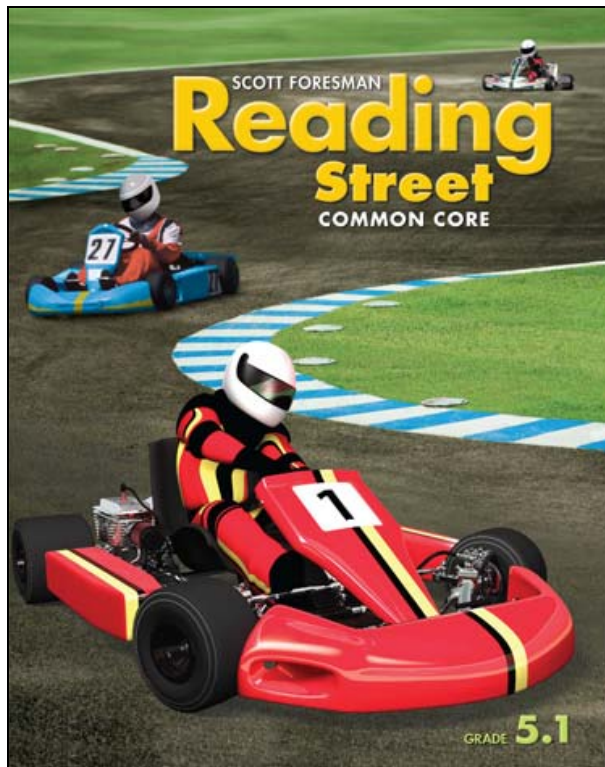


A Correlation of

**Scott Foresman
Reading Street
Common Core**

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To the

**Reading Standards for the
Archdiocese of Detroit
Grade 5**

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Introduction

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Reading Standards for the Archdiocese of Detroit. Correlation references are to the Teacher's Edition and are cited by grade, unit and page reference. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages.

Scott Foresman Reading Street, Common Core is a comprehensive reading program 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 led in the creation and review of the Common Core State Standards. These 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. Students have numerous varied opportunities to meet each standard at each grade level. Among the instructions that 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.

The **Common Core State Standards for English Language Arts Publishers Criteria** guided the organization of the *Scott Foresman Reading Street Common Core Edition*. The program presents a wide range of grade level complex text types that engage students in reading, writing, speaking, and listening tasks, contributing to fluency development. Text dependent, text-related, and decontextualized questions foster comprehension growth across the selections and each grade level. A multitude of academic vocabulary tasks in various contexts accommodate all students.

Writing instruction and research activities within *Reading Street* emphasize the reciprocal nature of reading and writing. This wide range of tasks integrate the skills and knowledge that students learn and practice as they read, and help students apply those skills and that knowledge for various purposes.

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

Scott Foresman Reading Street Common Core State Standards-Based Assessment integrates the assessment with the standards. The Assessment Handbook, Weekly Tests, and Unit/End of Year Benchmark Tests assess the standards, student skills, and proficiencies. SuccessTracker™ provides online assessments, remediation, and teacher data management.

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

eStreet Interactive lessons, multimedia, learning games, and study aids have a student-friendly interface that is engaging and motivating. Students may proceed at their own pace, working as their schedule allows. From Decodable Readers fluency support to Grammar Jammer, it's fun to learn!

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LITERATURE	
<i>Key Ideas and Details</i>	
R.L.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>SE 1: 42, 74, 100, 194, 250, 278, 308, 344 SE 2: 38, 68, 126, 220, 274, 394, 424, 458</p> <p>TE 1: 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</p> <p>TE 2: 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</p>

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<p>(Continued) R.L.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) TE 3: 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 TE 4: 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 TE 5: 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</p>

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<p>R.L.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>SE 1: 74, 84, 100, 299, 303, 334, 340–341, 344 SE 2: 35, 220, 274, 307–308, 394</p> <p>TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 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 TE 5: 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>

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<p>(Continued) R.L.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>(Continued) TE 6: 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>
<p>R.L.5.3 Analyze elements and style of narrative literature including: historical fiction, tall tales, science fiction, fantasy, and mystery.</p>	<p>TE 1: 26-27, 53e-53f, 56-57, 65d, 66c, 88-89 TE 2: 182-183, 198c-198d, 198-199, 199a, 236-237, 237a, 254c-254d, 254-255, 255a, 264-265, 282c-282d, 282-283, 283a, 284-285, 285a, 294-295, 295a, 291e-291f, 298-299, 312c-312d, 312-313, 313a, 314-315, 315a TE 3: 330-331, 382c-382d, 382-383, 383a, 384-385, 385a, 442c-442d, 442-443, 443a, 444-445, 445a TE 4: 26-27, 42c-42d, 42-43, 43a, 52-53, 53a, 110-111, 111a TE 5: 177a, 220c-220d, 220-221, 222-223, 223a, 262-263, 263a, 278c-278d, 278-279, 280-281, 281a, 306c-306d, 306-307, 307a, 308-309, 309a TE 6: 347e-347f, 355d-355e, 376-377, 384c, 398c-398d, 398-399, 399a, 445a</p>

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<p>R.L.5.4 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>SE 1: 29, 178, 188, 191, 194, 232, 238, 250 SE 2: 43, 73, 133, 281, 372–373, 394, 399</p> <p>TE 1: 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 TE 2: 177c, 182–183, 183a, 188–189, 189a, 194–195, 195a, 198–199, 199a, 201h, 201l–201m, SG•2, SG•6, SG•7, SG•12, SG•15, 231c, 238–239, 239a, 246–247, 247a, 250–251, 257h, 257l–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 TE 3: 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 TE 4: 28–29, 29a, 30–31, 31a, 60–61, 118–119, 122–123, SG•50, SG•52, SG•55, SG•60, SG•62, UR•19 TE 5: 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 TE 6: 371c, 374d, 378–379, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 390–391, 391a, 394–395, 395a, 401h, 401l–401m, SG•46, 442–443, 446–447, 447a, SG•77, UR•28–UR•29, UR•31, UR•32</p> <p>Writing to Sources: Unit 2: 40–41, 48–49, 52–53, 62–65 Unit 3: 76–77 Unit 4: 104–105, 114–115</p>

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R.L.5.5 Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are solved, and the climax of the plot.	<p>TE 1: 21c, 22-23, 28-29, 34c, 34-35, 35a, 36-37, 37a, 38-39, 39a, 60-61, 61a, 63a, 67a, 70-71, 90-91, 94-95, 96c, 96-97</p> <p>TE 2: 190c, 242-243, 272-273, 273a, 312c-312d</p> <p>TE 3: 337a, 338-339, 339a, 340-341</p> <p>TE 4: 108d, 112-113, 113a, 114-115, 116-117, 117a, 118c, 119a, 120-121, 121a, 135i</p> <p>TE 5: 169c, 170-171, 178-179, 186-187, 221a, 223a, 224-225, 225a</p> <p>TE 6: 378-379, 379a, 382-383, 383a, 389a, 441a, 448-449, 450-451</p>
<i>Craft and Structure</i>	
R.L.5.6 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p>SE 1: 170–171, 318–319, 442–443, 474–475</p> <p>SE 2: 42–43, 162–163, 164–165, 312–313, 468–469, 471</p> <p>TE 1: 53a, 54d, 68–69, 69a, 81i, 86d, 90–91, 91a, 92–93, 93a, 169h–169i, 170–171, 171a</p> <p>TE 2: 180e, 190–191, 191a, 231a–231b, 234d, 266–267, 267a, 273a, 287h, SG•52, SG•57, SG•62, 302c, 302–303, 303a, 304–305, 317h–317i, 318–319, 319a, 320–321, 321a, SG•66, SG•67, SG•72, SG•73, SG•77, SG•78, UR•10–UR•11, UR•40–UR•41, UR•51</p> <p>TE 3: 328c–328d, 442c–442d, 442–443, 443a, 444–445, 445a, SG•63, 474–475, 475a, 476–477, 477a</p> <p>TE 4: 23a, 42c–42d, 42–43, 43a, 62c, 75h, 162–163, 163a, 164–165, 165a</p> <p>TE 5: 171e–171f, SG•4, SG•14, SG•26, 283i, SG•53, 312–313, SG•74</p> <p>TE 6: 373a, 386–387, SG•40, SG•41, 406d, 433h–433i, 468–469, 469a, 470–471, 471a, SG•66, SG•67, SG•72, SG•73, SG•77</p> <p>Writing to Sources: Unit 1: 10–11</p>

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<p>R.L.5.7 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p>	<p>SE 1: 312–315 SE 2: 126, 280–281</p> <p>TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 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 TE 5: 278c–278d, 278–279, 279a, 280–281, 281a, SG•52, SG•58, SG•63, 312–313, 313a, 314–315, 315a TE 6: 371c, 382–383, 383a, 392–393, 393a, 401i, 452–453, 453a, 467h, 467l–467m, 468–469, 469a, UR•32–UR•33</p>
<p>R.L.5.8 Describe how a narrator or speaker’s point of view influences how events are described.</p>	<p>SE 1: 29, 100, 194, 308 SE 2: 68, 225, 309</p> <p>TE 1: 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 TE 2: 184–185, 185a, SG•36, 262d, 287i, 315a, 317a, 320–321, 321a TE 3: 328c–328d, 342–343, 343a, 348c–348d, 348–349, 349a, 350–351, 351a, 358c–358d, 383a, 385a, 387i TE 4: 42–43, 43a, 62–63, 63a, 66–67, 67a, UR•16–UR•17 TE 5: 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 TE 6: 438d, 444–445, 467i</p>

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R.L.5.9 Explain how authors use literary devices (exaggeration, metaphor) to develop characters, themes, plots, and functions of heroes, villains, and narrators across a variety of texts.	TE 1: 53e-53f, 54d, 56-57, 57a, 66-67, 67a, 81i, 135a TE 3: 335a TE 4: 50d, 57a, 75i, 80a, 80d, 103i, 164-165, 165a, SG78 TE 5: 175a, 197e
R.L.5.10 Recognize purpose and point of view in literary pieces.	TE 1: 24d, 26-27, 49i, 56-57, 88-89 TE 2: 182-183, 192-193, 236-237, 262d, 264-265, 268-269, 269a, 282c-282d, 283a, 287i, 289c, 290-291, 304-305 TE 3: 330-331, 385a TE 4: 26-27, 52-53 TE 5: 174-175, 182-183, 183a, 262-263, 264-265, 272-273 TE 6: 376-377, 440-441, 444-445
<i>Integration of Knowledge and Ideas</i>	
R.L.5.11 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.)	SE 1: 81, 201 SE 2: 197, 255, 467 TE 2: 244c–244d, 257a, SG•34, SG•39, SG•44, SG•61 TE 3: 420–421, 421a, SG•48, SG•53, SG•58, SG•63 TE 4: 36–37, 37a, SG•10 TE 5: 174–175, 196–197, 197a, SG•26, 254–255, SG•74 TE 6: 384–385, 385a, 442–443, 445a, 454–455, 466–467 Writing to Sources: Unit 4: 106–107

