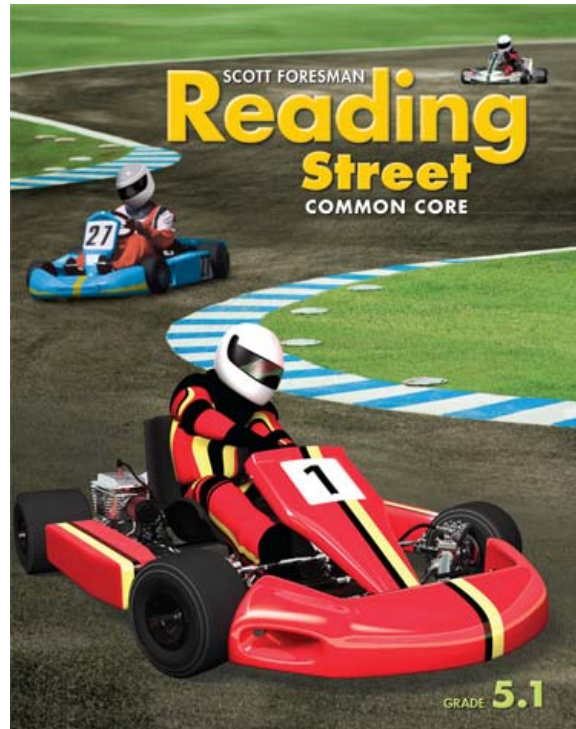


A Correlation of
**Scott Foresman
Reading Street
Common Core**
©2013



To the
**Nebraska
Academic Standards
for Language Arts
Grade 5**

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to the Nebraska Academic Standards for Language Arts**

INTRODUCTION

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

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

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

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

Writing on Reading Street

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

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

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|--|--|
| Grade 5 | |
| Reading | |
| LA 5.1 Students will learn and apply reading skills and strategies to comprehend text. | |
| LA 5.1.1 Knowledge of Print: Concept mastered at a previous grade level | Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts. |
| LA 5.1.2 Phonological Awareness: Concept mastered at a previous grade level | Concept mastered at a previous grade level according to the Nebraska Academic Standards for Language Arts. |
| LA 5.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text. | |
| LA 5.1.3.a Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words) | 5.1: 24c, 24d, 49i, 144c, 169i 5.2: 234c-234e, 234-235, 240-241, 256-257, 257a, 257h, 257i, 261c, 271c, 279e, 287c, 287o, 291c, 301c, 309e, 317c, 317o 5.3: 358e, 358-359, 364-365, 376-377, 387a, 387h, 392c, 423i, 428c, 447i, 452e, 452-453, 462-463, 472-473, 473a, 473h 5.4: 24c, 50c, 75i, 80c, 103i, 108c, 135i 5.5: 172c, 172e, 172-173, 178-179, 196-197, 197a, 197h, 197i 5.6: 347c, 355c, 361e, 369c, 369o |
| LA 5.1.4 Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression. | |
| LA 5.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension | 5.1: 21b, 22-23, 24-25, 43b, 48-49, 83b, 84-85, 86-87, 101b, 108-109, 111b, 112-113 5.2: 177b, 178-179, 180-181, 195b, 200-201, 232-233, 234-235, 251b, 256-257, UR•13 5.3: 325b, 326-327, 328-329, 345b, 352-353, 389b, 390-391, 392-393, 413b, 449b 5.4: 21b, 22-23, 24-25, 39b, 44-45, 105b, 106-107, 108-109, 127b, 134-135, 137b 5.5: 169b, 170-171, 172-173, 189b, 196-197, 199b, 200-201, 202-203, 217b, 226-227 5.6: 345b, 346-347, 348-349, 361b, 368-369, 435b, 436-437, 438-439, 459b, 466-467 |

