

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
5R	Reading		
	Literary and Informational Text		
	Key Ideas and Details		
5R2	Determine a theme or central idea and explain how it is supported by key details; summarize a text.	Students listen to or read the informational text, "Sharks: Built to Last!" Students also use titles and chapter headings to locate information, summarize text, and categorize words by specificity and hierarchy.	smre_ip_00676
		Students read the informational text "Tornado!" They review identifying steps in a process and summarizing.	smre_pp_00243
		Students learn to identify explicit and implicit main ideas.	smre_di_00181
		Students will read the informational text "Benjamin Franklin, Founding Father" and identify cause-and-effect relationships, draw conclusions, answer Think and Search questions, summarize text, and complete sentences using words that are easily confused.	smre_itr_02355
		Students read the informational text, "Bridges: A Great Way to Keep Your Feet Dry." Students also summarize text, answer inferential questions, distinguish fact and opinion, identify the main idea, and compare and contrast ideas.	smre_ip_00635
		Students listen to or read the informational text, "The History of U.S. Currency." Students also distinguish fact from opinion, identify the main idea, make inferences, answer literal questions, and determine the meaning of synonyms.	smre_ip_00591
		Students listen to or read the informational text, "A Home in Space." Students also paraphrase information, distinguish fiction from nonfiction, draw valid conclusions, and compare and contrast ideas.	smre_ip_00593
		Students listen to or read the informational text, "A World of Opportunity in the Medical Field." Students also summarize text, identify the author's purpose, distinguish fact and opinion, and determine the meaning of synonyms and antonyms.	smre_ip_00637
		Students listen to or read the informational text, "Alternative Fuels." Students also use question-and-answer relationships (Think and Search), compare and contrast ideas, identify cause-and-effect relationships, and paraphrase information.	smre_ip_00721
		Students listen to or read the informational text "Home Sweet Aquarium," categorize words by specificity and hierarchy, identify the main idea, draw valid conclusions, answer literal questions, and distinguish fiction and nonfiction.	smre_ip_00719

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the informational text, "Underwater Treasure." Students also answer literal and inferential questions, identify the author's purpose, distinguish between fiction and nonfiction, and identify the main idea.	smre_ip_00592
		Students listen to or read the literary text, "Jason's Impossible Tasks." Students also determine the meaning of symbolic words in context, summarize, and examine plot development and conflict resolution.	smre_ip_00631
		Students read the informational text, "Gabby Douglas: Going for Olympic Gold." Then students identify the main idea, make inferences, answer Right-There questions, and identify supporting details. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02388
		Students learn to identify the main idea and supporting details of a passage.	smre_di_00177
		Students read the informational text "Fuel Sources." Student will then compare and contrast ideas in the text using Venn diagrams and paraphrase the information.	smre_pp_00273
		Students read the fiction passage "Journey into the Past," recognize plot elements such as conflict, climax, falling action, and resolution, and summarize the text.	smre_pp_00279
		Students read the informational text "New Hospital Searching for the Best Healthcare Workers." They summarize the text, identify the meaning of synonyms and antonyms, and draw valid conclusions.	smre_pp_00245
		Students read the informational text "How to Make a Veggie Pizza," compare and contrast using a Venn diagram, and summarize the passage.	smre_pp_00262
		Students read the realistic fiction passage "Waiting for Pablo." They review their understanding of theme, cause and effect, homonyms, and making inferences.	smre_pp_00261
		Students listen to or read informational text, "Jody Hansen: Awesome Animator." Students also identify the main idea and supporting details of a passage, answer literal and inferential questions, and distinguish fact and opinion.	smre_ip_00636
		Students read the informational text "Building Bridges" and then identify the main idea and summarize the text.	smre_pp_00242
		Students listen to or read the informational text, "Pizza Party." Students also summarize text, answer literal and inferential questions.	smre_ip_00681