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<p>R.L.5.12 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>SE 1: 250, 254–255, 278, 282–285 SE 2: 281, 398–399</p> <p>TE 1: 40–41, 41a, 72–73 TE 2: 231c, 254c–254d, 254–255, 255a, 278–279, 279a, 284–285, 285a, UR•31, UR•41 TE 3: 382c, 385a, 477a TE 5: UR•40–UR•41, UR•45 TE 6: 394–395, 398c–398d, 399a, UR•29, UR•31</p> <p>Writing to Sources: Unit 2: 62–65, 200–201 Unit 4: 126–129 Unit 6: 176–177</p>
<p>R.L.5.13 Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary works recognized for quality and literary merit.</p>	<p>TE 1: 28-29, 40-41, 98-99 TE 2: 192-193, 198c-198d, 198-199, 199a, 236-237, 243a, 248-249, 264-265, 267a, 276-277, 277a, 294-295, 306-307 TE 3: 445a TE 4: 52-53, 66-67, 124-125, 126-127 TE 5: 222-223, 223a TE 6: 392-393, 393a, 394-395, 456-457</p>
<p>R.L.5.14 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.</p>	<p>TE 1: 29a, 42-43, 89a, 96c, 100-101 TE 2: 182-183, 194-195 TE 3: 333a, 344-345 TE 4: 29a, 33a, 38-39, 68-69 TE 5: 176-177, 177a, 180-181, 181a, 188-189, 265a TE 6: 381a, 442-443, 443a, 447a, 453a, 454-455, 458-459</p>

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R.L.5.15 Retell and summarize grade level appropriate narrative and informational text.	<p>TE 1: 34c-34d, 42-43, 43a, 66c-66d, 74-75, 75a, 51c, 52-53, 64-65, 66c-66d, 68-69, 69a, 74-75, 75a, 96c-96d, 99a, 100-101, 101a, 126c-126d, 130-131, 131a, 154c-154d, 160-161, 161a</p> <p>TE 2: 190c-190d, 194-195, 195a, 214c-214d, 220-221, 221a, 239a, 244c-244d, 250-251, 251a, 272c-272d, 278-279, 279a, 302c-302d, 308-309, 309a</p> <p>TE 3: 334-335, 338c-338d, 340-341, 344-345, 345a, 372c-372d, 378-379, 379a, 385a, 402c-402d, 412-413, 413a, 434c-434d, 438-439, 439a, 460c-460d, 464-465, 465a</p> <p>TE 4: 34c-34d, 38-39, 39a, 62c-62d, 68-69, 69a, 90c-90d, 94-95, 95a, 118c-118d, 126-127, 127a, 148c-148d, 152-153, 153a</p> <p>TE 5: 182c-182d, 188-189, 189a, 212c-212d, 216-217, 217a, 225a, 242c-242d, 246-247, 247a, 257c, 258-259, 266-267, 267a, 270c-270d, 273a, 274-275, 275a, 278c-278d, 298c-298d, 302-303, 303a</p> <p>TE 6: 330c-330d, 336-337, 337a, 356c-365d, 360-361, 361a, 384c-384d, 394-395, 395a, 418c-418d, 424-425, 425a, 450c-450d, 458-459, 459a</p>
R.L.5.16 Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding (draw conclusions, make inferences, synthesize)	<p>TE 1: 26-27, 40-41, 72-73, 83c, 84-85, 98-99</p> <p>TE 2: 192-193, 193a, 198c-198d, 198-199, 199a, 243a, 248-249, 264-265, 276-277, 277a, 294-295, 306-307</p> <p>TE 3: 445a</p> <p>TE 4: 34-35, 66-67, 124-125, 126-127</p> <p>TE 6: 376-377, 377a, 392-393, 393a, 394-395, 456-457, 457a</p>

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<i>Range of Reading and Level of Text Complexity</i>	
<p>R.L.5.17 Read and comprehend literature, including stories, dramas, and poetry, at the fifth grade text complexity level independently and proficiently.</p>	<p>SE 1: 23, 28–42, 48, 52, 55, 80 SE 2: 26–37, 174–187, 262–273</p> <p>TE 1: 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</p> <p>TE 2: 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</p> <p>TE 3: 330–331, 331a, 382–383, 383a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 442–443, 443a</p> <p>TE 4: 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</p> <p>TE 5: 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</p> <p>TE 6: 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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INFORMATION TEXT	
<i>Key Ideas and Details</i>	
R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>SE 1: 52, 130, 378, 412, 438, 464 SE 2: 94, 152, 200–201, 246, 260, 336, 360</p> <p>TE 1: 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>TE 2: 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>TE 3: 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,</p>

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<p>(Continued) R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) 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–UR•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 TE 4: 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 TE 5: 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</p>

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<p>(Continued) R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) TE 6: 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</p> <p>Writing to Sources: Unit 3: 72–73 Unit 4: 106–107, 118–119 Unit 5: 152–153</p>

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R.I.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p>SE 1: 52, 327, 356, 363, 369, 372, 378, 412, 426–427, 438, 464</p> <p>SE 2: 94, 246, 258, 302, 336, 346, 360</p> <p>TE 1: 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</p> <p>TE 2: SG•18, SG•22, SG•24, SG•66, SG•70, SG•71, SG•76</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 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</p>
R.I.5.3 Identify main idea and constructed meaning (explicit/understood).	<p>TE 3: 355c, 356–357, 362–363, 363a, 368–369, 398–399, 399a, 404–405, 405a, 410–411, 411a, 425c, 425d–425e, 436–437, 438–439</p> <p>TE 5: 214–215</p> <p>TE 6: 345c, 346–347, 352–353</p>

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R.I.5.4 Recognize purpose and point of view in informational text.	<p>TE 1: 46c, 47a, 146-147, 159a TE 2: 208-209, 220-221, TE 3: 348c-348d, 348-349, 349a, 360-361, 394-395, 411a, 430-431, 454-455, 460-461, 461a TE 4: 72c, 73a, 82-83, 90-91, 142-143 TE 5: 192c-192d, 192-193, 193a, 204-205, 229c, 230-231, 234-235, 239a, 242c, 242-243, 290-291 TE 6: 324-325, 340c-340d, 341a, 350-351, 408-409, 423a, 462c-462d, 462-463, 463a, 464-465, 465a</p>
R.I.5.5 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>SE 1: 130, 137, 220, 384, 438 SE 2: 94, 101, 246, 367, 424</p> <p>TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 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 TE 5: 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</p>

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<p>(Continued) R.I.5.5 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>(Continued) TE 6: 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>Writing to Sources: Unit 3: 88–89, 94–97 Unit 5: 158–161</p>
<i>Craft and Structure</i>	
<p>R.I.5.6 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>.</p>	<p>TE 1: 23a–23b, 24c, 24–25, SG•10, SG•11, SG•26, SG•27, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a TE 2: 205a, 206e, 214–215, 215a, SG•20, SG•25, SG•28, SG•29, SG•30, 262e, 291a, 292e TE 3: 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 TE 4: 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a, SG•68, SG•73, SG•78 TE 5: 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, SG•40, SG•41, 259a, 260e, 260–261, 287a, 288e, 288–289 TE 6: 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>

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<p>R.I.5.7 Compare and contrast the overall structure (e.g., chronology, comparison/contrast, cause/effect, problem/solution, position/support) of events ideas, concepts, or information in two or more texts.</p>	<p>SE 1: 79, 137, 199, 255, 284–285, 315, 351, 385, 421, 445 SE 2: 43, 73, 101, 133, 195, 225, 281, 309, 341, 367, 399, 465</p> <p>TE 1: SG•20, SG•21, 78–79, 136–137, 141c–141d, 158–159, 159a, UR•52–UR•53 TE 2: 203c, 213a, 224–225, 225a, 254–255, 280–281, 281a, 284–285, 314–315 TE 3: 350–351, 357a, 358c–358d, 389c, 395a, 396–397, 410–411, SG•36, SG•37, SG•42, SG•46, 420–421, 425c, 426–427, SG•51, SG•60, SG•76, SG•77, SG•78, SG•79, UR•42 TE 4: 72–73, 98c–98d, 98–99, 99a, 100–101, 101a, 132–133, 156–157, 157a, 158–159, 159a TE 5: 194–195, SG•10, 224–225, 280–281, 283l–283m, 308–309, SG•78 TE 6: 340–341, 345c, 360–361, 365a, 366–367, 367a, 398–399, 428c–428d, 463a, 464–465, 465a, UR•18–UR•19, UR•22–UR•23</p> <p>Writing to Sources: Unit 4: 112–113</p>
<p>R.I.5.8 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.</p>	<p>SE 1: 137, 315, 385, 421, 445 SE 2: 73, 101, 133, 195, 309, 367, 430–431, 465</p> <p>TE 1: 124–125, 125a, 128–129, 129a, 167a TE 2: SG•22, SG•27, SG•32, SG•66, SG•70, SG•71, SG•76 TE 3: 420–421, 444–445, 445a TE 5: UR•18–UR•19 TE 6: 330–331, 366–367, 430–431, 431a</p> <p>Writing to Sources: Unit 3: 94–97 Unit 4: 112–113 Unit 5: 144–145, 152–153</p>

