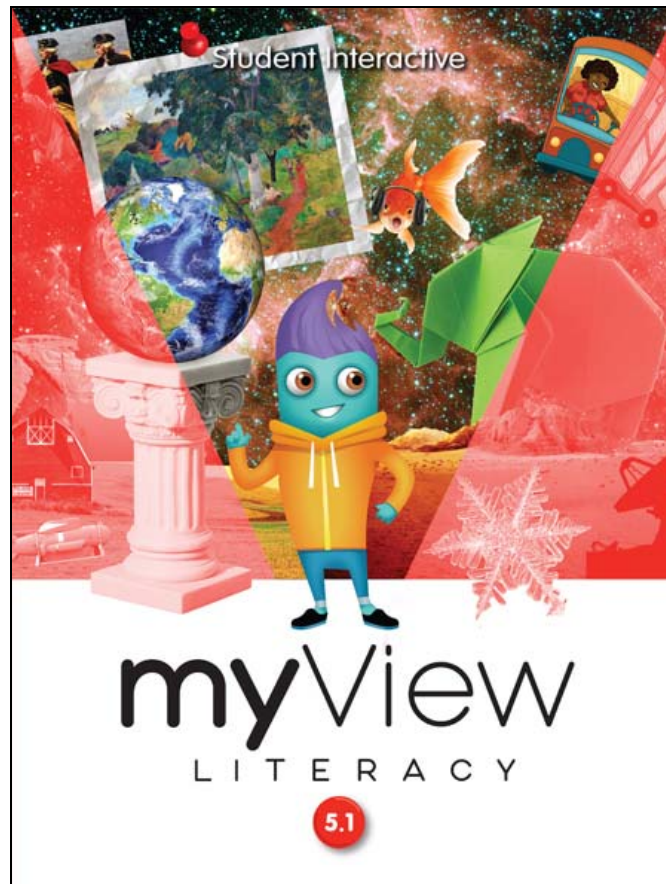


## A Correlation of



**Grade 5, ©2020**

To the

**Massachusetts Curriculum Framework  
English Language Arts and Literacy  
Grade 5**

**SAVVAS**

# **A Correlation of myView Literacy, Grade 4, ©2020 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy**

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the Massachusetts Curriculum Framework English Language Arts and Literacy. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>Grade 5 Reading Standards</b>	
<b>Grade 5 Reading Standards for Literature [RL]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p>	<p><b>Unit 1:</b> Make Inferences, T32, T91 Use Text Evidence, T161, T179, T192–T193, T194, T195</p> <p><b>Unit 2:</b> My View: Brainstorm, T188 Generate Questions, T196–T197, T198, T199</p> <p><b>Unit 3:</b> My View, T112 Infer Multiple Themes, T292, T302, T303, T305, T306, T308, T314–T315, T316, T317</p> <p><b>Unit 4:</b> Analyze Characters, T48 Infer Multiple Themes, T92, T98, T99, T102, T107, T108, T111, T118–T119 Make Inferences, T301, T307, T311, T313, T314, T317, T318, T321, T323, T326, T336–T337</p> <p><b>Unit 5:</b> Make Inferences, T169, T176, T177, T181, T182, T184, T186, T189, T198–T199</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>2.</b> Determine a theme of a story, drama, or poem</p>	<p><b>Unit 2:</b></p>

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<p>from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a text.</p>	<p>Explore the Poem, T160  <b>Unit 3:</b>            Explore the Poem, T20            Summarize, T95, T101, T120, T122            Analyze Plot Elements, T116–T117            First Read: Respond: Think Aloud, T238            Minilesson: Realistic Fiction, T290–T291            Infer Multiple Themes: T292, T302, T303, T305, T306, T308, T314–T315, T316, T317  <b>Unit 4:</b>            Infer Multiple Themes, T92, T98, T99, T102, T107, T108, T111, T118–T119            Make Inferences, T336    <b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p>	<p><b>Unit 3:</b>            Analyze Characters, T26, T32, T35, T38, T39–T41, T43, T45, T48–T49, T50–T51            Compare Texts, T60            Analyze Plot Elements, T109, T116–T117            My View, T184            Synthesize Information, T192–T193, T194  <b>Unit 4:</b>            Close Read: Analyze Characters, T26, T36–T38, T40, T41, T43, T48–T49, T145, T146            Evaluate Details, T52–T53            Strategy Group: Compare Texts, T128  <b>Unit 5:</b>            Analyze Plot and Setting, T175, T179, T183, T194–T195    <b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Craft and Structure</b>	
<p><b>4.</b> Determine the meaning of words and phrases</p>	<p><b>Unit 1:</b></p>

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<p>as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p>Possible Teaching Point: Author’s Craft, T183 Visualize, T233 Possible Teaching Point: Figurative Language, T239, 262–263 Develop Vocabulary, T246–T247 <b>Unit 2:</b> Develop Vocabulary, T118 Possible Teaching Point: Author’s Craft, T172 Academic Vocabulary, T64, T253 Academic Vocabulary: Figurative Language, T270–T271 <b>Unit 3:</b> Minilesson: Analyze Hyperbole and Puns, T132–T133 Analyze Figurative Language, T232, T238, T260–T261 Possible Teaching Point: Academic Vocabulary, T243 Possible Teaching Point: Author’s Craft, T309 <b>Unit 4:</b> Figurative Language, T250, T268–T269 Possible Teaching Point: Author’s Craft T245, T315, T326 Vocabulary in Context, T319 <b>Unit 5:</b> Possible Teaching Point: Author’s Craft, T183, T188 Shades of Meaning, T176, T180, T182, T187, T210  <b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>Unit 1:</b> Minilesson: Poetry, T230–T231, T234, T235 Teacher–Led Options, T252 <b>Unit 2:</b> Explore the Poem, T160–T161</p>

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	<p><b>Unit 3:</b> Explore the Poem, T20-T21 Legend and Drama, T158–T159 Explain Literary Structure, T160, T166, T169, T171, T173, T176, T178, T180, T188–T189, T190, T191 First Read: Notice, T240</p> <p><b>Unit 5:</b> Explore the Poem, T94-T95 Minilesson: Develop Stanzas, T223 Minilesson: Develop Poetry with Punctuation, T224 Minilesson: Develop a Rhyme Scheme, T225</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.</p>	<p><b>Unit 1:</b> Analyze a Personal Narrative, T74 Share Back, T75 Close Read: Understand Point of View, T168, T172, T176, T180, T188–T189 Use Text Evidence, T192–T193, T194</p> <p><b>Unit 2:</b> Analyze Point of View, T166, T172, T174, T175, T178, T180, T184, T185, T187, T192–T193, T194 Possible Teaching Point: Author’s Craft, T185 Whole Group, T195</p> <p><b>Unit 3:</b> Possible Teaching Point: Author’s Craft, T299 Minilesson: Analyze Effect of Point of View, T330</p> <p><b>Unit 4:</b> Minilesson: Analyze Point of View, T134–T135</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).</p>	<p><b>Unit 1:</b> First Read &amp; ELL Targeted Support: Use Visuals, T177</p> <p><b>Unit 2:</b> First Read, T183</p> <p><b>Unit 3:</b> Visual Support, T21</p>

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	<p>First Read, T42, T103 Close Read, T111</p> <p><b>Unit 4:</b> Whole Group, T45 Monitor Comprehension, T101, T104, T109, T110, T112, T122-T123, ELL Targeted Support: Visuals, T101 Graphic Novel/Story, T304–T327 Close Read, T311, T315, T327 Graphic Features, T317, T319 Explain Author’s Purpose, T332–T333</p> <p><b>Unit 5:</b> Visuals, T175 First Read, T178, T183, T185</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</b></p>	
<p><b>9.</b> Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics.</p>	<p><b>Unit 1:</b> Strategy Group: Compare Texts, T260</p> <p><b>Unit 3:</b> Compare Texts, T27 Strategy Group: Compare Texts, T126 Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T159 Compare Across Texts, T350</p>