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students will read the informational text "Roller-Coaster Ride" and answer Right There questions, summarize text, identify the main idea, determine the meaning of metaphors, and spell words with similar-sounding final syllables.	smre_itr_02353
		Students read a table of contents and related paragraphs, summarize, identify chapter headings, and use chapter headings to locate information.	smre_pp_00255
		Students read "Interview with a Cartoonist," identify the main idea and supporting details, and distinguish fact from opinion.	smre_pp_00244
		Students read the informational text "Life at the Bottom of the Ocean." They use text structure to find the main idea and supporting details, and they identify the author's purpose.	smre_pp_00227
		Students read the fiction passage "Chimp in Space." They review their understanding of flashback, summarizing, identifying the climax, and determining the meaning of similes and idioms.	smre_pp_00282
		Students listen to or read the literary text, "A Visit from Barnuba." Students also distinguish figurative from literal language, determine the meaning of similes and idioms, answer inferential questions, and summarize text.	smre_ip_00727
5R3	In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.	Students read the fiction passage "Rebekah." Students review the identifying features of historical fiction, comparing and contrasting, and the use of affixes and base (root) words to determine the meaning of words.	smre_pp_00221
		Students read the fiction passage "The Fairy Cottage" and answer questions about main characters and setting.	smre_pp_00224
		Students listen to or read the literary text, "Aztec Adventures." Students also recognize plot elements (rising action, conflict, climax, falling action, and resolution), identify characters' actions and feelings, and compare and contrast ideas.	smre_ip_00725
		Students listen to or read the literary text, "The Mystery of the Blue Light." Students also answer questions about main characters, setting, and plot, compare and contrast characters, and determine point of view.	smre_ip_00590

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
	Craft and Structure		
5R4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.	Students listen to or read the literary text, "To the Beat of the Drum." Students also answer questions about theme, determine the meaning of similes and idioms, and answer literal and inferential questions.	smre_ip_00680
		Students learn about figurative language, similes, and idioms.	smre_di_00200
		Students learn to distinguish figurative from literal language.	smre_di_00205
		Students read the fiction passage "Sightseeing on Earth." They distinguish figurative from literal language and determine the meaning of similes and idioms.	smre_pp_00281
		Students read the poem "Sparklers." Students review their understanding of identifying types of poetry, recognizing the figurative language of imagery and sensory words, and understanding metaphorical and symbolic words in context.	smre_pp_00278
		Students read the myth "The Hippopotamus and the Tortoise." They demonstrate their understanding of metaphoric and symbolic words in context, identify the main conflict, and describe how it is resolved.	smre_pp_00237
		Students listen to or read the literary text, "Jason's Impossible Tasks." Students also determine the meaning of symbolic words in context, summarize, and examine plot development and conflict resolution.	smre_ip_00631
		Students demonstrate understanding of metaphorical and symbolic words in context.	smre_ip_00713
		Students listen to or read the poem, "Just Being Me." Students also determine the meaning of similes and idioms, and identify the characteristics and structural elements of poetry.	smre_ip_00722
		Students read the poem "Desert Rain," and determine the meanings of similes and idioms.	smre_pp_00275
		Students listen to or read the literary text, "A Visit from Barnuba." Students also distinguish figurative from literal language, determine the meaning of similes and idioms, answer inferential questions, and summarize text.	smre_ip_00727