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<p>R.I.5.9 Analyze elements and styles of informational genres (advertising, experiments, editorials, atlases).</p>	<p>TE 1: 46c-46d, 46-47, 78c-78d, 78-79, 79a, 104c-104d, 104-105, 106-107, 107a, 116-117, 146-147, 147a TE 2: 208-209, 209a, 214c, 309c TE 3: 325a, 328a, 328b, SG7, SG12, 348c-348d, 348-349, 349a, 350-351, 351a, 360-361, 361a, 394-395, 430-431, 454-455, TE 4: 72c-72d, 72-73, 73a, 82-83, 130c-130d, 130-131, 131a, 142-143, 143a, 156-157, 157a TE 5: 192c-192d, 192-193, 193a, 194-195, 195a, 204-205, 234-235, 290-291 TE 6: 324-325, 340c-340d, 340-341, 341a, 350-351, 364c-364d, 364-365, 365a, 405b, 408-409, 409a, 425c, 462c-462d, 462-463, 463a</p>
<i>Integration of Knowledge and Ideas</i>	
<p>R.I.5.10 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>SE 2: 101, 133, 195, 225, 281, 309, 341, 465 TE 1: 78c-78d, 78-79, 79a, 126-127, 127a, 139l-139m TE 2: 195c, 221c, 224-225, 225a, 226-227, 227a, SG•22, SG•26, SG•31, 279c, 291b TE 3: 345c, 379c, 413c, 416c, 416-417, 417a, 439c, 456-457, 457a, 465c, 468c-468d, 468-469, 469a, 470-471, 471a, 473h-473i, 473l-473m, SG•74-SG•75 TE 4: 39c, SG•12, 69c, 92-93, 95c, 98-99, 99a, 100-101, 103l-103m, SG•42, 132-133, 153c, 156c-156d, 156-157, 157a, 158-159, 159a, SG•69, SG•74, SG•79, UR•28-UR•29 TE 5: SG•2, SG•12, 194-195, 199c, 200-201, 206-207, 207a, 227h, 227l-227m, SG•20, SG•23, SG•28, SG•32, 238-239, 247c, 250c-250d, 250-251, 251a, 252-253, 253a, SG•42, 275c, 280-281, 308-309, UR•18-UR•19, UR•20-UR•21, UR•22-UR•23, UR•48-UR•49 TE 6: 337c, 340-341, 364c-364d, 365a, 395c, 425c, 428c-428d, 428-429, 429a, 430-431, 431a, SG•52, SG•53, SG•62, SG•63, 459c, 464-465, SG•69</p>

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R.I.5.11 Identify and describe informational text patterns using theory and evidence.	<p>TE 1: 141c, 142-143, 148-149, 151a, 154c, 154-155, 156-157, 158-159, 160-161</p> <p>TE 2: 203c, 204-205, 209a, 210-211, 211a</p> <p>TE 3: 395a, 434-435</p> <p>TE 6: 324-325, 325a, 345c, 346-347, 350-351, 351a, 354-355, 355a, 356c, 356-357, 357a, 360-361, 408-409, 464-465</p>
R.I.5.12 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.	<p>SE 1: 132-133, 162-163, 356-357, 378, 380-381, 412, 426-427, 438, 466-467</p> <p>SE 2: 72-73, 94, 130-131, 336, 346-347, 360</p> <p>TE 1: 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</p> <p>TE 2: SG•18, SG•23, SG•29, 287l-287m, SG•66, SG•70, SG•71, SG•76</p> <p>TE 3: 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</p> <p>TE 4: 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</p> <p>TE 5: 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> <p>TE 6: 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>

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<p>R.I.5.13 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 46–47, 79, 107, 131, 137, 162, 167, 197, 227, 251, 279, 303, 315, 351, 385, 421, 445, 471 SE 2: 43, 73, 101, 133, 195, 225, 253, 309, 341, 367, 399, 425, 431, 465</p> <p>TE 1: 46–47, 47a, 72–73, 78–79, 79a, 106–107, 128–129, 129a, 130–131, 136–137, 137a TE 2: 195c, 201b, 224–225, 225a, 226–227, 227a, UR•20–UR•21 TE 3: 345c, 350–351, SG•30, SG•31, 445a, SG•59, 462–463, UR•41 TE 4: 72–73, 100–101, 132–133, 133a, 152–153 TE 5: 194–195, 195a, SG•27, 250c–250d, 252–253, 253a, SG•48, 308–309, UR•35 TE 6: 340–341, 343b, 424–425, 425d, 428–429, 429a, 431a, SG•52, SG•53, SG•62, SG•63, 463a, 464–465, 465a</p> <p>Writing to Sources: Unit 1: 20–21 Unit 2: 44–45 Unit 3: 72–73, 88–89, 94–97 Unit 4: 112–113 Unit 5: 144–145 Unit 6: 168–169, 180–181</p>
<p>R.I.5.14 Explain how authors use timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.</p>	<p>TE 1: 75c, 78c–78d, 78-79, 79a, 104c, 147a, 161c TE 2: 221c, 251c TE 3: 413c, 431a, 449c, 450-451, 455a, 465c TE 4: 39c, 77c, 78-79, 83a, 95c, 127c, 153c TE 5: 189c, 199c, 200-201, 205a, 206-207, 207a, 212c, 216-217, 275c, 291a TE 6: 337c, 361c, 364c-364d, 366-367, 367a, 408-409, 417d-417e, 418c, 422-423</p>

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R.I.5.15 Apply significant knowledge of what is read in grade level science and social studies texts.	TE 1: 46c-46d, 46-47, 78c-78d, 104c-104d, 104-105, 116-117, 123a, 151a TE 2: 215a TE 3: 348c-348d, 367a, 409a, 463a TE 4: 72c-72d, 85a, 87a, 91a, 93a, 130c-130d TE 5: 192c-192d, 209a, 213a, 243a, 295a TE 6: 327a, 333a, 340c-340d, 353a, 355a, 357a, 364c-364d, 419a, 421a, 462c-462d, 465a
<i>Range of Reading and Level of Text Complexity</i>	
R.I.5.16 Read and comprehend information texts, including history/social studies, science, and technical texts, at the fifth grade complexity level independently and proficiently.	SE 1: 116–129, 208–221, 430–437, 454–463 SE 2: 82–93, 142–151, 204–215, 290–301, 324–335, 350–359, 408–423 TE 1: 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 TE 2: 203c, 206e, 208–209, 209a, 210–211, 211a, 218–219, 219a, 224–225, 225a, 226–227, 227a, 251c, 259c, 260–261, 289c TE 3: 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 TE 4: 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

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<p>(Continued) R.I.5.16 Read and comprehend information texts, including history/social studies, science, and technical texts, at the fifth grade complexity level independently and proficiently.</p>	<p>(Continued) TE 5: 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 TE 6: 324–325, 325a, 328–329, 329a, 334–335, 335a, 340–341, 341a, 350–351, 351a, 395c, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 420–421, 421a, 422–423, 423a, 428–429, 429a, 430–431, 431a, SG•60, SG•61, 435c, 462c–462d, 462–463, 463a, 464–465, 465a, 467j–467k</p>
FOUNDATIONAL SKILLS	
<i>Phonics and Word Recognition</i>	
R.F.5.1 Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>R.F.5.1a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words and multiple meaning words both in context and out of context.</p>	<p>SE 1: 234–235, 256, 292–293, 316, 358–359, 386, 452–453, 472 SE 2: 24–25, 44, 140–141, 160, 172–173, 196, 288–289, 310, 348–349, 368, 374–375, 400</p> <p>TE 1: 24c, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–54d, 81i, 144c, 169i TE 2: 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 TE 3: 369a, 392c–392d, 423h–423i, 428c–428d, 447i, 452c–452d, 452e, 473h–473i, 473j–473k, UR•20–UR•21, UR•30–UR•31 TE 4: 24c–24d, 24e, 24–25, 34c, 44–45, 45a, 45h–45i, 50c, 80c–80d, 103i, 135i, 147c, UR•10–UR•11, UR•13 TE 5: 172e, 172–173, 259a, 288c–288d, 288e, 288–289, 294–295, 295a, 310–311, 311h, 311i, UR•50–UR•51, UR•53 TE 6: 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>

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<i>Fluency</i>	
<p>R.F.5.2 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.</p>	<p>TE 1: 22-23, 24-25, 43b, 48-49, 52-53, 54-55, 75b, 80-81, 84-85, 86-87, 101b, 108-109, 112-113, 114-115, 131b, 138-139, 142-143, 144-145, 161b, 168-169 TE 2: 178-179, 180-181, 195b, 200-201, 204-205, 206-207, 221a, 228-229, 232-233, 234-235, 251b, 256-257, 260-261, 262-263, 279b, 286-287, 290-291, 292-293, 309b, 316-317 TE 3: 328-329, 330-331, 345b, 352-353, 356-357, 358-359, 386-387, 389b, 390-391, 392-393, 413b, 422-423, 426-427, 428-429, 439b, 446-447, 450-451, 452-453, 465b, 472-473 TE 4: 22-23, 24-25, 39b, 44-45, 48-49, 50-51, 69b, 74-75, 78-79, 80-81, 95b, 102-103, 106-107, 108-109, 127b, 134-135, 138-139, 140-141, 153b, 160-161 TE 5: 170-171, 172-173, 189b, 196-197, 200-201, 202-203, 217b, 226-227, 230-231, 232-233, 247b, 254-255, 258-259, 260-261, 275b, 282-283, 286-287, 288-289, 303b, 310-311 TE 6: 320-321, 322-323, 337b, 342-343, 346-347, 348-349, 361b, 368-369, 372-373, 374-375, 395b, 404-405, 406-407, 425b, 432-433, 436-437, 438-439, 459b, 466-467</p>

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R.F.5.3 Read with sufficient accuracy and fluency to support comprehension.	
R.F.5.3a Read grade-level text with purpose and understanding.	<p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 48, 80, 108, 138, 168, 200, 228, 256, 286, 316, 352, 386, 422, 446, 472</p> <p>SE 2: See all the main and paired selections. For specific fluency activities, see pp. 44, 74, 102, 134, 160, 196, 226, 254, 282, 310, 342, 368, 400, 432, 466</p> <p>TE 1: SG•34, SG•35, SG•42, SG•43, 139j–139k, 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, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79</p> <p>TE 2: SG•2, SG•6, SG•12, 229j–229k, SG•18, SG•22, SG•23, SG•27, SG•32, 232–233, SG•34, SG•40, 259c, 260–261, 262e, 262–263, 279b, 287j–287k, SG•50, SG•54, SG•55, SG•59, SG•60, SG•64, SG•66, SG•72, SG•73, UR•43</p> <p>TE 3: 353l–353m, 387l–387m, 390–391, 392e, 392–393, 413b, 423j–423k, SG•40, SG•41</p> <p>TE 4: SG•2, SG•5, SG•10, SG•12, 47c, 48–49, 56–57, 75m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, 103j–103k, SG•34, SG•43, SG•44, SG•45, SG•50, SG•53, SG•57, SG•59, SG•60, SG•63, 161j–161k, SG•66, SG•75, SG•76</p> <p>TE 5: 250c–250d, 255l–255m, 283l–283m, UR•8–UR•9</p> <p>TE 6: SG•2, SG•3, SG•8, SG•9, 369l–369m, SG•18, SG•19, SG•24, SG•25, SG•34, SG•35, SG•40, SG•41, 404–405, 433j–433k, 433l–433m, SG•50, SG•51, SG•56, SG•57, 467j–467k, SG•66, SG•67, SG•72, SG•73</p>