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	<p><b>Unit 4:</b> Close Read: Analyze Characters, T41, T48–T49 Evaluate Details, T52–T53 Strategy Group: Compare Texts, T128 Close Read: Infer Multiple Themes, T98, T118</p> <p><b>Unit 5:</b> Analyze Plot and Setting, T175, T179, T183, T194– T195, T195, T196</p> <p><b>Digital Resources:</b> <i>Professional Development Center: Comprehension &amp; Assessment</i></p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	
<p><b>10.</b> Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity.)</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1:</b> Independent Reading, T29, T45, T49, T53, T57, T93, T115, T191, T195, T199, T297, T317, T321, T325, T329</p> <p><b>Unit 2:</b> Independent Reading, T29, T51, T55, T59, T63, T99, T121, T191, T195, T199, T203, T325, T329, T333,</p>

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	<p>T337</p> <p><b>Unit 3:</b> Independent Reading, T29, T49, T53, T57, T61, T97, T115, T191, T195, T199, T235, T247, T313, T317, T321, T325</p> <p><b>Unit 4:</b> Independent Reading, T29, T47, T51, T55, T59, T95, T117, T193, T197, T267, T303, T331, T335, T339, T343</p> <p><b>Unit 5:</b> Independent Reading, T29, T55, T59, T63, T67, T103, T171, T193, T197, T205, T265, T321, T325, T329, T333</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5</p>
<b>Grade 5 Reading Standards for Informational Text [RI]</b>	
<b>Key Ideas and Details</b>	
<p><b>1.</b> Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p>	<p><b>Unit 1:</b> Wrap–Up: T–Chart, T23 Use Text Evidence, T27, T33, T34, T38, T33, T50–T51, T52–T53 Make Inferences, T96, T99, T101, T103, T106, T109, T110, T120–T121, T122 Analyze Main Ideas and Details, T32, T35, T46–T47 Reflect and Share, T196–T197</p> <p><b>Unit 2:</b></p>

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	<p>Close Read: Evaluate Details, T33, T36 Whole Group, T55 Explore the Primary Sources, T230–T231 Use Text Evidence, T237</p> <p><b>Unit 5:</b> Minilesson: Compare and Contrast Accounts, T254–T255, T256, T257 Monitor Comprehension, T245, T249, T258–T259, T260, T261 Reflect and Share, T262–T263</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p><b>2.</b> Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text.</p>	<p><b>Unit 1:</b> Analyze Main Ideas and Details, T26, T32, T35, T46–T47, T48 First Read: Respond, T109 Reflect and Share, T54</p> <p><b>Unit 4:</b> Summarize, T163, T171, T172, T181, T190–T191, T192–T193</p> <p><b>Unit 5:</b> Analyze Main Ideas and Details, T32, T35, T36, T41, T43, T45, T50, T56–T57, T58–T59 Wrap–Up, T235, T295</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5; <i>Professional Development Center</i>&gt; Comprehension &amp; Assessment</p>
<p><b>3.</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.</p>	<p><b>Unit 1:</b> Analyze Main Ideas and Details, T32, T35, T46–T47 Evaluate Details, T56–T57 Analyze Text Structure, T122–T123 Explain Relationships Between Ideas, T258–T259 Cross Curricular Perspectives: Social Studies, T300</p> <p><b>Unit 2:</b> Explain Relationships Between Ideas, T258 Cross–Curricular Perspectives: Science, T116</p> <p><b>Unit 4:</b> Explain Relationships Between Ideas, T230, T238, T244, T245, T248, T250, T256–T257, T258 Interpret Text Structure, T168, T169, T170, T173,</p>

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	<p>T175, T177, T178, T179, T186-T187, T188, T189</p> <p><b>Unit 5:</b> Explore the Diagram, T232 Compare and Contrast Accounts, T244</p>
<b>Craft and Structure</b>	
<p><b>4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>Unit 1:</b> Preview Vocabulary, T30–T31, T298–T299 Academic Vocabulary: Language of Ideas, T84 Minilesson: Develop Vocabulary, T42, T112–T113, T314–T315 Minilesson: Understand Figurative Language, T334–T335, T336–T337 Related Words, T33</p> <p><b>Unit 2:</b> Preview Vocabulary, T30–T31, T100–T101, T240–T241 Minilesson: Develop Vocabulary, T118–T119, T120, T254 Vocabulary in Context, T250</p> <p><b>Unit 4:</b> Preview Vocabulary, T166–T167 Minilesson: Develop Vocabulary, T182–T183</p>

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	<p>Whole Group, T185</p> <p><b>Unit 5:</b> Develop Vocabulary, T52–T53, T252, T318–T319 Preview Vocabulary, T104–T105, T242–T243</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>
<p><b>5.</b> Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.</p>	<p><b>Unit 1:</b> Compare Texts, T27, T54–T55, T91, T124–T125, T161, T196–T197, T233, T258–T259, T295, T326–T327, T354–T355</p> <p><b>Unit 2:</b> Close Read: Analyze Text Structure, T103 Strategy Group: Compare and Contrast, T132 Compare Texts, T27, T60–T61, T97, T130–T131, T167, T200– T201, T237, T266–T267, T303, T306, T314, T322, T326, T330, T334, T334–T335, T362–T363</p> <p><b>Unit 3:</b> Compare Texts, T27, T58–T59, T95, T124–T125, T161, T164, T174, T192, T196–T197, T233, T256–T257, T293, T322–T323, T350–T351</p> <p><b>Unit 4:</b> Minilesson: Interpret Text Structure, T186 Explore the Timeline, T224 Minilesson: Biography, T228</p>

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	<p>Close Read: Explain Relationships Between Ideas, T238</p> <p>Compare Texts, T27, T56–T57, T93, T126–T127, T163, T231, T264– T265, T301, T340–T341, T368–T369</p> <p><b>Unit 5:</b></p> <p>First Read: Respond, T51</p> <p>Compare Texts, T66, T239</p> <p>Read, T242</p> <p>Possible Teaching Point: Author's Craft, T247</p> <p>First Read: Respond, T248</p> <p>Compare Texts, T27, T64–T65, T101, T132–T133, T169, T239, T262–T263, T299, T330– T331, T358–T359</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt; Comprehension &amp; Assessment</p>
<p><b>6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.</p>	<p><b>Unit 2:</b></p> <p>Refine Research: Primary and Secondary Sources, T372–T373</p> <p><b>Unit 4:</b></p> <p>Refine Research: Primary and Secondary Sources, T378–T379</p> <p><b>Unit 5:</b></p> <p>Compare and Contrast Accounts, T238, T246, T254–T255, T256, T257, T264–T265</p> <p>Monitor Comprehension, T258, T260</p> <p>Write to Sources, T262–T263</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt; Comprehension &amp; Assessment</p>
<p><b>Integration of Knowledge and Ideas</b></p>	
<p><b>7.</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><b>Unit 1:</b></p> <p>Use/Analyze Text Features, T97, T98, T100, T102, T104, T108, T111, T116–T117, T118, T119, T134–T135</p>

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<p>(Continued)</p>	<p>Conduct Research: Web Sites, T360–T361            Explore Infographics, T84–T85, T226–T227            Explore Maps, T154–T155            Explore Slideshows, T288–T289            Explore Timelines, T20–T21  <b>Unit 2:</b>            Minilesson: Synthesize Information, T330–T331            Primary and Secondary Sources, T372            Conduct Research: Search Engines, T368–T369            Refine Research: Primary and Secondary Sources, T372–T373            Extend Research: Write a Business E-Mail, T374–T375            Explore Infographics, T20–T21            Explore Maps, T90–T91            Explore Primary Sources, T230–T231            Explore Videos, T296–T297</p> <p>(Continued)</p> <p><b>Unit 3:</b>            Conduct Research: Databases, T356–T357            Refine Research: Bibliography, T360–T361            Extend Research: Add Photos and Timelines, T362–T363            Explore Images, T154–T155            Explore Infographics, T88–T89            Explore Media, T286–T287</p> <p><b>Unit 4:</b>            Compare Across Texts, T368            Conduct Research: Surveys, T374–T375            Refine Research: Primary and Secondary Sources, T378–T379            Extend Research: Online Survey Tools, T380–T381            Explore Infographics, T20–T21            Explore Maps, T86–T87            Explore Primary Sources, T294–T295            Explore Timelines, T224–T225</p> <p><b>Unit 5:</b>            Compare and Contract Accounts, T254–T255</p>