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| LA 5.1.4.b Read words and phrases accurately and automatically | <p>5.1: 111b, 112-113, 114-115, 131b, 138-139, 151b, 142-143, 144-145, 161b, 168-169</p> <p>5.2: 203b, 204-205, 206-207, 221b, 228-229, 259b, 260-261, 262-263, 279b, 286-287</p> <p>5.3: 389b, 390-391, 392-393, 413b, 422-423, 450-451, 452-453, 465b, 472-473</p> <p>5.4: 21b, 22-23, 24-25, 39b, 44-45, 48-49, 50-51, 69b, 74-75, 137b, 138-139, 140-141</p> <p>5.5: 229a-229b, 230-231, 232-233, 247b, 254-255, 257b, 258-259, 260-261, 275b</p> <p>5.6: 319b, 320-321, 322-323, 337b, 342-343, 345b, 346-347, 348-349, 361b, 368-369</p> |
| LA 5.1.4.c Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information) | <p>5.1: 21b, 22-23, 24-25, 43b, 48-49, 83b, 84-85, 86-87, 101b, 108-109</p> <p>5.2: 177b, 178-179, 180-181, 195b, 200-201, 232-233, 234-235, 251b, 256-257, UR•13</p> <p>5.3: 325b, 326-327, 328-329, 345b, 352-353, 449b</p> <p>5.4: 105b, 106-107, 108-109, 127b, 134-135</p> <p>5.5: 169b, 170-171, 172-173, 189b, 196-197, 199b, 200-201, 202-203, 217b, 226-227</p> <p>5.6: 435b, 436-437, 438-439, 459b, 466-467</p> |
| LA 5.1.4.d Adjust oral or silent reading pace based on purpose, text difficulty, form, and style | <p>5.1: 49j-49k, 51b, 52-53, 54-55, 75b, 80-81, 81j-81k, 109j-109k, 139j-139k, 169j-169k</p> <p>5.2: 201, 201j-201k, 229j-229k, 257j-257k, 287j-287k 289b, 290-291, 292-293, 309b, 316-317, 317</p> <p>5.3: 353j-353k, 355b, 356-357, 358-359, 379b, 386-387, 387j-387k, 423j-423k, 425b, 426-427, 428-429, 439b, 446-447</p> <p>5.4: 45j-45k, 75j-75k, 77b, 78-79, 80-81, 95b, 102-103, 103j-103k, 135j-135k, 161j-161k</p> <p>5.5: 197j-197k, 227j-227k, 255j-255k, 283j-283k, 285b, 286-287, 288-289, 303b, 310-311, 311j-311k</p> <p>5.6: 343j-343k, 369j-369k, 371b, 372-373, 374-375, 395b, 400-401, 401j-401k, 433j</p> |

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|--|--|
| LA 5.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary. | |
| LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins) | 5.1: 24c, 24d, 49i, 54c, 81i, 144c, 169i 5.2: 180c, 201i, 206c, 234c-234e, 234-235, 240-241, 257a, 257h, 257i 5.3: 358e, 392c, 423i, 428c, 447i, 452e, 452-453, 462-463, 472-473, 473a, 473h 5.4: 24c, 50c, 75i, 80c, 103i, 108c, 135i 5.5: 172c, 172e, 172-173, 178-179, 197a, 197h, 197i, 232c, 255i |
| LA 5.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations | 5.1: 131d, 139p, 139q 5.2: 289c, 290-291, 296-297, 309a 5.3: 362-363, 371b, 439c, 447b 5.4: 147b, 156c, 156d, 161b 5.5: 169c, 170-171, 176-177, 180-181, 181b, 188-189, 189d, 197b 5.6: 361c, 425d, 428-429, 429a, 430-431, 431a, 435c, 436-437, 442-443, 449b, 454-455, 458-459 |
| LA 5.1.5.c Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures | 5.1: 24e, 24-25, 32-33, 40-41, 43c, 48-49, 49a, 49h, 54e, 54-55, 62-63, 63a, 144e, 148-149, 152-153, 169h, UR•50, UR•53 5.2: 176h, 221c, 251c, 262e, 309c 5.3: 328e, 332-333, 333a, 353h, 449c, 450-451, 473l-473m, UR•10, UR•13 5.4: 39c, 80d, 84-85, 103h 5.5: 189c, 232e, 232-233, 236-237, 237a, 238-239, 240-241, 254-255, 255a, 255h, 296-297 5.6: 406e, 433a, 433h, 438e, 467a, 467h |
| LA 5.1.5.d Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies) | 5.1: 114d, 135a, 139i, 144e, 144-145, 152-153, 169h 5.3: 328e, 328-329, 332-333, 353h, 422-423, 423a 5.4: 24d, 458, 74-75, 75a, 80d, 103i, 140c, 140d, 161i, 164-165 5.5: 232d, 232e, 232-233, 236-237, 254-255, 255a, 255h, 255i, 260d, 283i |