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<p>R.F.5.3b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>SE 1: 48, 80, 108, 138, 168 SE 2: 74, 102, 134, 196, 226, 254, 310, 342, 400, 466</p> <p>TE 1: 21c, 22–23, 24e, 24–25, 43b–43c, 48–49, 49a, 49j–49k, 51c, 52–53, 54e, 54–55, 75b, 80–81, 81j–81k, 83c, 86–87, 101b, 108–109, 109j–109k, 138–139, 139j–139k, 169j–169k, 170–171, 171a, 172–173, 173a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33</p> <p>TE 2: 178–179, 180–181, 195b, 200–201, 201j–201k, 204–205, 206–207, 221b, 228–229, 229j–229k, 234–235, 251b, 256–257, 257j–257k, 260–261, 262–263, 279b, 286–287, SG•52, 290–291, 292–293, 309b, 316–317, 317j–317k, 318–319, 319a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 3: 324–325, 326–327, 328–329, 345b, 352–353, 353j–353k, 355c, 357a, 358–359, 379b, 386–387, 387j–387k, 389c, 390–391, 413b, 426–427, 439b, 446–447, 447j–447k, 449c, 450–451, 452e, 452–453, 465b, 466–467, 472–473, 473j–473k, 474–475, 475a, 477a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53</p> <p>TE 4: 39b, 44–45, 45a, SG•5, SG•10, SG•15, 48–49, 50–51, 53a, 69b, 74–75, 75k, 77c, 78–79, 80e, 80–81, 95b, 102–103, 103j–103k, 106–107, 108–109, 127b, 134–135, 135j–135k, 137c, 138–139, 140–141, 153b, 160–161, 161j–161k, 162–163, 163a, 164–165, 165a, UR•13, UR•23, UR•33, UR•43, UR•53</p> <p>TE 5: 169c, 170–171, 172e, 172–173, 189b, 196–197, 197a, 197j–197k, 200–201, 202–203, 217b, 226–227, 227j–227k, 229c, 230–231, 232e, 232–233, 247b, 254–255, 255j–255k, 255l–255m, 258–259, 260–261, 275b, 282–283, 283j–283k, 286–287, 288–289, 303b, 310–311, 311j–311k, UR•13, UR•23, UR•43, UR•53</p> <p>TE 6: 320–321, 322–323, 337b, 342–343, 343j–343k, 346–347, 348–349, 361b, 368–369, 372–373, 374–375, 395b, 400–401, 401j–401k, 404–405, 406e, 406–407, 425b, 432–433, 433j–433k, 436–437, 438e, 438–439, 459b, 466–467, UR•13, UR•33, UR•43, UR•53</p>

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<p>R.F.5.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary, using strategies and resources (analogies, context glossaries, electronic resources).</p>	<p>SE 1: 22–23, 24–25, 43c, 48, 54–55, 86e, 114c, 114–115, 138, 144–145, 180–181, 200, 260–261, 262–263, 328–329, 392–393, 422, 428–429, 446 SE 2: 50–51, 74, 80–81, 102, 108–109, 134, 232–233, 254, 260–261, 282, 406–407, 432, 438–439, 466</p> <p>TE 1: 24e, 24–25, 39h, 48–49, 49a, 49h–49i, 54c–55d, 81h, 86e, 101b, 109h, 114c, 139j–139k TE 2: 180–181, 180e, 200–201, 202e, 206e, 228–229, 229h, 262e, 266–267, 267a, 273a, UR43 TE 3: 328c, 328–329, 353j–353k, 392–393, 422–423, 423h, 428–429, 432–433, 433a, 447a, 447j–447k, 447l–447m, UR•41, UR•43, UR33 TE 4: 49a, 55a, 75l–75m, 80c, 80–81, 102–103, 108e, 108–109, 134–135, 145a, UR24, UR•30–UR•31, UR•33 TE 5: 202–203, 229c, 230–231, 232e, 232–233, 254–255, 255a, 255j–255k, 260–261, 268–269, 269a, 270c–270d, 282–283, UR23, UR30, UR•40–UR•41, UR•42–UR•43 TE 6: 322c, 322–323, 343h, 406–407, 425e, 428–429, 429a, 432–433, 433a, 438e, 467a</p>

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<p>R.F.5.4 Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.</p>	<p>TE 1: 21c, 22-23, 26-27, 27a, 28-29, 30-31, 31a, 33a, 40-41, 41a, 42-43, 51c, 51-52, 61a, 64-65, 65a, 67a, 68-69, 69a, 70-71, 74-75, 83c, 84-85, 88-89, 90-91, 97a, 98-99, 99a, 100-101, 111c, 112-113, 120-121, 121a, 122-123, 126c, 128-129, 130-131</p> <p>TE 2: 177c, 178-179, 182-183, 184-185, 185a, 192-193, 194-195, 203c, 204-205, 216-217, 217a, 220-221, 259c, 260-261, 264-265, 270-271, 271a, 272c, 274-275, 275a, 278-279</p> <p>TE 3: 325c, 326-327, 330-331, 334-335, 335a, 338c, 339a, 340-341, 341a, 344-345, 355c, 356-357, 360-361, 364-365, 370-371, 372c, 372-373, 375a, 378-379, 389c, 390-391, 394-395, 402c, 402-403, 405a, 408-409, 409a, 412-413</p> <p>TE 4: 21c, 22-23, 26-27, 28-29, 29a, 32-33, 34-35, 38-39, 47c, 48-49, 52-53, 56-57, 58-59, 61a, 63a, 64-65, 65a, 67a, 68-69, 137c, 138-139, 144-145, 151a, 152-153</p> <p>TE 5: 199c, 200-201, 204-205, 208-209, 212c, 212-213, 213a, 215a, 216-217, 229c, 230-231, 234-235, 236-237, 237a, 244-245, 245a, 246-247, 257c, 258-259, 262-263, 266-267, 267a, 270-271, 274-275, 285c, 286-287, 290-291, 300-301, 301a, 302-303</p> <p>TE 6: 403c, 404-405, 408-409, 409a, 415a, 417a, 418-419, 419a, 420-421, 424-425</p>

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WRITING	
<i>Text Types and Purposes</i>	
W.5.1 Write opinion, persuasive, and position pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	<p>SE 1: 344, 380–381, 414–415, 466–467 SE 2: 188, 276, 336, 394, 424, 426</p> <p>TE 1: SG•10, SG•11, 85b TE 3: SG•4, SG•5, 371d–371e, 380–381, 381a, 381b, 387d, 387p, 391e–391f, 415a, 415b–415c TE 4: SG•6, SG•11, 133a TE 5: 188–189, 189a, SG•16, 259e–259f, 269d–269e, 276–277, 277a, WP•2–WP•3, WP•4–WP•5 TE 6: SG•38, SG•43, SG•48, 405e–405f, 417d–417e, 426–427, 427a</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 70–71, 76–77, 82–83, 90–91, 94–97, 98–99 Unit 4: 202–203 Unit 5: 154–155, 158–161, 162–163</p>

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<p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p>	<p>SE 1: 44–45, 132–133, 162–163, 308, 344, 378, 380–381, 412, 414–415, 438, 464, 466–467 SE 2: 38, 68, 94, 126, 152, 246, 276, 302, 360, 458</p> <p>TE 1: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 3: 357e–357f, 371d–371e, 380–381, 381a, 381b, 387d, 391e–391f, 401d–401e, 415a, 415b–415c, 423d–423e, 427b TE 5: SG•7, SG•11, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, WP•4–WP•5, WP•6–WP•7 TE 6: SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 417d–417e, 427b–427c, 433d–433e</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 72–73, 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 90–91, 92–93, 94–97, 98–99 Unit 4: 202–203 Unit 5: 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>
<p>W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>SE 2: 304–305</p> <p>TE 1: SG•80 TE 3: 380–381, 381b, 387d, 414–415, 415b–415c, 423d–423e TE 5: WP•6–WP•7 TE 6: 426–427</p> <p>Writing to Sources: Unit 3: 70–71, 74–75, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 98–99 Unit 5: 154–155</p>

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W.5.1d Provide a concluding statement or section related to the opinion presented.	<p>SE 1: 380–381, 466–467 SE 2: 276, 426</p> <p>TE 1: SG•10–SG•11 TE 3: 415b–415c, 423d–423e TE 5: 269d–269e, 276–277a, 283d–283e, WP•4–WP•5 TE 6: 427a, 427b</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 72–73, 78–79, 80–81, 88–89, 90–91, 92–93, 202–203 Unit 4: 202–203 Unit 5: 146–147, 154–155</p>
W.5.2 Write informative/explanatory/expository/compare and contrast pieces (news article, interview, scientific observation) to examine a topic and convey ideas and information clearly.	
W.5.2a Introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings illustrations, and multimedia when useful in aiding comprehension.)	<p>SE 1: 44–45, 102–103, 144, 162–163, 440, 466 SE 2: 96, 218, 248, 302, 304</p> <p>TE 1: 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 TE 3: 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 TE 4: SG•16, 95d, 96–97, 97a, SG•38, SG•43, 139e–139f, 147d–147e, 154–155, UR•15, WP•4–WP•5 TE 5: 201e–201f, 227b, 248–249, 249a, SG•38, SG•42, SG•48, 287e–287f, 297d–297e, 303c, 303d, 304–305, 305a, 305b–305c TE 6: 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>Writing to Sources: Unit 1: 26–27, 30–33 Unit 4: 112–113, 122–123, 126–129</p>

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<p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 102–103, 132–133, 162, 466 SE 2: 218, 248, 304</p> <p>TE 1: 81b, 95d–95e, 102–103, 109b, 132–133, 133a, 133b–133c, 139p–139q, 153d–153e, 162–163, 163a, 163b–163c, SG•70–SG•71 TE 2: 257b, SG•70, SG•71, SG•75, SG•80 TE 3: 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 TE 4: SG•23, SG•26, SG•27, SG•32, 97b–97c, 147d–147e, 161d–161e, WP•4–WP•5 TE 5: 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 TE 6: 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>Writing to Sources: Unit 1: 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 Unit 4: 102–103, 104–105, 106–107, 112–113, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131</p>
<p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>	<p>SE 1: 466 SE 2: 304</p> <p>TE 1: 85d, 95c, 101e, 109o, UR•34–UR•35 TE 3: SG•40, SG•41, 433d–433e, 466–467, 467a, WP•6–WP•7 TE 4: WP•6–WP•7 TE 5: 255d–255e, 304–305, 305b–305c TE 6: WP•6–WP•7</p> <p>Writing to Sources: Unit 1: 14–15, 26–27 Unit 4: 102–103, 104–105, 112–113, 118–119, 122–123, 126–129, 130–131</p>

