>TE 3:</b> 353n, 387n, 423n, SG•37, SG•42, 447a, 447n, 473a, 473n  <b>TE 4:</b> 45a, 49b, 75n, 103a, 103n, 135a, 135n, 161a, 161n  <b>TE 5:</b> 196–197, 197a, 197n, 255n, 283n, 311a, 311n  <b>TE 6:</b> 343n, 369n, 401a, 401n, 433n, 467n</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 32–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>



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<p><b>5.SL.2.4:</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>SE 1:</b> 49, 169, 201, 287, 317  <b>SE 2:</b> 75, 103, 135, 161, 197, 283, 369</p> <p><b>TE 1:</b> 48–49, 49a, 49n, SG•6, SG•7, SG•16, 80–81, 81a, 81n, 139n, 169n, SG•70, SG•71, SG•74, SG•75, SG•80  <b>TE 2:</b> 201a, 201n, 229n, 287a, 287n, SG•59, 316–317, SG•70, SG•71  <b>TE 3:</b> 325a, 353n, 355a, 422–423, 423a, 439b–439c, 446–447, SG•55, SG•58, SG•64, 451a–451b, 452a–452b, 473n–473o  <b>TE 4:</b> SG•6, SG•11, 44–45, 49a, 62a, SG•18, SG•19, SG•23, SG•26, SG•32, 102–103, 103a, 103n, 107a, 134–135, 161a, 161n, SG•70, SG•75, SG•80  <b>TE 5:</b> SG•7, 227n, SG•23, SG•27, SG•32, 255n–255o, SG•38, SG•39, SG•42, SG•43, SG•48, 259a, 282–283, 283a, 285a–285b, SG•70, SG•74, SG•80  <b>TE 6:</b> 343n, SG•6, SG•7, SG•10, SG•11, SG•16, 368–369, 369a, SG•22, SG•23, SG•26, SG•27, SG•32, 401n, SG•39, SG•42, 403a, SG•70, SG•71, SG•74, SG•75, SG•80</p> <p><b>Writing to Sources:</b>  <b>Unit 1:</b> 34–35  <b>Unit 2:</b> 66–67  <b>Unit 3:</b> 98–99  <b>Unit 4:</b> 130–131  <b>Unit 5:</b> 162–163  <b>Unit 6:</b> 194–195</p>
<p><b>5.SL.2.5:</b> Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.</p>	<p><b>SE 1:</b> 139, 317, 387  <b>SE 2:</b> 75, 197, 227, 283, 311, 343, 433</p> <p><b>TE 1:</b> 74–75, 75a, SG•22, SG•23, SG•26, SG•27, SG•32, 111a–111b, SG•74–SG•75  <b>TE 2:</b> SG•7, SG•10, SG•16, 386–387, SG•55, SG•59  <b>TE 3:</b> SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80  <b>TE 4:</b> SG•2, 103a  <b>TE 5:</b> 282–283, 283a  <b>TE 6:</b> 343a, 433a, 467n</p>

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<p><b>SL.3: COMPREHENSION</b> <b>Develop and apply active listening and interpretation skills using various strategies</b></p>	
<p><b>5.SL.3.1:</b> Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>TE 1:</b> 20–21, 34c–34d, 50–51, 66c–66d, 109, 126c–126d, 154c–154d  <b>TE 2:</b> 221a, 226–227, 227a, 302c–302d  <b>TE 3:</b> 386–387, SG•64, 473l, UR•38–UR•39  <b>TE 4:</b> 53a, 62c–62d, 102–103, 103b, SG•44, SG•73  <b>TE 5:</b> 282–283, 283a, 283n  <b>TE 6:</b> 432–433, 467a</p> <p><b>Writing to Sources:</b>  <b>Unit 2:</b> 66–67</p>
<p><b>5.SL.3.2:</b> Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.</p>	<p><b>TE 1:</b> SG•10–SG•11  <b>TE 3:</b> 353a, SG•6, SG•7, SG•11, SG•16, 357e–357f, 380–381, 425a–425b  <b>TE 4:</b> 72c, 103a  <b>TE 5:</b> SG•11, SG•16</p>