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
5R5	In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.	Students read the informational text "Still Time to Help Hurricane Katrina Victims" and identify cause-and-effect relationships that are stated or implied.	smre_pp_00266
		Students will read the informational text "Mesopotamia: Home of the Sumerians" and answer Right There and Think and Search questions, draw conclusions, identify cause-and-effect relationships, and complete sentences using homophones.	smre_itr_02356
		Students will read the informational text "Benjamin Franklin, Founding Father" and identify cause-and-effect relationships, draw conclusions, answer Think and Search questions, summarize text, and complete sentences using words that are easily confused.	smre_itr_02355
		Students read the informational text, "Bridges: A Great Way to Keep Your Feet Dry." Students also summarize text, answer inferential questions, distinguish fact and opinion, identify the main idea, and compare and contrast ideas.	smre_ip_00635
		Students learn to identify cause-and-effect relationships that are stated or implied in text.	smre_di_00193
		Students listen to or read the business letter, "Let's Shop." Students also identify the effects of persuasive vocabulary, identify cause-and-effect relationships, understand the author's purpose, and draw valid conclusions.	smre_ip_00686
		Students listen to or read the informational text, "Thunderstorms." Students also use question-and-answer relationships (Right There), identify cause-and-effect relationships, compare and contrast ideas, draw conclusions, and distinguish fact and opinion.	smre_itr_02346
		Students read the informational text "The Food Pyramid." Students review their understanding of fact and opinion, comparing and contrasting, text structure, and drawing valid conclusions.	smre_pp_00229
		Students read the informational text passage "Explorers of the New World: Columbus and Cartier." They compare and contrast ideas in informational text.	smre_pp_00218
		Students learn to compare and contrast ideas in informational text.	smre_di_00158
		Students listen to or read the informational text, "One Person Really Can Change the World." Students also draw valid conclusions; identify the author's purpose, viewpoint, and bias; distinguish fact and opinion; and compare and contrast ideas.	smre_ip_00639

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the informational text, "Alternative Fuels." Students also use question-and-answer relationships (Think and Search), compare and contrast ideas, identify cause-and-effect relationships, and paraphrase information.	smre_ip_00721
		Students will read the informational text, "Storm Chasing." Students also use question-and-answer relationships (Right There), compare and contrast ideas, make inferences, identify cause-and-effect relationships, and determine the author's position using evidence from the text.	smre_itr_02345
		Students learn to recognize cause and effect as an organizational pattern of text.	smre_di_00188
		Students listen to or read the informational text, "In the Name of Discovery." Students also compare and contrast ideas, draw conclusions, and answer literal and inferential questions.	smre_ip_00585
		Students learn to use text structure to aid in understanding a informational text.	smre_di_00165
		Students listen to or read the informational text, "Naming the Storm." Students also identify cause-and-effect relationships and answer literal questions.	smre_ip_00684
		Students read the informational text "Fuel Sources." Student will then compare and contrast ideas in the text using Venn diagrams and paraphrase the information.	smre_pp_00273
		Students learn about comparing and contrasting within a passage.	smre_di_00199
		Students read the informational text, "Playing Soccer." Then students use cause-and-effect relationships, determine the author's purpose, and answer Right-There questions. Students also use their knowledge of morphological families to understand academic vocabulary words.	smre_itr_02389
		Students read a business letter. They review their understanding of persuasive vocabulary, answering inferential and evaluative questions, drawing valid conclusions and making generalizations, and cause-and-effect relationships.	smre_pp_00270
		Students identify cause-and-effect relationships.	smre_ip_00667
		Students read the informational text "How to Make Fruit Salsa." They review their understanding of homonyms, comparing and contrasting, and using tables and charts to learn about a topic.	smre_pp_00265

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
	Integration of Knowledge and Ideas		
5R9	Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.	Students learn to compare themes.	smre_di_00207
		Students learn to recognize the theme of a passage.	smre_di_00189
		Students read the legends "How Anansi Became a Spider" and "The Creation of Seal." They identify and compare the themes of the passages.	smre_pp_00284
		Students read a speech and answer inferential questions. They answer questions about the main character, setting, and theme, and they determine the meanings of synonyms and antonyms.	smre_pp_00231
		Students listen to or read the literary texts, "The Battle for the Bridge" and "A Faithful Friend." Students also compare themes, answer inferential questions, and compare and contrast the two passages.	smre_ip_00729
5RF	Foundational Skills		
	Print Concepts		
	Phonological Awareness		
	Phonics and Word Recognition		
5RF3	Know and apply grade-level phonics and word analysis skills in decoding words.		
5RF3a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Students read the informational text "Insects." Students categorize words by specificity and hierarchy, identify the main idea, identify the meaning of words using base and root words, and compare and contrast using a Venn diagram.	smre_pp_00274
		Students read the informational text "The Science of Earthquakes," identify the meaning of words using the base and root words inter-, -rupt-, geo- and -raph, and identify the main idea and supporting details.	smre_pp_00272
		Students build words with suffixes.	smre_ip_00718
		Students build words with base or root word parts, and then use those words to complete sentences.	smre_ip_00709
		Students build multisyllabic words.	smre_ip_00580
		Students learn to identify the meaning of the base and root words inter, geo, vac, and rupt.	smre_di_00198
		Students listen to or read the informational text "The Secrets of Volcanoes," identify the meanings of words by using base and root words, identify the main idea and supporting details, and recognize narration.	smre_ip_00720