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	Conduct Research: Graphics, T364–T365 Refine Research: Bibliography, T368–T369 Extend Research: Recording Tips, T370–T371 Explore Infographics, T20–T21 Explore Videos, T162–T163 Explore Diagram, T232–T233 Explore Maps, T292–T293
<b>Connections to the Standards for Mathematical Practice</b>	
<i>2. Reason abstractly and quantitatively.</i>	Students analyze graphs in the following activities. <b>Unit 2:</b> Identify Problem and Solution, T94–T95 Analyze Text Structure, T114 <b>Unit 5:</b> Let’s Talk Trash, T244–T245 Cross-Curricular Perspectives: Science (Using Facts and Logic), T316 Graphics (Analyzing a Graph), T364–T365
<i>6. Attend to precision.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	Students are encouraged to use precise language as they create definitions and complete the following writing activity:  <b>Unit 1:</b> Use Related Words (Write Definitions), T43 Use Independent Text (Scientific Definitions), T113 <b>Unit 2:</b> Close Read (Define Words), T181 Information Article, T76–T85, T146–T155, T216–T225, T282–T291, T350–T359 Informational Text, T94–T95 <b>Unit 3:</b> Plan Your Research, T355 <b>Unit 5:</b> Related Words (Write Definitions), T37, T43 Essential Language, T311
<b>8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Unit 1:</b> Wrap-Up: T–Chart, T23 Use Text Evidence, T27, T33, T52 <b>Unit 2:</b> Minilesson: Write to Sources, T130 Use Text Evidence, T237



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	<p>Analyze Argumentative Texts, T309, T326–T327, T330</p> <p><b>Unit 4:</b> Whole Group, T121</p> <p><b>Unit 5:</b> Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325</p>
<p><b>9.</b> Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.</p>	<p><b>Unit 1:</b> Conduct Research: Web Sites, T360–T361</p> <p><b>Unit 2:</b> Write to Sources, T130–T131 Develop with Visuals and Multimedia, T154 Explore the Video, T296–T297 Synthesize Information, T303, T311, T313, T316, T318, T330–T331, T332 Conduct Research: Search Engines, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373</p> <p><b>Unit 3:</b> Explore Media, T286–T287 Conduct Research: Databases, T356–T357 Extend Research: Add Photos and Timelines, T362–T363</p> <p><b>Unit 4:</b> Compare Across Texts, T368 Conduct Research: Surveys, T374–T375 Refine Research: Primary and Secondary Sources, T378–T379 Extend Research: Online Survey Tools, T380–T381</p> <p><b>Unit 5:</b> My View, T250 Minilesson: Write to Sources, T262–T263 Conduct Research: Graphics, T364–T365</p>

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<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10.</b> Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity).</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1:</b> Independent Reading, T29, T45, T49, T53, T57, T93, T115, T191, T195, T199, T297, T317, T321, T325, T329</p> <p><b>Unit 2:</b> Independent Reading, T29, T51, T55, T59, T63, T99, T121, T191, T195, T199, T203, T325, T329, T333, T337</p> <p><b>Unit 3:</b> Independent Reading, T29, T49, T53, T57, T61, T97, T115, T191, T195, T199, T235, T247, T313, T317, T321, T325</p> <p><b>Unit 4:</b> Independent Reading, T29, T47, T51, T55, T59, T95, T117, T193, T197, T267, T303, T331, T335, T339, T343</p> <p><b>Unit 5:</b> Independent Reading, T29, T55, T59, T63, T67, T103, T171, T193, T197, T205, T265, T321, T325, T329, T333</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Levels 1–5</p>

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<b>Grade 5 Reading Standards for Foundational Skills [RF]</b>	
<b>Phonics and Word Recognition</b>	
<b>3. Know and apply grade-level phonics and word analysis skills in decoding words.</b>	
<p><b>a.</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Unit 1:</b> Suffixes -ic, -ism, -ive, T60-T61 Phonics/Decoding, T170, T176, T202–T203, T208–T209, T265, T271, T302, T309, T313, T332–T333, T338–T339</p> <p><b>Unit 2:</b> Possible Teaching Point: Word Study: Prefixes il-, in-, im-, ir-, t246 Phonics/Decoding, T41, T66–T67, T72–T73, T136–T137, T142–T143, T175, T206–T207, T212–T213, T279, T273</p> <p><b>Unit 3:</b> Suffixes -ous, -eous, -ious, T262-T263 Syllable Patterns , T328-T329 Word Study   Syllable Patterns, T306 Phonics/Decoding, T306, T328–T329, T334–T335;</p> <p><b>Unit 4:</b> Word Parts sub-, super-, T200-T201 Word Parts: anti-, mid-, trans-, T132-T133 Phonics/Decoding, T63, T69</p> <p><b>Unit 5:</b> Multisyllabic Words, T274-T275, T208-T209 Syllable Patterns, T138-T139 Schwa, T268-T269 Word Study: Multisyllabic Words, T174, T179 Word Study: Syllable Patterns, T108, T115</p>

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	<p>Phonics/Decoding, T45, T50, T70–T71, T174, T76–T77, T108, T115, T138–T139, T144–T145, T208–T209, T214–T215, T244, T268–T269, T274–T275, T305, T307, T336–T337, T342–T343</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling</p>
<b>Fluency</b>	
<b>4. Read with sufficient accuracy and fluency to support comprehension.</b>	
<b>a. Read grade-level text with purpose and understanding.</b>	<p><b>Unit 1:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T26, T90–T91, T160–T161, T232–T233, T294–T295 Read, T30, T94, T164, T236, T298 Fluency, T22, T48, T86, T157, T228, T290</p> <p><b>Unit 2:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27, T96–T97, T166, T236, T302–T303 Read, T30, T100, T170, T240, T306 Fluency, T22, T92, T162, T232, T298</p> <p><b>Unit 3:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27, T94, T160–T161, T232–T233, T292 Read, T30, T98, T164, T236, T296 T95 Fluency, T23, T90, T156, T228, T289</p> <p><b>Unit 4:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27), T92–T93, T162–T163, T230, T300–T301 Read, T30, T96, T166, T234, T304 T95 Fluency, T22, T88, T158, T226, T296</p> <p><b>Unit 5:</b> Reading Workshop: Matching Texts to Learning (Leveled Readers), T26, T100–T101, T168–T169, T238–T239, T298–T299 Read, T30, T172, T242, T302</p>

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	<p>Fluency, T22, T96, T164, T234, T294</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>
<p><b>b.</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Unit 1:</b> Literacy Activities, T187, T195 Monitor Understanding (reread with expression), T192 Fluency, T48, T86, T114, T157, T158, T164, T183, T252</p> <p><b>Unit 2:</b> Fluency, T50, T194, T260, T324</p> <p><b>Unit 3:</b> Fluency, T48, T114, T190, T250, T316</p> <p><b>Unit 4:</b> Monitor Comprehension, T93 Close Read: Monitor Comprehension, T100 Fluency, T181, T188, T254, T334</p> <p><b>Unit 5:</b> Fluency, T122, T256, T260, T320 Monitor Comprehension, T258, T260</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Foundational Skills&gt;Fluency</p>