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|---|--|
| LA 5.1.5.e Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary) | <p>5.1: 43c, 86e, 86-87, 92-93, 93a, 108-109, 109a, 109b, 109h, 114c, UR•30</p> <p>5.2: 195c, 206e, 206-207, 214-215, 218-219, 227a, 227h, 229a, 229b, 229h</p> <p>5.3: 392c</p> <p>5.4: 24c, 127c, 127d</p> <p>5.5: 189c, 202e, 202-203, 210-211, 226-227, 227a, 227h</p> <p>5.6: 322e, 322-323, 326-327, 342-343, 343a, 343b, 343h</p> |
| LA 5.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text. | |
| LA 5.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text | <p>5.1: 46-47, 47a, 69a, 78-79, 104-105, 116-117, 134-135, 146-147, 164-165</p> <p>5.2: 186-187, 192-193, 259c, 260-261, 268-269, 276-277, 278-279, 287h, 287l-287m, 289c, 290-291, 304-305, 309a, 317h, 317l-317m</p> <p>5.3: 348-349, 360-361, 375a, 382-383, 394-395, 416-417, 430-431, 442-443, 460-461</p> <p>5.4: 72-73, 82-83, 98-99, 90-91, 130-131, 142-143, 156-157</p> <p>5.5: 182-183, 229c, 230-231, 242-243, 246-247, 255h, 255l-255m, 272-273</p> <p>5.6: 340-341, 350-351, 364, 376-377, 408-409, 428-429, 440-441, 462-463</p> |
| LA 5.1.6.b Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme) | <p>5.1: 21c, 22-23, 28-29, 34c, 35a, 36-37, 42-43, 43a, 49h, 49l-49m, 60-61, 70-71, 94-95, 95a, UR•8, UR•12, UR•13</p> <p>5.2: 187a, 188-189, 198-199, 199a, 238-239, 239a, 273a, 274-275, 275a, 276-277, 277a, 298-299, 302-303</p> <p>5.3: 332-333, 333a, 334-335, 335a, 336-337, 362-363, 363a, 364-365, 365a, 366-367, 367a, 369a, 383a, 384-385, 385a</p> <p>5.4: 28-29, 29a, 30-31, 31a, 32-33, 33a, 54-55, 55a, 56-57, 57a, 58-59, 59a, 60-61, 61a, 112-113, 113a, 114-115, 115a</p> <p>5.5: 169c, 170-171, 176-177, 177a, 178-179, 179a, 180-181, 181a, 184-185, 186-187, 188-189, 197h, 197l-197m, 222-223</p> <p>5.6: 378-379, 379a, 380-381, 381a, 382-383, 383a, 387a, 388-389, 389a, 390-391, 391a, 392-393, 393a</p> |

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| LA 5.1.6.c Summarize narrative text including characters, setting, plot, and theme with supporting details | 5.1: 43a, 75a, SG•34, 101a 5.2: 199a, 239a, 271a 5.3: 325c, 398-399, 399a, 404-405, 405a, 5.4: 113a, 117a 5.5: 225a 5.6: 380-381, 383a, 399a, 448-449 |
| LA 5.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm) | 5.1: 54d, 64-65, 81i, 86d, 109i, 135a, 170-171, 173a 5.2: 180d, 201i, 292d, 317i, 321a 5.3: 370-371, 428d, 447i 5.4: 50d, 75l, 80d, 103i, 104d, 161i, 163a, 164-165 5.5: 260d, 283i, 312-313 5.6: 322d, 343i, 468-469, 470-471 |
| LA 5.1.6.e Summarize and analyze the main idea from informational text using supporting details | 5.1: 123a, 126c, 154c, 161a 5.2: SG•18, SG•22, SG•24, SG•66, SG•70, SG•71, SG•76 5.3: 355c, 362-363, 363a, 368-369, 369a, 372-373, 373a, 378-379, 379a, 387h, 387l, 438-439, 439a, 471a 5.4: 77c, 86-87, 87a, 94-95, 100-101, 101a, 103l, UR•32 5.5: 214-215, 216-217, 217a, 244-245, 257c, 302-303, 303a 5.6: 330-331, 331a, 336-337, 345c, 352-353, 360-361, 367a, 369h, 369l, 412-413, 420-421, 421a, UR•12, UR•18, UR•19, UR•21, UR22, UR•23 |
| LA 5.1.6.f Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion) | 5.1: 46c, 46-47, 47a, 104c, 104-107, 107a, 122-123, 134-135 5.2: 209a, 210-211, 213a 5.3: 370-371, 397a, 457a, 458-459, 459a 5.4: 130-131, 131a, 133a, 156-157 5.5: 235a, 250-251, 291a 5.6: 324-325, 325a, 350-351, 351a, 367a, 408-409, 409a |

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| LA 5.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings) | <p>5.1: 43c, 78c, 78-79, 106-107, 134c 5.2: 221c, 251c, 309c 5.3: 449c, 450-451, 465c, 473h, 473l-473m 5.4: 39c, 78-79, 80d, 84-85, 103h, 103l-103m, 153c 5.5: 189c, 199c, 200-201, 206-207, 216-217, 227h, 227l-227m, 238-239, 240-241, 296-297 5.6: 337c, 361c, 364c, 425c</p> |
| LA 5.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays) | <p>5.1: 26-27, 56-57, 88-89, 116-117, 146-147 5.2: 182-183, 208-209, 236-237, 264-265, 294-307 5.3: 330-331, 360-361, 394-395, 430-431, 454-455 5.4: 26-27, 52-53, 82-83, 110-111, 142-143 5.5: 174-175, 204-205, 234-235, 262-263, 290-291 5.6: 324-325, 350-351, 376-377, 408-409, 440-441</p> |
| LA 5.1.6.i Recognize the social, historical, cultural, and biographical influences in a variety of genres | <p>5.1: 48-49, 90-91, 118-119, 119a, 120-121, 121a, 122-123, 123a, 134-135, 136-137, 141b, 142-143, 148-149, 150-151 5.2: 198-199, 210-211, 214-215, 216-217, 218-219, 238-239, 254-255, 294-295, 296-297, 298-299, 300-301 5.3: 348-349, 350-351, 360-361, 362-363, 364-365, 366-367, 368-369, 374-375, 376-377, 382-383, 384-385, 394-395, 430-431 5.5: 204-205, 206-207, 207a, 210-211, 220-221, 221a, 222-223, 234-235, 236-237, 292-293, 295a 5.6: 410-411, 412-413, 413a, 414-415, 415a, 416-417, 418-419, 419a, 420-421, 422-423, 440-441, 445a, 462-463, 463a, 464-465</p> |