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W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p>SE 1: 206</p> <p>TE 1: 46c–46d, 49d–49e, 133b–133c, 139p–139q</p> <p>TE 2: 206–207, SG•38, SG•43, SG•48</p> <p>TE 3: 433d–433e, 447d–447e, SG•59, SG•64, 452d, 473d–473e</p> <p>TE 4: 79e–79f, 96–97, 97a, 103d–103e, 154–155, 161d–161e, WP•6, WP•7</p> <p>TE 5: 227i</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 18–19, 26–27, 30–33, 34–35 Unit 4: 106–107, 122–123, 130–131</p>
W.5.2e Provide a concluding statement or section related to the information or explanation presented.	<p>SE 1: 102–103, 132–133, 162–163, 222–223, 380–381, 466–467</p> <p>SE 2: 96, 248, 276–277, 304, 426–427</p> <p>TE 1: 143e, 162–163, 163a</p> <p>TE 3: SG•22, SG•27, SG•32, 440–441, 451e–451f, 459d, 466–467, 467b, 473d</p> <p>Writing to Sources: Unit 1: 26–27, 30–33 Unit 4: 112–113, 122–123</p>

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<p>W.5.3 Write narrative pieces (diary entry, dialogue, plays, descriptive pieces, about an experience, about a hero) to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
<p>W.5.3a Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 76–77, 222, 310–311, 346 SE 2: 40, 128, 190, 362, 396</p> <p>TE 1: 76–77, 81d–81e, WP•4–WP•5 TE 2: 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 TE 3: 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f TE 4: 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 61d, 70–71, 71a, 117d–117e, SG•54, SG•59, SG•64 TE 5: 197b, SG•22, SG•27, SG•32, SG•70, SG•75, SG•80 TE 6: 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>Writing to Sources: Unit 2: 38–39, 42–43, 46–47, 48–49, 50–51, 58–59, 62–65 Unit 6: 166–167, 170–171, 172–173, 174–175, 178–179, 182–183, 186–187, 190–193, 194–195</p>

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W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<p>SE 1: 47, 196–197, 222, 280–281, 310–311, 346 SE 2: 40–41, 128–129, 338, 362–363, 396–397, 460–461</p> <p>TE 1: 46–47, 76–77, 77a, SG•38, SG•39, SG•42, SG•43, SG•48, UR•14–UR•15 TE 2: 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 TE 3: 327e–327f, 346–347, 347a, 347b–347c, 353p–353q, SG•4, SG•5 TE 4: 23e–23f, 40–41, 41a, 45d–45e, 107e–107f, 135i, SG•54, SG•59, SG•62, SG•64</p> <p>TE 5: SG•22, SG•27, SG•32, SG•70, SG•74, SG•80 TE 6: 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>Writing to Sources: Unit 2: 38–39, 42–43, 48–49, 52–53, 58–59, 62–65 Unit 6: 166–167, 174–175, 176–177, 178–179, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>
W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<p>TE 1: 23e–23f, 28e–28f, 44–45, 45a, WP•6 TE 2: 213d–213e, 287d–287e TE 3: SG•32 TE 6: 401d–401e, 449d–449e</p> <p>Writing to Sources: Unit 2: 46–47, 48–49, 54–55, 58–59 Unit 6: 166–167, 182–183, 186–187, 190–193</p>
W.5.3d Establish relationships among setting, characters, theme, and plot.	<p>TE 1: 65d–65e, 76–77, 77b–77c, 301d–301e, 310–311 TE 6: 347e–347f, 355d–355e, 362–363, 363a, 363b–363c, 369d–369e, 369p–369q</p>

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W.5.3e Use time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator, depicting conflicts and resolutions.	TE 2: 291e-291f, 301d-301e, 310-311, 311a, 311b-311c, 317d-317d, 317p-317q
W.5.3f Use concrete words and phrases and sensory details to convey experiences and events precisely.	<p>SE 1: 196–197, 252–253, 280–281, 310–311, 346–347</p> <p>SE 2: 103, 128–129, 190–191, 255, 283, 396</p> <p>TE 1: 65d–65e, 76–77, 77a, 77b–77c, 81p–81q, SG•54, SG•55, SG•58, SG•59, SG•64, WP•6–WP•7</p> <p>TE 2: 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</p> <p>TE 3: 346–347, 347a, SG•6, SG•7, SG•10, SG•11, SG•16, 401d–401e, 440–441, 441a, 441b–441c</p> <p>TE 4: 45d–45e, 49e, 71a, 71b, 107e–107f, 117d–117e, 128–129, 129a, 129b–129c, 135d–135e</p> <p>TE 5: 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</p> <p>TE 6: 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>Writing to Sources:</p> <p>Unit 2: 46–47, 48–49, 52–53, 58–59, 60–61</p> <p>Unit 6: 168–169, 170–171, 172–173, 176–177, 180–181, 184–185, 186–187, 188–189, 190–193, 194–195</p>

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W.5.3g Provide a conclusion that flows from the narrator’s experiences or events.	SE 1: 222 SE 2: 362–363 TE 1: 76–77, 77a, 81d–81e TE 2: 213d–213e, 222–223, 223a, 280–281, 281a, 281b–281c TE 4: 49e, 71b, 129a TE 6: 383d–383e, 467e Writing to Sources: Unit 2: 58–59, 62–65 Unit 6: 186–187
W.5.4 Write poetry (descriptive poem, historical poem) based on reading a wide variety of grade level appropriate published poetry.	TE 2: 233e-233f, 243d-243e, 252-253, 253a, 253b-253c, 257d-257e, 257p-257q TE 4: 107e-107f, 117d-117e, 128-129, 129a, 129b-129c, 135d-135e, 135p-135q TE 5: 171e-171f, 181d-181e, 190-191, 191a, 191b-191c, 197d-197e, 197p-197q
W.5.5 Write plays using personification, setting, and actions and thoughts that reveal important character traits.	TE 3: 327e-327f, 337d-337e, 346-347, 347a, 347b-347c, 353d-353e, 353p-353q
W.5.6 Write prayers using personal reflection based on scripture readings.	Scott Foresman Reading Street prepares students for writing personal reflections. TE 1: WP1-WP10 TE 2: 261e-261f, 271d-271e, 280-281, 281a, 281b-281c, 287d-287e, 287p-287q TE 4: 139e-139f, 147d-147e, 154-155, 155a, 155b-155c, 161d-161e, 161p-161q TE 6: 321e-321f, 329d-329e, 338-339, 339a, 339b-339c, 243d-343e, 343p-343q, 437e-437f, 449d-449e, 460-461, 461a, 461b-461c, 467d-467e, 467p-467q

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<i>Production and Distribution of Writing</i>	
<p>W.5.7 Produce clean and coherent writing, using linguistic structures and textual features in which the development and organization are appropriate to task, purpose, and audience in both narrative and informational text.</p>	<p>SE 1: 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>SE 2: 40–41, 70–71, 96–97, 128–129, 154–155, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363–396–397, 426–427, 460–461</p> <p>TE 1: 23e–23f, 33d–33e, 44–45, 45a, 53b, 77b–77c, 81d–81e, 85e–85f, 102–103, 103a, 103b–103c, 125d–125e, 139b, SG•54, SG•55, SG•58, SG•59, SG•64, 143e–143f, 153d–153e, 163b–163c, 169b, 169p–169q</p> <p>TE 2: 201d–201e, SG•16, 213d–213e, 223b–223c, SG•32, 243d–243e, 253b–253c, SG•48, 280–281a, 284–285a, SG•80, UR•15, UR•25, UR•35, UR•45, UR•55</p> <p>TE 3: 337d–337e, 353d–353e, 380–381, 381a, 381b–381c, 387p–387q, SG•30, SG•31, 391e–391f, 414–415, 415a, 415b–415c, 423p–423q, 427e–427f, 440–441, 441a, 447p–447q, SG•53, SG•59, SG•62, 451e–451f, 459d–459e, 465d, 473p–473q, WP•2–WP•3, WP•6–WP•7, WP•10</p> <p>TE 4: 33d–33e, 40–41a, 41b–41c, 45d–45e, 89d–89e, 96–97, 97a, 97b–97c, 147d–147e, 154–155, 155a, 155b–155c, 161d–161e</p> <p>TE 5: 197p–197q, 218–219, 219a, 219b–219c, 227b, 227d–227e, 241d–241e, 249b, 255d–255e, SG•46, SG•47, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 283p–283q, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, WP•6–WP•7, WP•8–WP•9, WP•10</p> <p>TE 6: 321e–321f, 339b–339c, SG•16, 355d–355e, 369b, 369d–369e, SG•32, 396–397, 397a, 401a, SG•37, SG•48, 417d–417e, 427a, 427b–427c, SG•64, SG•80</p>

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<p>(Continued) W.5.7 Produce clean and coherent writing, using linguistic structures and textual features in which the development and organization are appropriate to task, purpose, and audience in both narrative and informational text.</p>	<p>(Continued) Writing to Sources: Unit 1: 8–9, 12–13, 16–17, 20–21, 26–27, 30–33, 34–35, 198–199, 208–209 Unit 2: 40–41, 44–45, 48–49, 52–53, 58–59, 62–65, 66–67, 200–201, 210–211 Unit 3: 72–73, 76–77, 80–81, 84–85, 90–91, 94–97, 98–99, 212–213, 214–215 Unit 4: 104–106, 108–109, 112–113, 116–117, 122–123, 126–129, 130–131, 202–203, 216–217, 222–223 Unit 5: 136–137, 140–141, 144–145, 148–149, 154–155, 158–161, 162–163, 204–205, 218–219, 220–221, 224–225 Unit 6: 168–169, 172–173, 176–177, 180–181, 186–187, 190–193, 194–195, 206–207</p>
<p>W.5.8 Exhibit individual style and voice to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).</p>	<p>TE 1: 76-77, 77b-77c, 132-133a, 133b-133c, WP6, WP8 TE 2: 280-281, 281a, 281b-281c, 310-311, 311b-311c, 317d-317e, WP6, WP8 TE 3: 433d-433e, 440-441a, 441b-441c, WP8 TE 4: 128-129, 129b-129c, 154-155, 161d-161e, WP8 TE 5: 283d-283e, WP6, WP8 TE 6: 338-339, 338b-338c, 362-363, 363a, 363b-363c, 396-397, 397a, 397b-397c, 460-461, 461b-461c, WP8</p>
<p>W.5.9 Use a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (roles and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).</p>	<p>TE 1: 33d-33e, 65d-65e, 125d-125e, 153d-153e, WP5, WP6 TE 2: 189d-189e, 271d-271e, 301d-301e, WP5 TE 3: 433d-433e, 459d-459e, WP5, WP6 TE 4: 117d-117e, 147d-147e, WP5, WP6 TE 5: 241d-241e TE 6: 329d-329e, 355d-355e, 383d-383e, 449d-449e, WP5, WP6</p>