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<p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Unit 1:</b> Close Read, T241, T41 Vocabulary in Context, T105, T175, T241, T41 Minilesson: Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T172, T178</p> <p><b>Unit 2:</b> Academic Vocabulary, T173, T180, T204 Minilesson: Develop Vocabulary, T254 Monitor Comprehension, T128 Vocabulary in Context, T39, T250 Minilesson: Context Clues, T204–T205</p> <p><b>Unit 3:</b> Vocabulary in Context, T104, T239, T309 Minilesson: Context Clues, T200–T201 Academic Vocabulary, T166, T173, T177, T200</p> <p><b>Unit 4:</b> Monitor Comprehension, T124 Vocabulary in Context, T246, T319, T324 Academic Vocabulary, T169, T170, T175, T179, T198</p> <p><b>Unit 5:</b> Academic Vocabulary, T181, T206 Vocabulary in Context, T113, T178, T37 Minilesson: Context Clues, T206–T207</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary</p>

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<b>Grade 5 Writing Standards [W]</b>	
<b>Text Types and Purposes</b>	
<b>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>	
<p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer’s purpose.</p>	<p><b>Unit 1:</b> Explore and Plan: Argumentative Writing, T358–T359 Collaborate and Discuss, T362–T363</p> <p><b>Unit 3:</b> Develop an Opinion, T144 Develop an Introduction and a Conclusion, T216 Develop Reasons and Supporting Information, T217 Explore and Plan: Argumentative Writing, T354–T355 Collaborate and Discuss, T358–T359</p> <p><b>Unit 5:</b> Minilesson: Write to Sources, T202 Explore and Plan: Argumentative Writing, T362–T363</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>b.</b> Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>Unit 3:</b> Minilesson: Plan Your Opinion Essay, T82 ELL Minilesson Support, T143 Minilesson: Develop Reasons, T145 Independent Writing: Mentor Stack, T145 Minilesson: Develop Facts and Details, T146 Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217 Revise and Edit, T364</p> <p><b>Unit 5:</b> Minilesson: Write to Sources, T202 Explore and Plan: Argumentative Writing, T362–T363</p>

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	<b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i>
<b>c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	<p><b>Unit 3:</b> ELL Targeted Support: Compose with Transition Words, Phrases, and Clauses, T215 Minilesson: Mentor Stack: Compose with Transition Words, Phrases, and Clauses, T218 Minilesson: Revise by Combining Ideas for Clarity, T279</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<b>d.</b> Provide a concluding statement or section related to the opinion presented.	<p><b>Unit 3:</b> Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216 Analyze Student Model, T358</p> <p><b>Unit 5:</b> Student Interactive: Revise, T373</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<i>In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</i>	
<b>Connections to the Standards for Mathematical Practice</b>	
<i>2. Reason abstractly and quantitatively.</i>	<p>Students analyze graphs in the following activities.</p> <p><b>Unit 2:</b> Identify Problem and Solution, T94–T95 Analyze Text Structure, T114</p> <p><b>Unit 5:</b> Let’s Talk Trash, T244–T245 Cross-Curricular Perspectives: Science (Using Facts and Logic), T316 Graphics (Analyzing a Graph), T364–T365</p>



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<p>3. Construct viable arguments and respond to the reasoning of others. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</p>	<p>Students have opportunities to construct and examine arguments in the following activities:</p> <p><b>Unit 1:</b> Argumentative Writing, T358–T359</p> <p><b>Unit 2:</b> Analyze Author's Purpose, T138–T139 Analyze Argumentative Texts, T326–T327, T330</p> <p><b>Unit 3:</b> Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p> <p><b>Unit 4:</b> Whole Group, T121 Argumentative Writing, T347, T354–T355</p> <p><b>Unit 5:</b> Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325 Argumentative Writing, T362–T363</p>
<p><b>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b></p>	
<p><b>a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p><b>Unit 2:</b> Genre Immersion Lesson, T81 Minilesson: Plan Your Informational Article, T84 Minilesson: Develop an Engaging Idea, T150 Develop and Compose an Introduction, T220 Minilesson: Develop with Related Information, T221 Minilesson: Use Formatting, T223 Writing Assessment, T359</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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<p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>Unit 2:</b> Draft with Specific Facts and Concrete Details, T149 Develop with Other Information and Examples, T149 Minilesson: Draft with Specific Facts and Concrete Details, T151 Minilesson: Develop with Definitions and Quotations, T152 Minilesson: Develop with Other Information and Examples, T153</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p><b>Unit 2:</b> ELL Targeted Support: Develop with Transitions, T219 Minilesson: Develop with Transitions, T222</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>Unit 2:</b> Draft with Specific Facts and Concrete Details, T151 Develop with Other Information and Examples, T153 Develop with Transitions, T222 Use Precise Language and Domain-Specific Vocabulary, T286 Analyze Student Model, T370 Write for a Reader, T370 Revise and Edit, T376</p> <p><b>Unit 5:</b> Use Academic Words, T361</p>

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<p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>Unit 2:</b> Minilesson: Develop and Compose a Conclusion, T224 Prepare for Assessment, T357 Writing Assessment, T359</p> <p><b>Unit 4:</b> Revise and Edit, T382 Peer Review, T382</p> <p><b>Unit 5:</b> Revise and Edit, T372</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>3.</b> Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</p>	
<p><b>a.</b> Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.</p>	<p><b>Unit 1:</b> Minilesson: Plan Your Personal Narrative, T78 Minilesson: Develop an Engaging Idea, T144 Minilesson: Develop Point of View, T147 Minilesson: Develop an Introduction, T216 Share Back, T216 Minilesson: Develop a Sequence of Events, T217 Prepare for Assessment, T349</p> <p><b>Unit 4:</b> Minilesson: Develop Characters, T146 Organize an Introduction, T214 Minilesson: Organize a Sequence of Events, T215 Choose Pacing of Events, T216</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>b.</b> Use narrative techniques such as dialogue,</p>	<p><b>Unit 1:</b></p>

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<p>description, and pacing to develop experiences or events or show responses to situations.</p>	<p>Minilesson: Develop Sensory Details, T146                      Minilesson: Compose with Dialogue, T148                      Share Back, T148                      Prepare for Assessment, T349  <b>Unit 4:</b>                      Minilesson: Develop Characters, T146                      Minilesson: Develop Dialogue, T150                      Minilesson: Choose Pacing of Events, T216                      Minilesson: Select A Different Genre, T218                      Writing Assessment: Science Fiction, T365    <b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>c.</b> Use a variety of transitional words, phrases, and clauses to manage sequence.</p>	<p><b>Unit 1:</b>                      ELL Targeted Support: Draft with Transitions, T215                      Minilesson: Develop a Sequence of Events, T217                      Minilesson: Draft with Transitions, T218                      Independent Writing, T218                      Share Back, T218                      ELL Targeted Support: Revise by Combining Ideas, T345                      Minilesson: Revise by Rearranging and Combining Ideas, T346  <b>Unit 4:</b>                      ELL Targeted Support: Organize a Sequence of Events, T213                      Minilesson: Organize a Sequence of Events, T215                      Minilesson: Choose Pacing of Events, T216    <b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences or events precisely.</p>	<p><b>Unit 1:</b>                      Minilesson: Develop Specific Details, T145                      Minilesson: Develop Sensory Details, T146                      Minilesson: Revise by Adding Ideas for Clarity,</p>

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	<p>T281 Minilesson: Revise by Deleting Ideas for Clarity, T282</p> <p><b>Unit 4:</b> ELL Targeted Support: Revise by Adding and Deleting Ideas for Clarity, T359 Minilesson: Revise by Adding and Deleting Ideas for Clarity, T360</p> <p><b>Unit 5:</b> Minilesson: Mentor Stack: See Like a Poet, T152</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>e.</b> Provide a sense of closure appropriate to the narrated experiences or events.</p>	<p><b>Unit 1:</b> Minilesson: Develop a Sequence of Events, T217 Minilesson: Develop a Conclusion, T220 Prepare for Assessment, T349</p> <p><b>Unit 4:</b> Minilesson: Develop the Resolution, T149 Minilesson: Organize a Sequence of Events, T215</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>f.</b> For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)</p>	<p><b>Unit 1:</b> Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p><b>Unit 3:</b> Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>g.</b> For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.</p>	<p><b>Unit 5:</b> Writing a Poem, T80–T89, T148–T157, T218–T227, T278–T287, T346–T355</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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<b>Production and Distribution of Writing</b>	
<p><b>4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p><b>Unit 1:</b> Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p><b>Unit 2:</b> Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p><b>Unit 3:</b> Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p><b>Unit 4:</b> Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p><b>Unit 5:</b> Poem, T72–T81, T138–T147, T212–T221, T279–T280, T348–T357</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<p><b>5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>Unit 1:</b> Language and Conventions, T68–T69, T138–T139, T173, T210–T211, T272–T273, T340–T341</p> <p>Edit, T278, 279, T280</p> <p><b>Unit 2:</b></p>
<p><b>a.</b> Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).</p>	<p><b>Unit 1:</b> Language and Conventions, T68–T69, T138–T139, T173, T210–T211, T272–T273, T340–T341</p> <p>Edit, T278, 279, T280</p> <p><b>Unit 2:</b></p>