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| LA 5.1.6.j Use narrative and informational text to develop a national and global multi-cultural perspective | <p>5.1: 90-91, 94-95, 97a, 118-119, 119a, 120-121, 121a, 122-123, 123a, 134-135, 148-149</p> <p>5.2: 219a, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 254-255, 266-267, 268-269, 270-271</p> <p>5.3: 362-363, 371a, 385a, 432-433, 434-435, 435a</p> <p>5.4: 72-73</p> <p>5.5: 236-237, 237a, 246-247, 250-251, 252-253</p> <p>5.6: 442-443, 444-445, 445a, 446-447, 448-449, 465a</p> |
| LA 5.1.6.k Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources | <p>5.1: 28-29, 58-59, 68-69, 90-91, 96-97, 118-119, 126-127, 131d, 139p, 139q</p> <p>5.2: 184-185, 186-187, 210-211, 216-217, 240-241, 242-243, 289c, 290-291, 296-297, 309a</p> <p>5.3: 332-333, 338-339, 362-363, 370-371, 371b, 396-397, 406-407, 432-433, 439c, 447b</p> <p>5.4: 28-29, 34-35, 54-55, 62-63, 84-85, 90-91, 114-115, 120-121, 147b, 156c, 156d, 161b</p> <p>5.5: 169c, 170-171, 176-177, 180-181, 181b, 188-189, 189d, 197b, 236-237, 264-265</p> <p>5.6: 361c, 425d, 428-429, 429a, 430-431, 431a, 435c, 436-437, 442-443, 449b, 454-455, 458-459</p> |
| LA 5.1.6.l Select text for a particular purpose (e.g., information, pleasure, answer a specific question) | <p>5.1: 26-27, 56-57, 88-89, 116-117, 146-147</p> <p>5.2: 182-183, 208-209, 236-237, 264-265, 294-295</p> <p>5.3: 330-331, 360-361, 394-395, 430-431, 454-455</p> <p>5.4: 26-27, 52-53, 82-83, 110-111, 142-143</p> <p>5.5: 174-175, 204-205, 234-235, 262-263, 290-291</p> <p>5.6: 324-325, 350-351, 376-377, 408-409, 440-441</p> |

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| <p>LA 5.1.6.m Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading</p> | <p>5.1: 42-43, 46-47, 47a, 74-75, 78-79, 79a, 100-101, 106-107, 107a, 136-137, 137a, 160-161 5.2: 194-195, 198-199, 199a, 250-251, 254-255, 255a, 278-279, 284-285, 285a, 314-315, 315a 5.3: 344-345, 350-351, 351a, 378-379, 384-385, 385a, 412-413, 420-421, 421a, 444-445, 445a 5.4: 38-39, 42-43, 43a, 68-69, 72-73, 73a, 94-95, 100-101, 101a, 126-127, 132-133, 133a, 152-153 5.5: 188-189, 194-195, 195a, 216-217, 224-225, 225a, 246-247, 280-281, 281a, 302-303, 308-309, 309a 5.6: 336-337, 340-341, 341a, 360-361, 366-367, 367a, 398-399, 399a, 418c, 424-425, 458-459, 464-465</p> |
| <p>LA 5.1.6.n Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct</p> | <p>5.1: 21c, 22-23, 30-31, 31a, 40-41, 43b, 52-53, 54-55, 75b, 84-85, 86-87, 101b, 112-113, 114-115 5.2: 178-179, 180-181, 195b, 204-205, 206-207, 221b, 259c, 260-261, 270-271, 274-275, 278-279 5.3: 328-329, 345b, 356-357, 358-359, 379b, 390-391, 392-393, 413b, 426-427, 428-429, 439b 5.4: 22-23, 24-25, 39b, 48-49, 50-51, 69b, 78-79, 80-81, 95b, 106-107, 108-109, 127b, 138-139, 140-141 5.5: 170-171, 172-173, 189b, 202-203, 217b, 229c, 230-231, 232-233, 244-245, 246-247, 247b 5.6: 320-321, 322-323, 337b, 346-347, 348-349, 361b, 372-373, 374-375, 395b, 404-405, 406-407</p> |