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<p>W.5.10 With guidance and support from peers and adults as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; edit and proofread using grade level checklists.</p>	<p>TE 1: 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>TE 2: 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>TE 3: 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>TE 4: 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>TE 5: 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>TE 6: 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>Writing to Sources: Unit 1: 30–33, 198–199, 208–209 Unit 2: 62–65, 200–201, 210–211 Unit 3: 94–97, 212–213, 214–215 Unit 4: 126–129, 202–203, 216–217, 222–223 Unit 5: 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 190–193, 206–207, 226–227</p>

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<p>W.5.11 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, flow of ideas and craft such as titles, leads, endings, and powerful verbs.</p>	<p>TE 1: 49d, 109d, 139d, 169d, WP8 TE 2: 201e, 229d, 257e, 287d-287e, WP8 TE 3: 353d, 423d, 447d, 473d, WP8 TE 4: 45e, 75d, 103e, 135d, WP8, WP9 TE 5: 197d, 227d, 255d, 311d, WP8 TE 6: 343d, 369e, 401d, 467d, WP8</p>
<p>W.5.12 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TE 1: 33b–33c, 49b–49c, 139b, WP•8, WP•9, WP•10 TE 2: 201b, 229b, 287b, 317b, WP•8, WP•9, WP•10 TE 3: 353b, 401b, 423b–423c, SG•60, SG•63, SG•69, SG•76, SG•77, SG•78, SG•79, WP•10 TE 4: 33b, 45b, 49b, 127d, 135b, 159a, 161b, WP•9, WP•10 TE 5: SG•14, SG•63, 311b, WP•8–WP•9 TE 6: 343b, 433b, 467b, WP•8, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35, 198–199, 208–209 Unit 2: 66–67, 200–201, 210–211 Unit 3: 98–99, 212–213, 214–215 Unit 4: 130–131, 216–217, 222–223 Unit 5: 162–163, 204–205, 218–219, 220–221, 224–225 Unit 6: 194–195, 206–207, 226–227</p>

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<p>W.5.13 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TE 1: 23b, 33b, 43d, 49b, 49n, 75d, SG•22, SG•23, SG•26, SG•27, SG•32, 85b, 113b, 131c, 143b, SG•76, SG•77 TE 2: 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 TE 3: 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 TE 4: 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 TE 5: 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 TE 6: 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•2–WP•3</p> <p>Writing to Sources: Unit 1: 20–21, 30–31 Unit 2: 44–45 Unit 3: 72–73, 88–89, 94–97 Unit 4: 112–113 Unit 5: 144–145 Unit 6: 168–169, 180–181</p>

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Research to Build and Present Knowledge	
W.5.14 Use the writing process to produce and present a research project including a teacher-approved topic, narrowed focus question, and hypothesis.	TE 6: WP1, WP2-WP3, WP4-WP5, WP6, WP7-WP8, WP9, WP10
W.5.15 Recall relevant information from experiences or gather relevant information from print and digital sources;	
W.5.15a Organize the relevant information according to central ideas and supporting details.	TE 1: 49b, 81b, 109b, 139b, 169b TE 2: 201b, 229b, 257b, 287b, 317b TE 3: 353b, 387b, 423b, 447b, 473b TE 4: 45b, 75b, 103b, 135b, 161b TE 5: 197b, 227b, 255b, 283b, 311b TE 6: 343b, 369b, 401b, 433b, 467b, WP6
W.5.15b Summarize or paraphrase information in notes and finished work, and provide a list of sources.	TE 1: 49b, 81b, 125b, 131d TE 2: 213b, 251d TE 3: 337b, 371b TE 4: 33b, 117b TE 5: 181b, 201e-201f, 211b, 211d-211e, 218-219, 219a, 219b-219c, 227b, 227d-227e, 227p-227q TE 6: 329b, 383b, 401b, WP3, WP6, WP8

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<p>W 5.16 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE 1: 42, 100, 130, 160, 194, 220, 250, 278, 308, 344, 358, 378, 445, 464 SE 2: 68, 126, 152, 188, 194, 216, 246, 274, 302, 336, 341, 360, 394, 424, 459</p> <p>TE 1: 74–75, 75a, 100–101, 101a, 104c–104d, 130–131, 131a, 160–161 TE 2: 194–195, 201b, 220–221, SG•22, SG•27, SG•32, 250–251, 251a, 278–279, 279a, 308–309, 309a TE 3: 344–345, 345c, 348c–348d, 358–359, 378–379, 412–413, 413a, 464–465, SG•43, SG•48, SG•64, SG•80 TE 4: 38–39, 39a, 68–69, 71a, 75d–75e, 94–95, SG•46, 126–127, 152–153 TE 5: SG•16, 211d–211e, 216–217, 217a, 217c, 246–247, 274–275, 275a, 280–281, 281a, 302–303 TE 6: 336–337, 337a, 360–361, 361a, 394–395, 395a, 405e–405f, 424–425, 425a, 426–427, 427a, 458–459, 459a</p> <p>Writing to Sources: Unit 1: 28–29, 30–33, 198–199, 208–209 Unit 2: 60–61, 62–65, 200–201, 210–211 Unit 3: 92–93, 94–97, 212–213, 214–215 Unit 4: 124–125, 126–129, 202–203, 216–217, 222–223 Unit 5: 156–157, 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 188–189, 190–193, 206–207, 226–227</p>

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<p>W.5.17 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>SE 1: 42, 44–45, 76–77, 100, 102–103, 130, 132–133, 160, 162–163, 194, 196–197, 220, 222–223, 250, 252–253, 278, 280–281, 308, 310–311, 344, 346–347, 358, 378, 380–381, 414–415, 440–441, 445, 464, 466–467</p> <p>SE 2: 40–41, 68, 70–71, 96–97, 126, 128–129, 152, 154–155, 188, 190–191, 194, 216, 218–219, 246, 248–249, 274, 276–277, 302, 304–305, 336, 338–339, 341, 360, 362–363, 394, 396–397, 424, 426–427, 459, 460–465</p> <p>TE 1: 49p–49q, SG•42, SG•43, 139p–139q, 169p–169q</p> <p>TE 2: 179e–179f, 198–199, 199a, 201i, SG•6, SG•11, 213d–213e, 220–221, 221a, 223b–223c, 229d–229e, 229p–229q, 233e–233f, 257p–257q, 280–281, 281a, 284–285, 285a, 287p–287q, SG•54, SG•59, SG•64, 301d–301e, 308–309, 309a, 317d–317e, 317n, 317p–317q, 321a, UR•15, UR•25, UR•35, UR•45, UR•55, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10</p> <p>TE 3: 344–345, 345a, 401d–401e, 414–415, 415a, SG•37, SG•43, SG•47, SG•48, 440–441, 441a, 447p–447q, SG•64, 473p–473q, SG•69, SG•78, SG•80</p> <p>TE 4: 23e–23f, 33d–33e, 39d, 45n, 45p–45q, 49f, 73a, 75o, 79b, 79e–79f, 89d–89e, 95d, 96–97, 97a, 97b–97c, 101a, 103b, 103d–103e, 103p–103q, SG•38, 107e–107f, 128–129, 129a, 135p–135q, SG•54, 139e–139f, 147d–147e, 152–153, 154–155, 155b–155c, 161d–161e, 161p–161q, SG•70, SG•75, SG•80</p> <p>TE 5: 171e–171f, 188–189, 189a, 197p–197q, SG•16, 216–217, 217a, 217d, 224–225, 225a, 227p–227q, SG•27, SG•31, SG•32, 246–247, 255p–255q, SG•38, SG•48, 269d–269e, 274–275, 275a, 283p–283q, SG•60, SG•63, SG•64, 302–303a, 303d, 304–305a, 309a, 311p–311q, SG•77, UR•15, UR•25, UR•35, UR•45, UR•55</p>

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<p>(Continued) W.5.17 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>(Continued) TE 6: 343p–343q, SG•5, SG•11, SG•16, 369p–369q, SG•27, SG•32, 401p–401q, SG•43, 405b, 433d–433e, 433p–433q, 437b, 458–459, 459a, 459d, 461b–461c, 467p–467q, SG•69, SG•75, SG•80, UR•15, UR•55</p> <p>Writing to Sources: Unit 1: 30–33, 198–199, 208–209 Unit 2: 62–65, 200–201, 210–211 Unit 3: 94–97, 212–213, 214–215 Unit 4: 126–129, 202–203, 216–217, 222–223 Unit 5: 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 190–193, 206–207, 226–227</p>
<i>Handwriting</i>	
<p>W.5.18 Use cursive writing to write legibly across all content areas.</p>	<p>Students apply in all writing activities and exercises.</p> <p>TE 1: 23d, 53d, 85d, 113d, 143d TE 2: 179d, 205d, 233d, 261d, 291d TE 3: 327d, 357d, 391d, 427d, 451d TE 4: 23d, 49d, 79d, 107d, 139d TE 5: 171d, 201d, 231d, 259d, 287d TE 6: 321d, 347d, 373d, 405d, 437d</p>