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	<p>Language and Conventions, T74–T75, T144–T145, T214–T215, T280–T281, T348–T349 Editing, T288, T289</p> <p><b>Unit 3:</b> Language and Conventions, T72–T73, T138–T139, T210–T211, T270–T271, T336–T337 Editing, T73, T139</p> <p><b>Unit 4:</b> Language and Conventions, T70–T71, T140–T141, T208–T209, T278–T279, T354–T355 Editing, T71, T279</p> <p><b>Unit 5:</b> Language and Conventions, T78–T79, T146–T147, T216–T217, T276–T277, T344–T345 Editing, T285, T351</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions &gt;<i>Language Awareness Handbook</i></p>
<p><b>b.</b> Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).</p>	<p><b>Unit 1:</b> Academic Vocabulary, T46, T50, T54, T116, T120, T124, T188, T192, T196, T250, T254, T258, T318, T322, T326 Develop Vocabulary, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315</p> <p><b>Unit 2:</b> Academic Vocabulary, T52, T56, T60, T122, T126,</p>

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	<p>T130, T192, T196, T200, T258, T262, T266, T326, T330, T334</p> <p>Develop Vocabulary, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323</p> <p><b>Unit 3:</b></p> <p>Academic Vocabulary, T50, T54, T58, T116, T120, T124, T188, T192, T196, T248, T252, T256, T314, T318, T322</p> <p>Develop Vocabulary, T46–T47, T112–T113, T184–T185, T244–T245, T310– T311</p> <p><b>Unit 4:</b></p> <p>Academic Vocabulary, T48, T52, T56, T118, T122, T126, T186, T190, T194, T256, T260, T264, T332, T336, T340</p> <p>Develop Vocabulary, T44–T45, T114–T115, T182–T183, T252–T253, T328–T329</p> <p><b>Unit 5:</b></p> <p>Academic Vocabulary, T56, T60, T64, T124, T128, T132, T194, T198, T202, T254, T258, T262, T322, T326, T330</p> <p>Develop Vocabulary, T52–T53, T120–T121, T190–T191, T250– T251, T318–T319</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt; Vocabulary</p>
<p align="center"><b>Connections to the Standards for Mathematical Practice</b></p>	
<p>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p> <p><b>Unit 1:</b></p> <p>Use Related Words (Write Definitions), T43</p> <p>Use Independent Text (Scientific Definitions), T113</p> <p><b>Unit 2:</b></p>



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	<p>Close Read (Define Words), T181 Information Article, T76–T85, T146–T155, T216–T225, T282–T291, T350–T359 Informational Text, T94–T95</p> <p><b>Unit 3:</b> Plan Your Research, T355</p> <p><b>Unit 5:</b> Related Words (Write Definitions), T37, T43 Essential Language, T311</p>
<p><b>6.</b> Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>(Continued)</p>	<p><b>Unit 1:</b> Independent Writing, T348 Conduct Research: Web Sites, T360–T361 Celebrate!, T370</p> <p><b>Unit 2:</b> Conduct Research: Search Engines, T368–T369 Extend Research: Write a Business E-Mail, T374–T375 Celebrate and Reflect, T378–T379</p> <p><b>Unit 3:</b> Use Technology to Produce Writing, T148 Use Technology to Interact and Collaborate, T220 Publish, T343 Conduct Research: Databases, T356–T357 Extend Research: Add Photos and Time Lines, T362–T363 Celebrate and Reflect, T366–T367</p> <p><b>Unit 4:</b> Minilesson: Publish and Celebrate, T362 Introduce the Project, T370 Extend Research: Online Survey Tools, T380–T381</p> <p>(Continued)</p> <p><b>Unit 5:</b> Minilesson: Publish and Celebrate, T352 Conduct Research: Graphics, T364–T365 Extend Research: Recording Tips, T370–T371 Celebrate!, T374</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</i></p>
<b>Research to Build and Present Knowledge</b>	

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<p><b>7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>Unit 1:</b> Project-Based Inquiry, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371</p> <p><b>Unit 2:</b> Project-Based Inquiry, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379</p> <p><b>Unit 3:</b> Project-Based Inquiry, T352–T353, T354–T355, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367</p> <p><b>Unit 4:</b> Project-Based Inquiry, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381, T382–T83, T384–T385</p> <p><b>Unit 5:</b> Project-Based Inquiry, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Inquiry-Based Project Rubrics and Checklists</p>
<p><b>8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>Unit 1:</b> Conduct Research: Web Sites, T360–T361 Refine Research: Quoting and Paraphrasing, T364–T365 Extend Research: Write a Business Letter, T366–T367 Celebrate and Reflect, T370–T371</p> <p><b>Unit 2:</b> Conduct Research: Search Engines, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373 Extend Research: Write a Business E-Mail, T374–T375 Celebrate and Reflect, T378–T379</p>

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	<p><b>Unit 3:</b> Conduct Research: Databases, T356–T357 Refine Research: Bibliography, T360–T361 Extend Research: Add Photos and Timelines, T362–T363 Celebrate and Reflect, T366–T367</p> <p><b>Unit 4:</b> Conduct Research: Surveys, T374–T375 Refine Research: Primary and Secondary Sources, T378–T379 Extend Research: Online Survey Tools, T380–T381 Celebrate and Reflect, T384–T385</p> <p><b>Unit 5:</b> Conduct Research: Graphics, T364–T365 Refine Research: Bibliography, T368–T369 Extend Research: Recording Tips, T370–T371 Celebrate and Reflect, T374–T375</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Inquiry-Based Project Rubrics and Checklists</p>
<p><b>9.</b> Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.</p>	<p><b>Unit 1:</b> Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T46–T47, T112–T113, T184–T185, T244–T245, T310–T311</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T44–T45, T114–T115, T182–T183, T252–T253, T328–T329</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T52–T53, T120–T121, T190–T191, T250–T251, T318–T319</p>

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<b>Range of Writing</b>	
<p><b>10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Unit 1:</b> Personal Narrative, T74–T83, T140–T149, T204–T213, T272–T281, T350–T359</p> <p><b>Unit 2:</b> Article, T78–T87, T152–T161, T216–T225, T282–T291, T352–T361</p> <p><b>Unit 3:</b> Realistic Fiction, T66–T75, T132–T141, T204–T213, T284–T293, T344–T353</p> <p><b>Unit 4:</b> Opinion Essay, T76–T85, T144–T152, T212–T221, T284–T293, T356–T365</p> <p><b>Unit 5:</b> Poem, T72–T81, T138–T147, T212–T221, T279–T280, T348–T357</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<b>Grade 5 Speaking and Listening Standards [SL]</b>	
<b>Comprehension and Collaboration</b>	
<p><b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	
<p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p>	<p><b>Unit 1:</b> Collaborate and Discuss: Audience, T362 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315</p> <p><b>Unit 2:</b> Collaborate and Discuss: Audience, T370 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323</p>

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	<p><b>Unit 3:</b> Collaborate and Discuss: Audience, T358 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Respond and Analyze: My View, T46–T47, T112– T113, T184–T185, T244–T245, T310–T311</p> <p><b>Unit 4:</b> Collaborate and Discuss: Audience, T376 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Respond and Analyze: My View, T44, T114, T182, T252, T328 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Collaborate and Discuss: Audience, T366 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Respond and Analyze: My View, T52, T120, T250, T318</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Unit 1:</b> Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196– T197, T258–T259, T326–T327</p> <p><b>Unit 2:</b> Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200– T201, T266–T267, T334– T335</p> <p><b>Unit 3:</b> Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T226,</p>