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|---|---|
| LA 5.1.6.o Use examples and details to make inferences or logical predictions while previewing and reading text | <p>5.1: 26-27, 56-57, 88-89, 116-117, 146-147</p> <p>5.2: 182-183, 208-209, 236-237, 264-265, 294-295</p> <p>5.3: 330-331, 360-361, 394-395, 430-431, 454-455</p> <p>5.4: 26-27, 52-53, 82-83, 110-111, 142-143</p> <p>5.5: 174-175, 204-205, 234-235, 262-263, 290-291</p> <p>5.6: 324-325, 350-351, 376-377, 4078-409, 440-441</p> |
| LA 5.1.6.p Respond to text verbally, in writing, or artistically | <p>5.1: 34c-34d, 42-43, 43a, 65d-65e, 74-75, 96a-96b, 125b, 153d-153e, 100-101, 130-131, 160-161</p> <p>5.2: 190c-190d, 194-195, 216-217, 220-221, 250-251, 253b, 270-271, 278-279, 308-309</p> <p>5.3: 338c-338d, 344-345, 353l, 370-371, 378-379, 387n, 411a, 412-413, 438-439, 441b, 464-465</p> <p>5.4: 23e, 24-25, 34c-34d, 38-39, 62c-62d, 68-69, 90c-90d, 94-95, 105c, 108b, 126-127, 152-153</p> <p>5.5: 188-189, 199c-199d, 208-209, 212c-212d, 216-217, 225a, 242c-242d, 246-247, 274-275, 302-303</p> <p>5.6: 330c-330d, 336-337, 341a, 356c-356d, 360-361, 384c-384d, 394-395, 424-425, 458-459</p> |

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| Writing | |
| LA 5.2 Students will learn and apply writing skills and strategies to communicate. | |
| LA 5.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level. | |
| LA 5.2.1.a Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool) | 5.1: 33d-33e, 65d-65e, 95d-95e, 125d-125e, 153d-153e, WP•2-WP•4 5.2: 189d-189e, 213d-213e, 243d-243e, 271d-271e, 301d-301e, WP•2-WP•4 5.3: 337d-337, 371d-371e, 401d-401e, 433d-433e, 459d-459e, WP•2-WP•4 5.4: 33d-33e, 61d-61e, 89d-89e, 117d-117e, 147d-147e, WP•2-WP•4 5.5: 181d-181e, 211d-211e, 241d-241e, 269d-269e, 297d-2987e, WP•2-WP•4 5.6: 329d-329e, 355d-355e, 383d-383e, 416d-417e, 449d-449e, WP•2-WP•4 |
| LA 5.2.1.b Generate a draft by: | |
| -Selecting and organizing ideas relevant to topic, purpose, and genre | 5.1: 23e-23f, 49d-49e, 139b, 153d-153e, 169d, WP•8 5.2: 243d-243e 5.3: 337d-337e, 357e-357f, 387b, 451e-451f, 467b-467c, WP•6, WP•8 5.4: 139e-139f, 147d-147e, SP•6 5.5: 211d-211e, 255d-255e, 297e, 305b-305c, 311d-311e, WP•6 5.6: 355d, 383d-383e, WP•6, WP•8 |
| -Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) | 5.1: 23d, 33c, 43e, 44-45, 45a, 49c, 49o, 49p, 113d, 125c, 131e, 132-133, 133a, 139c, 139o, 139p |
| -Developing details and transitional phrases that link one paragraph to another | 5.1: 23e, 23f, 139b, 153d, 169d, WP•4, WP•8 5.2: WP•4 5.3: 357e-357f, 387b, 451e-451f, 467b-467c, WP•4, WP•6, WP•8 5.4: 75d-75e, 97b, 139e-139f, WP•4, WP•6 5.5: 197b, 255d, 255e, 297d-297e, 303c, 305a, 305b-305c, 311b, 311d-311e, WP•4 5.6: 383d-383e, 417d-417e, WP•4, WP•6, WP•8 |