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SPEAKING AND LISTENING	
<i>Comprehension and Collaboration</i>	
S.L.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.	
S.L.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SE 1: 49, 139, 257, 287, 317, 447 SE 2: 197, 227, 311, 343, 433 TE 1: 42–43, 48–49, 49a, 49n, 80–81, 81a, 81n, 139n TE 2: 194–195, SG•16, 229n, SG•32, SG•48, 272c–272d, 286–287, 287n, 308–309, 316–317, 317a, SG•80 TE 3: 382c, 423b, SG•53, SG•62, SG•63, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: 68–69, 75n, 103n, 152–153, 153a, 161a, 161n TE 5: 188–189, 189a, 226–227, 255n–255o, 274–275, 275a, 278c–278d, 282–283, 283a, 283n TE 6: 343a, SG•16, SG•32, SG•43, SG•48, 428c–428d, SG•64, 458–459, 467n, SG•80
S.L.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	SE 1: 49, 81, 109, 139, 169, 201, 229, 257, 287, 317, 353, 387 SE 2: 45, 75, 197, 255, 311, 343, 433 TE 1: 48–49, 49a, 49n, 80–81, 81n, 138–139, 139n, 169n TE 2: 201a, 201n, 229a, 229n, 257n, 287a, 287n, 317a, 317n TE 3: 353n, 387n, 423n, SG•37, SG•42, 447a, 447n, 473a, 473n TE 4: 45a, 49b, 75n, 103a, 103n, 135a, 135n, 161a, 161n TE 5: 196–197, 197a, 197n, 255n, 283n, 311a, 311n TE 6: 343n, 369n, 401a, 401n, 433n, 467n Writing to Sources: Unit 1: 32–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195

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<p>S.L.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>SE 1: 49, 169, 201, 287, 317 SE 2: 75, 103, 135, 161, 197, 283, 369</p> <p>TE 1: 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 TE 2: 201a, 201n, 229n, 287a, 287n, SG•59, 316–317, SG•70, SG•71 TE 3: 325a, 353n, 355a, 422–423, 423a, 439b–439c, 446–447, SG•55, SG•58, SG•64, 451a–451b, 452a–452b, 473n–473o TE 4: 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 TE 5: 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 TE 6: 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>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
<p>S.L.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SE 1: 139, 317, 387 SE 2: 75, 197, 227, 283, 311, 343, 433</p> <p>TE 1: 74–75, 75a, SG•22, SG•23, SG•26, SG•27, SG•32, 111a–111b, SG•74–SG•75 TE 2: SG•7, SG•10, SG•16, 386–387, SG•55, SG•59 TE 3: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: SG•2, 103a TE 5: 282–283, 283a TE 6: 343a, 433a, 467n</p>

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S.L.5.2 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.	TE 1: 43d, 49a, 109n, 139n, 169n TE 2: 201n, 229a, 229n, 257a, 257n, 287a, 287n, 317a, 317n TE 3: 353a, 353n, 387a, 387n, 423n, 447a, 447n, 473n TE 4: 45n, 75a, 75n, 103a, 103n, 135a, 161a TE 5: 49n, 197a, 227a, 227n, 255a, 255n, 283n TE 6: 343a, 343n, 369a, 401a, 401n, 433n, 467n
S.L.5.3 Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.	TE 1: 48-49, 49a, 80-81, 81a, 108-109, 109a, 138-139, 139a, 168-169, 169a TE 2: 200-201, 201a, 228-229, 229a, 256-257, 257a, 286-287, 287a TE 3: 352-353, 353a, 386-387, 387a, 422-423, 423a, 446-447, 447a, 472-473, 473a TE 4: 44-45, 45a, 74-75, 75a, 102-103, 103a, 134-135, 135a, 160-161, 161a TE 5: 196-197, 197a, 226-227, 227a, 254-255, 255a, 282-283, 283a, 310-311, 311a TE 6: 342-343, 343a, 368-369, 369a, 400-401, 401a, 432-433, 433a, 466-467, 467a
S.L.5.4 Respond to multiple text types by analyzing oral and written themes, universal truths, content, interpreting the message, and devaluating the purpose.	TE 1: 83c, 84-85, 88-89, 89a, 90-91, 96c, 96-97, 100-101 TE 2: 208-209, 214a, 214c, 215a, 216-217, 217a, 218-219, 220-221, 234d, 248-249, 257i, 289c, 290-291 TE 3: 428-429, 430-431, 431a, 433a, 434c, 436-437, 438-439 TE 4: 36-37, 66-67, 124-125, 126-127, 150-151 TE 5: 186-187, 188-189, 214-215 TE 6: 334-335, 358-359, 392-393, 422-423, 456-457

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S.L.5.5 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TE 1: 20–21, 34c–34d, 50–51, 66c–66d, 109, 126c–126d, 154c–154d TE 2: 221a, 226–227, 227a, 302c–302d TE 3: 386–387, SG•64, 473l, UR•38–UR•39 TE 4: 53a, 62c–62d, 102–103, 103b, SG•44, SG•73 TE 5: 282–283, 283a, 283n TE 6: 432–433, 467a Writing to Sources: Unit 2: 66–67
S.L.5.6 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TE 1: SG•10–SG•11 TE 3: 353a, SG•6, SG•7, SG•11, SG•16, 357e–357f, 380–381, 425a–425b TE 4: 72c, 103a TE 5: SG•11, SG•16
S.L.5.7 Be aware of their role in discerning appropriate listening, viewing, and speaking habits that are in line with Catholic teaching.	TE 1: 48-49, 49a, 49n, 80-81, 81a, 81n, 108-109, 109a, 109n, 138-139, 139a, 139n, 168-169, 169a, 169n TE 2: 200-201, 201a, 201n, 228-229, 229a, 229n, 256-257, 257a, 257n, 286-287, 287a, 287n, 317n TE 3: 352-353, 353a, 353n, 386-387, 387a, 387n, 422-423, 423a, 423n, 446-447, 447a, 447n, 472-473, 473a, 473n TE 4: 44-45, 45a, 45n, 74-75, 75a, 75n, 102-103, 103a, 103n, 134-135, 135a, 135n, 160-161, 161a, 161n TE 5: 196-197, 197a, 197n, 226-227, 227a, 227n, 254-255, 255a, 255n, 282-283, 283a, 283n, 310-311, 311a, 311n TE 6: 342-343, 343a, 343n, 368-369, 369a, 369n, 400-401, 401a, 401n, 432-433, 433a, 433n, 466-467, 467a, 467n

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<i>Presentation of Knowledge and Ideas</i>	
<p>S.L.5.8 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>SE 1: 139, 201, 229, 387 SE 2: 45, 135, 311, 343</p> <p>TE 1: 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>TE 2: 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>TE 3: 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>TE 4: 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>TE 5: 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>TE 6: 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>

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<p>(Continued) S.L.5.8 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>(Continued) Writing to Sources: Unit 1: 34–35 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163</p>
<p>S.L.5.9 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SE 1: 169, 473 SE 2: 227</p> <p>TE 1: SG•38, SG•39, SG•42, SG•43, SG•48 TE 2: SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80 TE 3: 338a, SG•11, SG•16, SG•38, SG•42, SG•54, SG•59, SG•64, 468c–468d, 473l–473m, SG•70, SG•80 TE 4: 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 TE 5: 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 TE 6: 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>Writing to Sources: Unit 1: 34–35 Unit 5: 162–163 Unit 6: 194–195</p>

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<p>S.L.5.10 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>SE 1: 49, 81, 109, 139, 201, 229, 257, 287, 353, 387, 423, 447, 473 SE 2: 45, 75, 103, 135, 161, 197, 227, 255, 283, 433</p> <p>TE 1: SG•54, SG•55, SG•58, SG•59, SG•64 TE 2: 201a, SG•6, SG•11, SG•16, 229a, 229n, 257a, SG•48, SG•64 TE 3: 386–387, SG•64, 449a–449b, 472–473, 473a, SG•69, SG•78, SG•79, SG•80 TE 4: 44–45, 102–103, 103a, SG•38, SG•43, SG•48, SG•54, SG•59, 161a, 161n, SG•70, SG•75, SG•80 TE 5: 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 TE 6: 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>Writing to Sources: Unit 4: 130–131 Unit 6: 194–195</p>
<p>S.L.5.11 Plan and deliver persuasive presentations or reports using information with an organizational pattern for a specific purpose that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.</p>	<p>TE 1: 49n, 81n, 108-109, 109a, 109n, 139n, 168-169, 169a, 169n TE 2: 201n, 228-229, 229a, 229n, 257n, 287n, 317n TE 3: 352-353, 353a, 353n, 387n, 423n, 447n, 472-473, 473a, 473n TE 4: 44-45, 45a, 45n, 74-75, 75a, 75n, 103n, 135n, 161n TE 5: 197n, 227n, 255n, 283n, 310-311, 311a, 311n TE 6: 342-343, 343a, 343n, 369n, 401n, 433n, 467n</p>

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<i>Oral Prayer</i>	
S.L.5.12 Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.	Scott Foresman Reading Street prepares students for using good speaking habits. TE 1: 48-49, 49a, 49n, 80-81, 81a, 81n, 108-109, 109a, 109n, 138-139, 139a, 139n, 168-169, 169a, 169n TE 2: 200-201, 201a, 201n, 228-229, 229a, 229n, 256-257, 257a, 257n, 286-287, 287a, 287n, 317n TE 3: 352-353, 353a, 353n, 386-387, 387a, 387n, 422-423, 423a, 423n, 446-447, 447a, 447n, 472-473, 473a, 473n TE 4: 44-45, 45a, 45n, 74-75, 75a, 75n, 102-103, 103a, 103n, 134-135, 135a, 135n, 160-161, 161a, 161n TE 5: 196-197, 197a, 197n, 226-227, 227a, 227n, 254-255, 255a, 255n, 282-283, 283a, 283n, 310-311, 311a, 311n TE 6: 342-343, 343a, 343n, 368-369, 369a, 369n, 400-401, 401a, 401n, 432-433, 433a, 433n, 466-467, 467a, 467n
LANGUAGE	
<i>Conventions of Standard English</i>	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	SE 1: 467 SE 2: 363 TE 1: 113d, 125c, 131e, 139c, 139o TE 3: SG•5, 451d, 459c, 465e, 466-467, 473c, 473o, SG•70, SG•75, SG•80, UR•54-UR•55 TE 6: 329c, 337e, 343c, 343o, SG•11, SG•16, 347d, 355c, 361e, 362-363, 369c, 369o, 369p-369q, SG•22, SG•27, SG•32, UR•14-UR•15, UR•24-UR•25
L.5.1b Identify and use compound subjects and predicates.	TE 1: 53d, 65c, 75e, 81c, 81o
L.5.1c Recognize and use appropriate proper nouns and pronouns, articles and conjunctions.	TE 1: 143d, 153c, 161e, 169c, 169o, 169p TE 4: 23d, 33c, 39e, 45c, 45o, 45p, 49d, 61c, 69e, 75c, 75o, 75p, 79d, 89c, 95e, 103c, 103o, 103p, 107d, 117c, 127e, 135c, 135o, 139d, 147c, 153e, 153e, 153e, 161c, 181o, 181p TE 5: 201d, 211c, 217e, 227c, 227o, 227p TE 6: 347d, 355c, 361e, 369c, 369o, 369p