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	<p>T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323</p> <p><b>Unit 4:</b> Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 <b>Reflect and Share</b>, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>c.</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>Unit 1:</b> Generate Questions, T37, T38, T99 Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293 Reflect and Share, T54–T55, T124–T125, T196–T197, T258–T259, T326–T327</p> <p><b>Unit 2:</b> Generate Questions, T196–T197, T198, T199, T251 Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share, T60–T61, T130–T131, T200–T201, T266–T267, T334– T335</p> <p><b>Unit 3:</b> Generate Questions, T37, T110, T241 Listening Comprehension, T22– T23, T90–T91,</p>

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(Continued)	<p>T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share, T58–T59, T124–T125, T196–T197, T256–T257, T322–T323</p> <p><b>Unit 4:</b> Generate Questions, T262, T307 Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share, T56–T57, T126–T127, T194–T195, T264– T265, T340–T341 Collaborate and Discuss, T376</p> <p><b>Unit 5:</b> Generate Questions, T43, T181, T307, T313 Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297</p> <p>(Continued) Reflect and Share, T64–T65, T132–T133, T202–T203, T262–T263, T330–T331</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>Unit 1:</b> Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315 Collaborate and Discuss, T362 Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323 Collaborate and Discuss, T370 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T46–T47, T112–</p>

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	<p>T113, T184–T185, T244–T245, T310–T311 Collaborate and Discuss, T358 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T44, T114, T182, T252, T328 Collaborate and Discuss, T376 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T52, T120, T250, T318 Collaborate and Discuss, T366 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<b>Connections to the Standards for Mathematical Practice</b>	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>Students analyze graphs in the following activities.</p> <p><b>Unit 2:</b> Identify Problem and Solution, T94–T95 Analyze Text Structure, T114</p> <p><b>Unit 5:</b> Let’s Talk Trash, T244–T245 Cross-Curricular Perspectives: Science (Using Facts and Logic), T316 Graphics (Analyzing a Graph), T364–T365</p>
<p><i>3. Construct viable arguments and respond to the reasoning of others.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>Students have opportunities to construct and examine arguments in the following activities:</p> <p><b>Unit 1:</b> Argumentative Writing, T358–T359</p> <p><b>Unit 2:</b> Analyze Author's Purpose, T138–T139 Analyze Argumentative Texts, T326–T327, T330</p> <p><b>Unit 3:</b> Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p>



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	<p><b>Unit 4:</b> Whole Group, T121 Argumentative Writing, T347, T354–T355</p> <p><b>Unit 5:</b> Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325 Argumentative Writing, T362–T363</p>
<p><b>2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Unit 1:</b> Retelling, T40 Interact with Sources: Explore the Timeline, T20–T21 Listening Comprehension, Wrap–Up, T86–T87, T290–T291</p> <p><b>Unit 2:</b> Retelling, T300, T326 Listening Comprehension, Wrap–Up, T92–T93</p> <p><b>Unit 3:</b> Retelling, T124, T188 Listening Comprehension, Wrap–Up, T22–T23, T156–T157</p> <p><b>Unit 4:</b> Retelling, T13, T48; U5:T13, T132 Listening Comprehension, Wrap–Up, T22–T23, T226–T227, T296–T297</p> <p><b>Unit 5:</b> Listening Comprehension, Wrap–Up, T164–T165, T234–T235 Compare and Contrast Accounts, T254–T255</p>
<b>Connections to the Standards for Mathematical Practice</b>	
2. Reason abstractly and quantitatively.	Students analyze graphs in the following activities.

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	<p><b>Unit 2:</b> Identify Problem and Solution, T94–T95 Analyze Text Structure, T114</p> <p><b>Unit 5:</b> Let’s Talk Trash, T244–T245 Cross-Curricular Perspectives: Science (Using Facts and Logic), T316 Graphics (Analyzing a Graph), T364–T365</p>
<p><i>3. Construct viable arguments and respond to the reasoning of others</i></p>	<p>Students have opportunities to construct and examine arguments in the following activities:</p> <p><b>Unit 1:</b> Argumentative Writing, T358–T359</p> <p><b>Unit 2:</b> Analyze Author’s Purpose, T138–T139 Analyze Argumentative Texts, T326–T327, T330</p> <p><b>Unit 3:</b> Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p> <p><b>Unit 4:</b> Whole Group, T121 Argumentative Writing, T347, T354–T355</p> <p><b>Unit 5:</b> Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325 Argumentative Writing, T362–T363</p>
<p><i>6. Attend to precision. See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p> <p><b>Unit 1:</b> Use Related Words (Write Definitions), T43</p>

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	<p>Use Independent Text (Scientific Definitions), T113  <b>Unit 2:</b>            Close Read (Define Words), T181            Information Article, T76–T85, T146–T155, T216–T225, T282–T291, T350–T359            Informational Text, T94–T95  <b>Unit 3:</b>            Plan Your Research, T355  <b>Unit 5:</b>            Related Words (Write Definitions), T37, T43            Essential Language, T311</p>
<p><b>3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>Unit 1:</b>            Wrap–Up, T23, T87, T291            Turn, Talk, and Share, T25, T84, T88, T154, T159, T226, T231, T293            Collaborate and Discuss, T362–T363, T368–T369  <b>Unit 2:</b>            Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301            Wrap–Up, T23, T163, T299            Collaborate and Discuss, T370–T371  <b>Unit 3:</b>            Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291            Wrap–Up, T23, T91, T157            Refine Research, T364            Collaborate and Discuss, T358–T359, T364–T365  <b>Unit 4:</b>            Wrap–Up, T23, T159, T227            Collaborate and Discuss, T376–T377, T382–T383            Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299            Conduct Research: Surveys, T374–T375            Collaborate and Discuss, T376  <b>Unit 5:</b>            Wrap–Up, T97, T165, T235, T295            Collaborate and Discuss, T366–T367            Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297</p>

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	<p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>Presentation of Knowledge and Skills</b></p>	
<p><b>4.</b> Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p><b>Unit 1:</b> Reflect and Share, T54, T326 Celebrate and Reflect: Celebrate!, T370</p> <p><b>Unit 2:</b> Minilesson: Talk About It, T334 Celebrate and Reflect: Celebrate!, T378</p> <p><b>Unit 3:</b> Reflect and Share, T58, T322 Collaborate and Discuss, T358 Celebrate and Reflect: Celebrate!, T366</p> <p><b>Unit 4:</b> Customize It!, T384 Celebrate and Reflect: Celebrate!, T384</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It!, T330–T331 Celebrate and Reflect: Celebrate!, T374</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>Connections to the Standards for Mathematical Practice</b></p>	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>Students analyze graphs in the following activities.</p> <p><b>Unit 2:</b> Identify Problem and Solution, T94–T95 Analyze Text Structure, T114</p> <p><b>Unit 5:</b> Let’s Talk Trash, T244–T245 Cross-Curricular Perspectives: Science (Using Facts</p>

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	and Logic), T316 Graphics (Analyzing a Graph), T364–T365
<p><i>3. Construct viable arguments and respond to the reasoning of others.</i></p>	<p>Students have opportunities to construct and examine arguments in the following activities:</p> <p><b>Unit 2:</b> Analyze Author's Purpose, T138–T139 Analyze Argumentative Texts, T326–T327, T330</p> <p><b>Unit 3:</b> Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p> <p><b>Unit 4:</b> Whole Group, T121</p> <p><b>Unit 5:</b> Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325</p>
<p><i>6. Attend to precision.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p> <p><b>Unit 1:</b> Use Related Words (Write Definitions), T43 Use Independent Text (Scientific Definitions), T113</p> <p><b>Unit 2:</b> Close Read (Define Words), T181 Information Article, T76–T85, T146–T155, T216–T225, T282–T291, T350–T359 Informational Text, T94–T95</p> <p><b>Unit 3:</b> Plan Your Research, T355</p> <p><b>Unit 5:</b></p>