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| LA 5.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice) | <p>5.1: 49d-49e, 81d-81e, 81p-81q, 109d-109e, 139d-139e, 169d-169e, WP•7, WP•8</p> <p>5.2: 201d-201e, 229d-229e, 257d-257e, 287d-287e, 317d-317e, WP•7, WP•8</p> <p>5.3: 353d-353e, 387d-387e, 423d-423e, 447d-447e, 473e-473e, WP•7, WP•8</p> <p>5.4: 45d-45e, 75d-75e, 103d-103e, 135d-135e, 161d-161e, WP•7, WP•8</p> <p>5.5: 197d-197e, 227d-227e, 255d-255e, 283d-283e, 311d-311e, WP•7, WP•8</p> <p>5.6: 343d-343e, 369d-369e, 401d-401e, 433d-433e, 467e-467e, WP•7, WP•8</p> |
| LA 5.2.1.d Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing | <p>5.1: 49d, 81e, 109e, 139d, 169e, WP•8</p> <p>5.2: 201e, 229d, 257e, 287d, WP•8</p> <p>5.3: 353e, 423e, 447e, 473d, WP•8</p> <p>5.4: 45e, 75d-75e, 103d, 135d, WP•8</p> <p>5.5: 197e, 227d-227e, 255d-255e, 311d, WP•8</p> <p>5.6: 343e, 369e, 401d, 467d, WP•8</p> |
| LA 5.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation) | <p>5.1: 23c, 33c, 43e, 49c, 49o, 53c, 65c, 75e, 81c, 85c, 81o, 95c, 101e, 109c, 109o, 131e, 139o, UR•14</p> <p>5.2: 179c, 189c, 195e, 201c, 201o, 205c, 205d, 213c, 221e, 223a, 229c, 229o, 229p, 233c, 243c, 251e, 257c, 257o</p> <p>5.3: 327c, 337c, 345e, 353c, 353o, 391c, 401c, 413e, 423c, 423o, 427c, 433c, 439e, 447c, 447o</p> <p>5.4: 79c, 89c, 95e, 103c, 103o, 107c, 117c, 127e, 135c, 135o</p> <p>5.5: 171d, 181c, 189e, 190-191, 191a, 197c, 197o, 197p, 259d, 269c, 275e, 276-277, 277a, 283c, 283o, 283p</p> <p>5.6: 373d, 383c, 395e, 401c, 401o, 401p, 405d, 417c, 425e, 426-427, 427a, 433c, 433o, 433p</p> |
| LA 5.2.1.f Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles) | <p>5.1: 49q, 81q, 109q, 139q, 169q, WP•10</p> <p>5.2: 201q, 229q, 257q, 287q, 317q, WP•10</p> <p>5.3: 353q, 387q, 423q, 447q, 473q, WP•10</p> <p>5.4: 45q, 75q, 103q, 135q, 161q, WP•10</p> <p>5.5: 197q, 227q, 255q, 283q, 311a, WP•10</p> <p>5.6: 343q, 369q, 401q, 433q, 467q, WP•10</p> |

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| LA 5.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres. | |
| LA 5.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct) | <p>5.1: 23e-23f, 33d-33e, 44-45, 45a-45c, 49d-49e, 490-49q, 85e-85f, 95d-95e, 102-103, 103a-103c, 109d-109e, 109p-109q</p> <p>5.2: 179e-179f, 189d-189e, 196-197, 197a-197c, 201d-201e, 201p-201q</p> <p>5.3: 357e-357f, 371d-371e, 380-381, 381a-381c, 387d-387e, 391e-391f, 427e-427f, 433d-433e, 440-441, 441a-441c,</p> <p>5.4: 23e-23f, 33d-33e, 40-41, 41a-41c, 45d-45e, 45o-45q, 61d-61e, 71a-71c, 75p-75q, 128-129, 135d-135e, 135p-135q</p> <p>5.5: 171e-171f, 181d-181e, 190-191, 191a-191c, 197d-197e, 197p-197q, 259e-259f, 269d-269e, 276-277</p> <p>5.6: 321e-321f, 329d-329e, 338-339, 339a-339c, 343d-343e, 405e-405f, 417d-417e, 426-427, 427a-427c, 433d-433e</p> |
| LA 5.2.2.b Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization) | <p>5.1: 49n, 81n, 109a, 109n, 139b, 139n, 169n</p> <p>5.2: 201a, 228-229, 229a, 287a, 317a, 317n</p> <p>5.3: 353a, 387a, 423a, 473a</p> <p>5.4: 45a, 74-75, 75a, 103a, 135a,</p> <p>5.5: 197n, 227a, 255n, 283a, 311a</p> <p>5.6: 343a, 343n, 369a, 369n, 369o, 401a, 401n, 433a</p> |
| LA 5.2.2.c Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay) | <p>5.1: 53e-53f, 133a-133b</p> <p>5.2: 223a-223b, 281a-281b</p> <p>5.3: 347a-347b, 401d-401, 433e-433e</p> <p>5.4: 117d-117e, 129a-129b</p> <p>5.5: 191a-191b</p> <p>5.6: 329d-329e, 339a-339b, 397a-397b, 461a-461b</p> |
| LA 5.2.2.d Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description) | <p>5.1: 23e-23f, 49d-49e, 139b, 153d-153e, 169d, WP•8</p> <p>5.2: 243d-243e</p> <p>5.3: 337d-337e, 357e-357f, 387b, 451e-451f, 467b-467c, WP•6, WP•8</p> <p>5.4: 139e-139f, 147d-147e, SP•6</p> <p>5.5: 211d-211e, 255d-255e, 297e, 305b-305c, 311d-311e, WP•6</p> <p>5.6: 355d, 383d-383e, WP•6, WP•8</p> |