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<p><b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b> <b>Develop and apply speaking skills to communicate ideas effectively in a variety of situations</b></p>	
<p><b>5.SL.4.1:</b> Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p>	<p><b>SE 1:</b> 139, 201, 229, 387 <b>SE 2:</b> 45, 135, 311, 343</p> <p><b>TE 1:</b> 34c–34d, 42–43, 43a, 49n, SG•14, SG•15, SG•16, 68–69, 69a, 81a, 81b–81c, 81n, SG•30, SG•31, SG•32, 96c–96d, 100–101, 101a, 109a, 109n, SG•48, 126c–126d, 130–131, 131a, 138–139, 139a, 139n, SG•64, 154c–154d, 160–161, 161a, 169a, 169n, SG•80</p> <p><b>TE 2:</b> 190c–190d, 201n, SG•16, 214c–214d, 214–215, 215a, 220–221, 221a, 229a, SG•32, 244c–244d, 250–251, 251a, 257n, SG•39, SG•43, SG•48, 278–279, 279a, 287n, SG•64, 308–309, 309a, 316–317, 317a, 317n, SG•70, SG•71, SG•75, SG•80</p> <p><b>TE 3:</b> 338c–338d, 344–345, 345a, 353a, 353n, SG•4, SG•5, SG•16, 372c, 378–379, 386–387, 387a, 387n, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•32, 402c–402d, 412–413, 413a, 423a, 423n, SG•38, SG•39, SG•43, SG•48, 434c–434d, 439a, 447a, 447n, SG•54, SG•59, SG•64, 460c–460d, 464–465, 465a, 473a, 473n, SG•70, SG•71, SG•74, SG•75, SG•80, WP•10</p> <p><b>TE 4:</b> 34c–34d, 39a, 45a, 45n, SG•6, SG•11, SG•16, 62c–62d, 69a, 75a, 75n, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•32, 103b, 103n, SG•44, SG•45, SG•48, 118c–118d, 127a, 135a, 135n, SG•64, 148c–148d, 152–153, 153a, 161b, 161n, SG•70, SG•75, SG•80</p> <p><b>TE 5:</b> 182c–182d, 188–189, 189a, 197b, 197n, SG•9, SG•16, 226–227, 227a, 227n, SG•32, 242c, SG•38, SG•42, SG•43, SG•48, 270c–270d, 282–283, 283a, SG•54, SG•59, SG•64, 298c–298d, 303a, 311n, SG•73, SG•80, WP•10</p> <p><b>TE 6:</b> 330c–330d, 336–337, 337a, 343a, 343n, SG•6, SG•7, SG•11, SG•16, 356c–356d, 360–361, 361a, 369n, SG•22, SG•23, SG•27, SG•32, 384c–384d, 395a, 401a, 401n, SG•38, SG•43, SG•48, 418c–418d, 433a, 433n, SG•54, SG•55, SG•58, SG•59, SG•64, 450c–450d, 458–459, 459a, 467n, SG•70, SG•75, SG•80</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 3:</b> 98–99 <b>Unit 4:</b> 130–131 <b>Unit 5:</b> 162–163</p>

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<p><b>5.SL.4.2:</b> Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SE 1:</b> 169, 473 <b>SE 2:</b> 227</p> <p><b>TE 1:</b> SG•38, SG•39, SG•42, SG•43, SG•48 <b>TE 2:</b> SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80 <b>TE 3:</b> 338a, SG•11, SG•16, SG•38, SG•42, SG•54, SG•59, SG•64, 468c–468d, 473l–473m, SG•70, SG•80 <b>TE 4:</b> 45a, SG•6, SG•11, SG•16, 103b, 103n, SG•38, SG•42, SG•43, SG•44, SG•45, SG•48, 135n, SG•54, SG•59, 161b, 161n <b>TE 5:</b> 197b, SG•6, SG•11, SG•16, 226–227, 227a, SG•32, 225n–255o, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80 <b>TE 6:</b> SG•6, SG•11, SG•16, 383b, 401b, SG•38, SG•43, SG•42, SG•48, SG•54, SG•59, SG•64, 449b, 467b, 467n, SG•70, SG•75, SG•80</p> <p><b>Writing to Sources:</b> <b>Unit 1:</b> 34–35 <b>Unit 5:</b> 162–163 <b>Unit 6:</b> 194–195</p>
<p><b>5.SL.4.3:</b> <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>	<p>Scott Foresman Reading Street, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously. See for example: <b>SE 1:</b> 139</p> <p><b>TE 2:</b> 229a <b>TE 4:</b> 103, 161a <b>TE 5:</b> 197n <b>TE 6:</b> 255n</p>

**A Correlation of Scott Foresman Reading Street Common Core, ©2013  
to the Indiana Academic Standards English/Language Arts, Grade 5**

Indiana Academic Standards English/Language Arts Grade 5	Scott Foresman Reading Street Common Core, ©2013
<b>MEDIA LITERACY</b>	
<b>MEDIA LITERACY:</b> By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	
In Media Literacy, students are expected to do the following:	
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b> <b>Develop an understanding of media and the roles and purposes of media</b>	
<b>5.ML.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<b>SE 1:</b> 139, 201, 317, 387, 473 <b>SE 2:</b> 227, 433  <b>TE 1:</b> 33b, 65b, 95b, 125b, 131c, 139a, 153b <b>TE 2:</b> 189b, 201a, 213b, 243b, 271b, 301b, 317a <b>TE 3:</b> 337b, 387a, 401b, 433b, 459b, 473a <b>TE 4:</b> 33b, 61b, 89b, 95c, 117b, 147b <b>TE 5:</b> 181b, 189c, 211b, 227a, 241b, 247c, 269b, 297b <b>TE 6:</b> 329b, 355b, 383b, 417b, 433a, 449b
<b>ML.2: MEDIA LITERACY</b> <b>Recognize the purposes of media and the ways in which media can have influences</b>	
<b>5.ML.2.1:</b> Review claims made in various types of media and evaluate evidence used to support these claims.	<b>SE 2:</b> 75, 473  <b>TE 1:</b> 33b, 65b, 125b, 153b <b>TE 2:</b> 189b, 213b, 271b, 279c, 301b <b>TE 3:</b> 337b, 433b, 473a <b>TE 4:</b> 33b, 61b, 75a, 89b, 117b, 147b <b>TE 5:</b> 211b, 241b, 269b <b>TE 6:</b> 329b, 355b, 353b, 417b, 429a, 449b
<b>5.ML.2.2:</b> Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	<b>SE 2:</b> 75, 473  <b>TE 1:</b> 33b, 65b, 125b, 153b <b>TE 2:</b> 189b, 213b, 271b, 279c, 301b <b>TE 3:</b> 337b, 433b, 473a <b>TE 4:</b> 33b, 61b, 75a, 89b, 117b, 147b <b>TE 5:</b> 211b, 241b, 269b <b>TE 6:</b> 329b, 355b, 353b, 417b, 429a, 449b