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	Related Words (Write Definitions), T37, T43 Essential Language, T311
<p><b>5.</b> Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Unit 1:</b> Conference Support for ELL, T214</p> <p><b>Unit 2:</b> Develop with Visuals and Multimedia, T154 Conference Support for ELL, T352 Celebrate and Reflect: Celebrate!, T378</p> <p><b>Unit 3:</b> Explore Media, T286–T287 Extend Research: Add Photos and Timelines, T362–T363 Customize It!, T366</p> <p><b>Unit 4:</b> Celebrate!, T384</p> <p><b>Unit 5:</b> Conduct Research: Graphics, T364–T365 Collaborate and Discuss, T366–T367 Recording Tips, T370–T371</p>
<p><b>6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)</p>	<p><b>Unit 1:</b> Reflect and Share, T54, T326 Celebrate and Reflect, T370–T371</p> <p><b>Unit 2:</b> Minilesson: Talk About It, T334 Celebrate and Reflect, T378–T379</p> <p><b>Unit 3:</b> Reflect and Share, T58, T322 Collaborate and Discuss, T358 Celebrate and Reflect, T366–T367</p> <p><b>Unit 4:</b> Celebrate and Reflect, T384–T385</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It!, T330–T331 Celebrate and Reflect, T374–T375</p>

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	<p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Speaking and Listening</p>
<p><b>Grade 5 Language Standards [L]</b></p>	
<p><b>Conventions of Standard English</b></p>	
<p><b>1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p>	<p><b>Unit 1:</b> Language and Conventions, T68–T69, T138–T139, T173, T210–T211, T272–T273, T340–T341 Edit, T278, 279, T280</p> <p><b>Unit 2:</b> Language and Conventions, T74–T75, T144–T145, T214–T215, T280–T281, T348–T349 Editing, T288, T289</p> <p><b>Unit 3:</b> Language and Conventions, T72–T73, T138–T139, T210–T211, T270–T271, T336–T337 Editing, T73, T139</p> <p><b>Unit 4:</b> Language and Conventions, T70–T71, T140–T141, T208–T209, T278–T279, T354–T355 Editing, T71, T279</p> <p><b>Unit 5:</b> Language and Conventions, T78–T79, T146–T147, T216–T217, T276–T277, T344–T345 Editing, T285, T351</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<p><i>Sentence Structure and Meaning</i></p>	
<p><b>a.</b> Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.</p>	<p><b>Unit 2:</b> Language and Conventions: Principal Parts of Regular Verbs, T144-T145 Lesson 1: Principal Parts of Regular Verbs, T214 Language and Conventions: Perfect Verb Tenses, T280-T281</p>

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	<p>Use Correct Verb Tense, T287</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<p><b>b.</b> Recognize and correct inappropriate shifts in verb tense.11</p>	<p><b>Unit 2:</b> Minilesson: Use Correct Verb Tense (shift in tense), T287; also see: Language and Conventions: Principal Parts of Regular Verbs, T144-T145 Lesson 1: Principal Parts of Regular Verbs, T214 Language and Conventions: Perfect Verb Tenses, T280-T281</p> <p><b>Unit 4:</b> ELL Targeted Support: Develop the Conflict, T145</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions &gt;<i>Language Awareness Handbook</i></p>
<p><b>c.</b> Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.</p>	<p><b>Unit 2:</b> Active Voice (Passive is Discussed), T348–T349 Conventions, T376</p> <p><b>Unit 3:</b> Active Voice, T72</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<i>Word Usage</i>	
<p><b>d.</b> Form and use perfect verb tenses.</p>	<p><b>Unit 2:</b> Language and Conventions: Perfect Verb Tenses, T280-T281; also see: Use Correct Verb Tense, T287 Language and Conventions: Principal Parts of Regular Verbs, T144-T145</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>



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<b>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
<b>a.</b> Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.	<p><b>Unit 1:</b> Minilesson: Publish and Celebrate, T348 Reference Sources: Handwriting Model</p> <p><b>Unit 2:</b> Minilesson: Publish and Celebrate, T356 Reference Sources: Handwriting Model</p> <p><b>Unit 3:</b> Minilesson: Publish and Celebrate, T344 Reference Sources: Handwriting Model</p> <p><b>Unit 4:</b> Minilesson: Publish and Celebrate, T362 Reference Sources: Handwriting Model</p> <p><b>Unit 5:</b> Minilesson: Publish and Celebrate, T352 Reference Sources: Handwriting Model</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Handwriting Models</p>
<b>b.</b> Use punctuation to separate items in a series. <sup>12</sup>	<p><b>Unit 2:</b> Edit for Punctuation Marks, T353, T354, T288</p> <p><b>Unit 5:</b> Commas and Semicolons in a Series, T78–T79, T146</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<b>c.</b> Use a comma to separate an introductory element from the rest of the sentence.	<p><b>Unit 4:</b> Minilesson: Edit for Punctuation Marks, T288</p> <p><b>Unit 5:</b> Commas and Introductory Elements, T146–T147, T216</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language</p>

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	and Conventions
<p><b>d.</b> Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p><b>Unit 2:</b> Edit for Punctuation Marks, T354</p> <p><b>Unit 4:</b> Minilesson: Edit for Punctuation Marks, T288</p> <p><b>Unit 5:</b> Commas and Introductory Elements, T146-T147, T216</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<p><b>e.</b> Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>Unit 2:</b> Minilesson: Edit for Punctuation Marks, T354</p> <p><b>Unit 3:</b> Minilesson: Punctuate Titles, T277</p> <p><b>Unit 5:</b> Language and Conventions: Punctuating Titles, T216-T217, T276</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>
<p><b>f.</b> Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>Unit 1:</b> Spelling, T67, T137, T209, T271, T339 Spelling Practice, T338</p> <p><b>Unit 2:</b> Spelling Patterns, T72, T346 Spelling, T73, T143, T213, T279, T347</p> <p><b>Unit 3:</b> Spelling, T71, T137, T209, T269, T335 Spelling Patterns, T136 Unusual Spellings, T180, T202, T208-T209, T269</p> <p><b>Unit 4:</b> Spelling, T69, T139, T207, T277, T353 Spelling Words with Word Parts, T62-T63, T68-T69, T132-T133, T200-T201, 201, T271</p> <p><b>Unit 5:</b> Spelling, T77, T145, T215, T275, T343 Spell Multisyllabic Words, T214-T215, T215</p>

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	<p><b>Digital Resources:</b> <i>Resource Download Center&gt;Spelling; Professional Development Center&gt;Vocabulary</i></p>
<b>Knowledge of Language</b>	
<b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<p><b>a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.12</p>	<p><b>Unit 1:</b> Language and Conventions: Simple Sentences, T68-T69 Complete Sentences, T68 Reading-Writing Bridge, T72 Simple Sentences, T138 Possible Teaching Point: Language and Conventions: Compound and Complex Sentences, T173 Language and Conventions: Compound and Complex Sentences, T210-T211 Compound and Complex Sentences, T272</p> <p><b>Unit 2:</b> Minilesson: Edit Simple and Compound Sentences, T289</p> <p><b>Unit 3:</b> ELL Targeted Support: Revise by Combining Ideas for Clarity, T275 Minilesson: Revise by Rearranging Ideas for Clarity, T278 Minilesson: Revise by Combining Ideas for Clarity, T279</p> <p><b>Unit 4:</b> Minilesson: Edit for Subordinating Conjunctions, T287</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center&gt;Language and Conventions</i></p>