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| LA 5.2.2.e Analyze models and examples (own and others') of various genres to create a similar piece | <p>5.1: 23e, 44-45, 53e, 76-77, 85e, 102-103, 113e, 132-133, 143e, 162-163</p> <p>5.2: 179e, 196-197, 205e, 222-223, 233e, 252-253, 261e, 280-281, 291e, 310-311</p> <p>5.3: 327e, 346-347, 357e, 380-381, 391e, 414-415, 427e, 440-441, 451e, 466-467</p> <p>5.4: 23e, 40-41, 49e, 70-71, 79e, 96-97, 107e, 128-129, 139e, 154-155</p> <p>5.5: 171e, 190-191, 201e, 218-219, 231e, 248-249, 259e, 276-277, 287e, 304-305</p> <p>5.6: 321e, 338-339, 347e, 362-363, 373e, 396-397, 405e, 426-427, 437e, 460-461</p> |
| Speaking & Listening | |
| LA 5.3 Students will learn and apply speaking and listening skills and strategies to communicate. | |
| LA 5.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations. | |
| LA 5.3.1.a Communicate ideas and information in a manner appropriate for the purpose and setting | <p>5.1: 20j, 23a, 23e-23f, 24a, 33e, 34a, 45c, 46a, 46c, 49g, 49q, 95e, 96a, 103c, 104d, 19e, 109g, 109q, 113f, 114a, 125e, 126a</p> <p>5.2: 179b, 190a-190b, 198a-198b, 201n, 203a, 224a-224b, 229g, 230j, 234a, 244a, 251d, 254a, 258j, 262a, 272a, 288j, 292a</p> <p>5.3: 324j, 327a, 327f, 337e, 347c, 348d, 353e, 354j, 357a, 357f, 358a, 371e, 372a, 382d, 387e, 388j, 391a, 391f, 401e, 415c</p> <p>5.4: 23a, 23f, 24a, 41c, 42a, 45e, 62a, 72d, 75e, 76j, 90a, 98a, 107a, 107f, 108a, 129c, 130a, 135e, 135g, 140a, 148a, 155c, 161e</p> <p>5.5: 168j, 171a, 182a, 192a, 192d, 201a, 202a, 212a, 220e, 231a, 233a, 242a, 249c</p> <p>5.6: 318j, 321a, 322a, 330a, 339c, 343e, 347a, 348a, 364a, 373a, 174a, 383e, 384a, 405a, 406a, 418a, 428a, 437a, 461c, 462d</p> |
| LA 5.3.1.b Demonstrate speaking techniques for a variety of purposes and situations | <p>5.1: 48-49, 49a, 80-81, 81a, 108-109, 109a, 138-139, 139a, 168-169, 169a</p> <p>5.2: 200-201, 201a, 228-229, 229a, 256-257, 257a, 286-287, 287a, 316-317, 317a</p> <p>5.3: 352-353, 353a, 386-387, 387a, 422-423, 423a, 472-473, 473a</p> <p>5.4: 44-45, 45a, 74-75, 75a, 102-103, 103a, 134-135, 135a, 160-161, 161a</p> <p>5.5: 196-197, 197a, 226-227, 227a, 254-255, 255a, 282-283, 283a, 310-311, 311a,</p> <p>5.6: 342-343, 343a, 368-369, 369a, 400-401, 401a, 432-433, 433a, 456-457, 457a</p> |

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| LA 5.3.1.c Utilize available media to enhance communication (e.g., projection system, presentation software) | 5.1: 49b 5.2: 287b 5.3: 447b 5.4: 161b 5.6: 401b |
| LA 5.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations. | |
| LA 5.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group) | 5.1: 20j, 23a, 23e-23f, 48-49, 49a, 50j, 53a, 54a, 66a, 77c, 80-81, 81a, 108-109, 109a 5.2: 176j, 179a, 179f, 180a, 189e, 228-229, 229a, 256-257, 257a, 286-287, 287a 5.3: 324j, 327a, 327f, 337e, 348a, 353q, 357a, 381c, 382a, 387e, 422-423, 423a 5.4: 44-45, 45a, 74-75, 75a, 80a, 89e, 97c, 103e, 103g, 104j, 107a, 160-161, 161a 5.5: 168j, 171a, 181e, 192a, 202a, 211e, 219c, 227q, 231f, 249c, 254-255, 255a 5.6: 318j, 322a, 343e, 347f, 348a, 368-369, 369a, 400-401, 401a, 466-467, 467a |
| LA 5.3.2.b Listen and ask questions to clarify, and take notes to ensure accuracy of information | 5.1: 33b, 95b, 111c, 112-113, 120-121, 125b, 130-131, 153b 5.2: 189b, 213b, 243b, 271b, 301b 5.3: 337b, 371b, 459b 5.4: 21c, 22-23, 28-29, 33b, 38-39, 61b, 89b, 117b 5.5: 181b, 201e-201f, 211b, 211d-211e, 217c, 218-219, 219a-219c, 227d-227e, 227p-227q, 285c, 286-287, 300-301, 302-303 5.6: 329b, 355b, 417b, 449b |
| LA 5.3.2.c Listen to, summarize and interpret message and purpose of information being communicated | 5.1: 46d, 51c, 52-53, 64-65, 68-69, 74-75, 78d, 81e, 81g, 109a, 109g, 164d 5.2: 198d, 205b, 224d, 244a, 261a, 287a 5.3: 325c, 326-327, 334-335, 340-341, 344-345, 345c, 353g, 358a, 382c-382d, 402a, 416d, 447e, 451a, 452a, 465c 5.4: 39c, 39d, 98c, 103g, 135g 5.5: 171a, 197g, 227g, 250d, 255g, 257c, 258-259, 266-267, 274-275, 275c, 278d 5.6: 321a, 322a, 337c, 337d, 343g, 361c, 364d, 395c |