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L.5.1d Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked, I will have walked</i>).	TE 3: 345e, 357d, 371c, 387c, 387o, SG•26, SG•32, 427b, 433c, 439e, 447c
L.5.1e Use verb tense to convey various times, sequences, states, and conditions.	SE 1: 347, 381, 414–415 TE 2: 233d, 243c, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287o, SG•54, SG•59, SG•64, UR•34, UR•44 TE 3: 327d, 345e, 346–347, 347a, 353c, 353o, SG•6, SG•11, SG•16, 357d, 371c, 379e, 380–381, 387c, 387o, 387p–387q, SG•22, SG•26, SG•32, 391c, 401c, 414–415, 423p, 427b, 433c, 439e, 447c, 447o, SG•54, SG•59, SG•64, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35 TE 4: UR•10–UR•11, UR•13
L.5.1f Recognize and correct inappropriate verb tense.	TE 3: 327d, 337c, 345e, 353c, SG•6, SG•16, 357d, 371c, 379e, 387c, 387o, SG•22, 427b, 433c, 439e, 447c, 447o
L.5.1g Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	SE 2: 363 TE 6: 347d, 355c, 361e, 369c, 369o, SG•22, SG•32, UR•24–UR•25
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a Use punctuation to separate items in a series.	TE 5: WP•8–WP•9 TE 6: 373d, 383c, 395e, 401c, 401o, UR•34–UR•35
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	TE 1: 95c TE 6: 373d, 383c, 395e, 401c, 401o, 401p, 460–461, UR•34–UR•35
L.5.2c Use a comma to set off words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)	TE 6: 373d, 383c, 395e, 401c, 401o, 401p, UR•34–UR•35, UR•44
L.5.2d Use commas between two independent clauses.	TE 1: 113d, 125c, 131e, 139c, 139o TE 3: 1 TE 4: 1 TE 5: 1 TE 6: 1

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L.5.2e Use possessive apostrophes and correct end marks.	TE 1: 23d, 33c, 43e, 49c, 49o TE 2: 205d, 213c, 221e, 229o, 229p, UR24 TE 4: 79d TE 6: 405d, 417c, 425e, 433c, 433o, 433p, 437d, 499c
L.5.2f Use colons to separate hours and minutes and to introduce a list.	TE 6: 437d, 449c, 459e
L.5.3g Use hyphens in compound and number words.	TE 1: 61a TE 6: 437d, 449c, 459e, 467c, 467o, UR54
L.5.2h Use underlining, quotation marks, or italics to indicate titles of works.	SE 2: 427 TE 3: 427e–427f TE 6: 405d, 405e–405f, 417c, 425e, 433c, 433o, SG•59, SG•64, 449c, 459e, 467c, 467o
L.5.2i Spell grade-appropriate words correctly, consulting references as needed.	TE 1: 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 TE 2: 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 TE 3: 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 TE 4: 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 TE 5: 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 TE 6: 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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<i>Knowledge of Language</i>	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TE 1: 81p–81q, 109d–109e, 169d–169e TE 2: 201d–201e, 229d–229e TE 3: 381b, WP•8–WP•9 TE 4: 61e, 71a, 71b, 75d TE 5: 249b–249c TE 6: 369p, 401d–401e, UR•24–UR•25
L.5.3b Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	TE 3: 332–333, 340–341, 349a, 452d, 473i TE 6: 380–381, 386–387, 446–447, 452–453
<i>Vocabulary Acquisitions and Use</i>	
L.5.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
L.5.4a Use context as a clue to the meaning of a word or phrase.	SE 1: 24, 48, 54, 80, 114, 138 SE 2: 50, 74, 80, 102, 108, 134, 232, 254, 260, 282, 406, 432 TE 1: 24e, 24–25, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 51a–51b, 54e, 56–57, 57a, 62–63, 63a, 70–71, 71a, 81a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•30, SG•31, 85a, 86a, 86–87, 92–93, 93a, 104a–104b, 108–109, SG•36, SG•37, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 113a–113b, 114e, 114–115, 139a, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•62, SG•63, 144e, 144–145, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 169h–169i, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53 TE 2: 180e, 190–191, 191a, 201a, 201h, SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 237a, 254b, SG•36, SG•46, 262e, 266–267, 267a, 273a, 287h, SG•52, SG•62, 289a–289b, 306–307, SG•68, SG•69, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•40–UR•41, UR•43

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<p>(Continued) L.5.4a Use context as a clue to the meaning of a word or phrase.</p>	<p>(Continued) TE 3: 328e, 332–333, 333a, 353h–353i, 392e, 400–401, 401a, 402–403, 403a, 423a, 423h–423i, SG•46, SG•47, 428e, 428–429, 447a, 460a–460b, UR•10–UR•11, UR•12–UR•13, UR•30–UR•31, UR•32–UR•33 TE 4: 34a–34b, SG•9, SG•14, 47a–47b, 49a, 50e, 60–61, 61c, 64–65, 72a, 75a, SG•24, SG•25, SG•30, SG•31, 80e, 80–81, 84–85, 103a, SG•36, SG•37, SG•41, SG•46, 105a–105b, 108e, 115a, 122–123, 123a, 135a, 135h, SG•52, SG•57, SG•62, 140e, 140–141, 145a, SG•68, SG•73, SG•78, UR•21, UR•22, UR•30–UR•31, UR•32–UR•33, UR•36–UR•37, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53 TE 5: SG•4, SG•14, 231a, 232e, 255a, 260e, 260–261, 268–269, 269a, 282–283, 283a, UR•30–UR•31, UR•40–UR•41, UR•42–UR•43 TE 6: 322a–322b, 340a–340b, SG•4, SG•9, SG•14, 348c–348d, 353a, SG•20, 371a–371b, 398a–398b, SG•41, 406e, 414–415, 415a, 418–419, 422–423, 433a, 433h, 438e, 441a, 449c, 450c, 450–451, 451a, 467a, 467h, SG•68, SG•73, SG•78, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53</p>

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<p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p>	<p>SE 1: 234, 256, 358, 386 SE 2: 172, 196</p> <p>TE 1: 49h–49i, 54c–54d, 81i, 104a TE 2: 234c–234d, 234e, 234–235, 240–241, 241a, 254a, 257a, 257h, 257i, UR•30–UR•31, UR•33 TE 3: 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 TE 4: 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 TE 5: 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 TE 6: 373c, 374e, 383c, 388–389, 389a, 401a, 401h, UR•14, UR•30–UR•31, UR•33</p>
<p>L.5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>SE 1: 86, 108, 206, 228 SE 2: 202, 226, 322, 342</p> <p>TE 1: 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 TE 2: 180c, 206e, 209a, 214–215, 215a, 218–219, 229a, 234e, UR•11, UR•20–UR•21, UR•23, UR•30–UR•31 TE 3: 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 TE 4: SG•4, 80c–80d, 88–89, SG•36, 108c–108d, 127c, 161a TE 5: 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 TE 6: 322e, 322–323, 326–327, 327a, 343a, 348c, 438c, UR•10–UR•11, UR•13</p>

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L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a Interpret figurative language, including similes and metaphors, in context.	SE 1: 442–443 SE 2: 312–313, 468 TE 1: 64–65, 66–67, 92–93, 93a, 117a, 135a, UR•12–UR•13 TE 2: 234d, 244a TE 3: 428d, 431a, 447d–447e, 447i TE 4: 50d, 75i, 80d, 86–87, 103i, 128–129, 140d, 145a, 161i, 164–165, 165a, SG•78 TE 5: 171e–171f, 260d, 283i, 288d, 311i TE 6: 470–471, 471a
L.5.5b Recognize and explain the meanings of common idioms, adages, and proverbs.	SE 1: 80, 168, 286, 352, 422 SE 2: 74 TE 1: 81a, 114c–114d, 126–127, 127a, 139i, 169a TE 2: 287a TE 3: 332–333, 351a, 353a, 423a TE 4: 24d, 45i, 50d, 75a, 114–115, 115a, 140c–140d, 161i TE 5: 181a, 232d, 255i TE 6: 444–445
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	SE 1: 24, 48, 54–55, 114–115, 138, 428–429, 446 SE 2: 80, 102 TE 1: 24e, 24–25, 32–33, 33a, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 54e, 57a, 62–63, 63a, 81h, 96a–96b, 114c–114d, 114e, 114–115, 124–125, 125a, 139a, 139i, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43 TE 2: SG•12, 234a, SG•60 TE 3: 328c–328d, 339a, 401d–401e, 428e, 428–429, 431a, 432–433, 447a, 447i, UR•40–UR•41, UR•43 TE 4: 34a, 42a–42b, 62a–62b, 80e, 80–81, 88–89, 89c, 103a, 103h, 103o, 130a–130b, UR•30–UR•31, UR•33 TE 6: 322b, SG•12, 374a, 384a, 438e, 450a, 450–451, 451a, 467a, 467h, UR•50–UR•51, UR•52–UR•53

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<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>TE 1: 21a–21b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 54a–54b, 66a–66b, 78a–78b, SG•18, SG•19, SG•20, SG•21, SG•28, SG•29, 83a–83b, 86a–86b, 96a–96b, 104a–104b, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•46, SG•47, 111a–111b, 114a–114b, 126a–126b, 134a–134b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 141a–141b, 144a–144b, 154a–154b, 164a–164b, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 2: 177a–177b, 179a, 180a–180b, 190a–190b, 198a–198b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 203a–203b, 206a–206b, 214a–214b, 224a–224b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•31, 231a–231b, 233a, 234a–234b, 244a–244b, 254a–254b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•45, SG•47, 259a–259b, 261a, 262a–262b, 272a–272b, 282a–282b, SG•50, SG•51, SG•53, SG•55, SG•58, SG•60, SG•61, SG•63, 289a–289b, 292a–292b, 302a–302b, 312a–312b, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 3: 325a–325b, 327a, 328a–328b, 328c–328d, 338a–338b, 348a–348b, 355a–355b, 358a–358b, 372a–372b, 382a–382b, SG•20, SG•21, SG•26, SG•27, SG•30, SG•31, 389a–389b, 391a, 392a–392b, 402a–402b, 416a–416b, SG•34, SG•35, SG•42, SG•43, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 442c–442d, 444–445, 445a, SG•58, SG•63, 449a–449b, 452a–452b, 468a–468b, 473c, SG•66, SG•67, SG•72, SG•73, SG•76, SG•77, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>