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<b>b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p><b>Unit 1:</b> Possible Teaching Point: Academic Vocabulary: Figurative Language, T239 Minilesson: Figurative Language: Idioms, T262–T263</p> <p><b>Unit 3:</b> Minilesson: Figurative Language, T260 Idioms, T238</p> <p><b>Unit 4:</b> Author’s Craft, T34, T38 Dialects, T34, T36, T38, T64–T67 Adages and Proverbs, T268–T269, T348–T349, T350–T351 Minilesson: Figurative Language: Idioms, T240</p> <p><b>Unit 5:</b> Share Back, T84</p>
<b>Vocabulary Acquisition and Use</b>	
<b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	
<b>a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p><b>Unit 1:</b> Vocabulary in Context, T105, T175, T241, T41 Minilesson: Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T172, T178</p> <p><b>Unit 2:</b> Vocabulary in Context, T39, T250 Minilesson: Context Clues, T204–T205</p> <p><b>Unit 3:</b> Vocabulary in Context, T104, T239, T309 Minilesson: Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T173, T177</p> <p><b>Unit 4:</b> Vocabulary in Context, T246, T319, T324 Academic Vocabulary: Context Clues, T169, T170, T175, T179</p> <p><b>Unit 5:</b> Vocabulary in Context, T113, T178, T37 Minilesson: Context Clues, T206–T207 Academic Vocabulary: Context Clues, T181</p>

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	<b>Digital Resources:</b> <i>Professional Development Center</i> >Vocabulary
<p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p>	<p><b>Unit 1:</b> Suffixes, T41, T60-T61, T67, T131, T137, T264-T265, T333, T339 Word Study: Greek Roots, T97, T101, T130-T131, T203</p> <p><b>Unit 2:</b> Word Study: Prefixes T246, T272-T273, T341, T347 Base Words and Endings, T340-T341, T346-T347 Prefixes, T278-T279</p> <p><b>Unit 3:</b> Suffixes, T102, T203, T209, T262-T263, T329, T335 Words with Latin Roots, T42, T64-T65, T131 Base Words and Endings, T71</p> <p><b>Unit 4:</b> Prefixes, T132-T133 Spelling Words with Word Parts, T62-T63, T68-T69, T132-T133, T200-T201, 201, T271 Latin Roots, T312, T313, T323, T346-T347 Word Origins, T270-T271, T347</p> <p><b>Unit 5:</b> Latin Roots <i>audi, rupt, scrib, spec</i>, T71 Word Study: Suffixes, T184 Related Words, T33, T37</p> <p><b>Digital Resources:</b> <i>Resource Download Center:</i> Spelling; <i>Professional Development Center</i>&gt;Vocabulary</p>
<b>c.</b> Consult reference materials (e.g., dictionaries,	<b>Unit 1:</b>

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<p>glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Word Study: Apply Greek Roots (use dictionary), T130 Conventions, T368 Using a Dictionary in Activities, T58–T59, T184, T339 How to Use a Glossary, T386–T387 <b>Unit 2:</b> Dictionary/Glossary definitions, T152 Using a Dictionary in Activities, T135, T254, T255 Conventions, T376 How to Use a Glossary, T394–T395 <b>Unit 3:</b> Unusual Spellings, T180, T202, T208–T209, T269 Model and Practice, T262, T263, T269 How to Use a Glossary, T382–T383 <b>Unit 4:</b> Word Study: Apply, T201 Word Study: Model and Practice, T346 How to Use a Glossary, T400–T401 <b>Unit 5:</b> Word Study: Model and Practice, T70, T215 Syllable Patterns, T215 How to Use a Glossary, T382–T383  <b>Digital Resources:</b> <i>Resource Download Center&gt;Spelling; Professional Development Center&gt;Vocabulary</i></p>
<p><b>d.</b> Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (<i>e.g., lb., oz., etc.</i>).</p>	<p><b>Unit 2:</b> Acronyms, T247 Edit for Capitalization, T355 <b>Unit 3:</b> Edit for Capitalization, T276 <b>Unit 4:</b> Capitalization, T354, T355 <b>Unit 5:</b> Capitalization, T78</p>
<p><b>e.</b> Recognize and use appropriately symbols related to grade-level content or common in</p>	<p>Students can explore symbols with the following material:</p>

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<p>everyday life, including symbols with multiple meanings (e.g., parentheses in mathematics and in writing, ° to measure angles and temperature).</p>	<p><b>Unit 3:</b> Cross-Curricular Perspectives: Social Studies, T176</p> <p><b>Unit 4:</b> Environmental Print, T202</p> <p><b>Unit 5:</b> Model and Practice, T85 Environmental Print, T245 Teach Schwa, T268, T269</p>
<p><b>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	
<p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>Unit 1:</b> Figurative Language, T99, T109, T183, T239, T262, T266–T267, T268–T269, T307, T334–T335, T336–T337</p> <p><b>Unit 2:</b> Figurative Language, T253 Multiple-Meaning Words, T108</p> <p><b>Unit 3:</b> Simile, T43 Figurative Language, T33, T34, T66–T67, T232, T238, T260–T261, T309</p> <p><b>Unit 4:</b> Figurative Language, T248, T250, T268–T269, T326 Adages and Proverbs, T268–T269, T348–T349, T350–T351 Minilesson: Figurative Language: Idioms, T240</p> <p><b>Unit 5:</b> Use Simile and Metaphor, T151, T155 Figurative Language, T183 Imagery, T188</p>
<p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>Unit 1:</b> Minilesson: Figurative Language: Idioms, T239, T262–T263</p> <p><b>Unit 3:</b> Idioms, T238</p>

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	Figurative Language, T260–T261 <b>Unit 4:</b> Adages and Proverbs, T268–T269, T348–T349, T350–T351 Figurative Language: Idioms, T240
<p><b>c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<b>Unit 1:</b> Multiple-Meaning Words, T185, T242 Synonyms and Antonyms, T103, T128–T129 <b>Unit 2:</b> Minilesson: Synonyms and Antonyms, T103, T109, T134–T135 Academic Vocabulary: Analogies, T270–T271 Multiple-Meaning Words, T108 <b>Unit 3:</b> Academic Vocabulary: Synonyms and Antonyms, T107, T109, T128–T129 <b>Unit 4:</b> Academic Vocabulary: Synonyms and Antonyms, T103, T130–T131 <b>Unit 5:</b> Minilesson: Synonyms and Antonyms, T109, T113, T136–T137 Academic Vocabulary: Analogies, T248, T266–T267  <b>Digital Resources:</b> <i>Professional Development            Center</i> > Vocabulary
<p><b>6.</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). (See grade 5 Reading Literature Standard 4 and Reading</p>	This standard is met throughout the program. See the following representative citations: <b>Unit 1:</b> Develop Vocabulary, T42–T43, T112–T113, T314– T315 Academic Vocabulary, T46, T124, T188, T192, T196, T322, T326



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	<p><b>Unit 2:</b> Develop Vocabulary, T48–T49, T118–T119, T322–T323</p> <p><b>Unit 3:</b> Develop Vocabulary, T46–T47, T244–T245, T310–T311 Academic Vocabulary, T50, T54, T252, T256, T314, T318, T322</p> <p><b>Unit 4:</b> Develop Vocabulary, T44–T45, T252–T253, T328–T329 Academic Vocabulary, T48, T52, T56, T118, T122, T126, T264, T332, T336, T340</p> <p><b>Unit 5:</b> Develop Vocabulary, T52–T53, T120–T121, T318–T319 Academic Vocabulary, T56, T60, T64, T124, T128, T202, T254, T258, T262, T322, T326, T330</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling; <i>Professional Development Center</i>&gt; Vocabulary</p>
<p>Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	
<p><b>Connections to the Standards for Mathematical Practice</b></p>	
<p>6. <i>Attend to precision.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>Students are encouraged to use precise language as they create definitions and complete the following writing activity:</p>

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	<p><b>Unit 1:</b> Use Related Words (Write Definitions), T43 Use Independent Text (Scientific Definitions), T113</p> <p><b>Unit 2:</b> Close Read (Define Words), T181 Information Article, T76–T85, T146–T155, T216– T225, T282–T291, T350–T359 Informational Text, T94–T95</p> <p><b>Unit 3:</b> Plan Your Research, T355</p> <p><b>Unit 5:</b> Related Words (Write Definitions), T37, T43 Essential Language, T311</p>