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| LA 5.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills. | |
| LA 5.3.3.a Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language) | 5.1: 114c, 139i 5.3: 328c, 345c, 345d, 353i 5.4: 140c, 161i |
| LA 5.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues) | 5.1: 49n, 81a, 81n, 109b, 109n, 139n, 169a, 169n 5.2: 201n, 229a, 229n, 257a, 257n, 286-287, 287a, 317a, 317n 5.3: 352-353, 353a, 353n, 386-387, 387n, 423a, 447a, 447n, 473a 5.4: 45a, 45b, 45e, 74-75, 75a, 75n, 103a, 103n, 135a, 161a 5.5: 196-197, 197a, 197n, 227a, 255a, 255n, 310-311, 311a, 311n 5.6: 342-343, 343a, 343n, 369a, 369n, 400-401, 401a, 401n, 432-433, 433a, 466-467 |
| LA 5.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats | 5.1: 46d, 78d, 81e, 81g, 104d, 109a, 109e, 109g, 113b, 139b, 139e, 164d, SG•1-SG•80 5.2: 179b, 205b, 233b, 244a, 254d, 255a, 257a, 257e, 261a, 287d-287e, 291b, 312d, SG•1-SG•80 5.3: 328a, 338a, 345c, 348d, 382d-382e, 415a, 423e, 427a, 439d, 447g, 468c-468d, SG1•-SG•80 5.4: 23a, 45b, 45e, 49b, 65c, 72d, 75d, 79a, 95c, 103h, 107a, 127c, 135d, 135g, 139a, SG•1-SG•80 5.5: 171a, 182a, 196-197, 197g, 202a, 219c, 220a, 227g, 231a, 250a, 255g, 259a, 275c, 275d, 278c-278d, SG•1-SG•80 5.6: 321a, 321b, 322a, 330a, 337c, 343b, 343e, 343g, 361c, 364d, 369a, 369e, 395c, 405a, 425c, 433g, SG•1-SG•80 |

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| Multiple Literacies | |
| LA 5.4 Students will identify, locate, and evaluate information. | |
| LA 5.4.1 Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital). | |
| LA 5.4.1.a Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources) | 5.1: 33b, 65b, 95b, 1225b, 153b 5.2: 189b, 213b, 243b, 271b, 301b 5.3: 337b, 371b, 401b, 433b, 459b 5.4: 33b, 61b, 89b, 117b, 147b 5.5: 181b, 211b, 241b, 269b, 297b 5.6: 329b, 355b, 383b, 417b, 449b |
| LA 5.4.1.b Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used) | 5.1: 33b, 65b, 125b, 153b, 166-167, 169b 5.2: 243b, 271b, 301b 5.3: 337b 5.4: 33b, 117b 5.5: 181b, 211b, 227b 5.6: 329b, 383b, 401b |
| LA 5.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives) | This standard can be addressed in connection with the following activities: 5.1: 33b, 131d, 164c, 164-167, 167a 5.4: 33b, 89b, 117b, 127d |
| LA 5.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning) | This standard can be addressed in connection with the following activities: 5.1: 33b, 131d, 164c, 164-167, 167a 5.4: 33b, 89b, 117b, 127d |
| LA 5.4.1.e Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image) | 5.3: 345c, 345d |
| LA 5.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations) | 5.1: 95b, 101d, 131d, 164c, 164-167, 167a 5.3: 459b 5.4: 61b, 89b, 117b, 127d 5.5: 269b 5.6: 355b, 417h |

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| LA 5.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools) | <p>5.1: 33b, 49b, 65b, 95b, 131d, 153b, 161c, 161d, 164c, 164-167, 167a</p> <p>5.2: 201b, 218-219, 224c, 224-227, 227a, 243b, 271b, 279c, 279d, 287b, 301b</p> <p>5.3: 337b, 401b, 447b, 459b, 468-471</p> <p>5.4: 33b, 33b, 89b, 117b, 127d, 147b, 156c, 156-157, 161b</p> <p>5.5: 181b, 189c, 189d, 211b, 227h, 241b, 247d, 250c, 269b, 275c</p> <p>5.6: 329b, 355b, 383b, 401b, 449b</p> |