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
	Fluency		
5RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.		
5RF4a	Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.	Students fluently read the fiction passage "Sailing Shoes" with inflection.	smre_pp_00285
		Students are prompted to fluently read the informational text, "A World of Opportunity in the Medical Field," or the literary text, "The Mystery Ship." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00611
		Students read phrases fluently.	smre_ip_00783
		Students are prompted to read the informational text, "Sweet Home Aquarium," and the literary text, "Aztec Adventures." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00655
		Students are prompted to read one of two informational texts: "A Home in Space" or "Bridges: A Way to Keep Your Feed Dry." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00657
		Students read phrases fluently.	smre_ip_00792
		Students read phrases fluently.	smre_ip_00789
		Students are prompted to read the informational text, "Changing Clothes," or the literary text, "The Missing Signet Ring." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00700
		Students read phrases fluently.	smre_ip_00781
		Students are prompted to read one of two informational texts: "Alternative Fuels" or "In the Name of Discovery." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00613
		Students read phrases fluently.	smre_ip_00793
		Students learn to read with phrasing.	smre_di_00183
		Students are prompted to fluently read the informational text, "Thunderstorms," or the literary text, "Wesley's Weekend." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00656
		Students fluently read the fiction passage "To the Beat of the Drum" and the informational text "Pizza Party" with expression.	smre_pp_00269
		Students are prompted to fluently read one of two literary texts, "Thunderbird's Scar" or "Sailing Shoes." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00568
		Students read phrases fluently.	smre_ip_00785

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students read phrases fluently.	smre_ip_00794
		Students learn to read with expression.	smre_di_00196
		Students are prompted to read one of two informational texts: "Women Who Changed the World" or "Sharks: Built to Last!" Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00658
		Students are prompted to read one of two informational texts: "A Day with Teresa" or "The History of the Olympics." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00567
		Students are prompted to read the informational text, "Jody Hanson: Awesome Animator," or the literary text, "The Mystery of the Blue Light." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00612
		Students are prompted to fluently read the informational text, "One Person Really Can Change the World," or the literary text, "Jason's Impossible Tasks." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00702
		Students read phrases fluently.	smre_ip_00787
		Students are prompted to fluently read one of two informational texts: "Underwater Treasure" or "Time To Turn It Off." Readings are recorded and each student is prompted to save the best recording for teacher assessment.	smre_ip_00566
		Students are prompted to fluently read one of two literary texts: "The King's Servant" or "A Visit From Barnuba" Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00703
		Students read phrases fluently.	smre_ip_00795
		Students are prompted to read one of two informational texts: "Finding Freedom" or "The Telephone: From Codes to Calls." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00565
		Students read phrases fluently.	smre_ip_00791
		Students read phrases fluently.	smre_ip_00786
		Students learn to read with inflection.	smre_di_00208
		Students learn to read with expression.	smre_di_00170
		Students fluently read "Armando's Speech" and "Letter to Editor: School Spirit" with expression.	smre_pp_00233
		Students fluently read "One Person Really Can Change the World" and "My Okinawa Adventure" with phrasing.	smre_pp_00251
		Students read phrases fluently.	smre_ip_00782
		Students read phrases fluently.	smre_ip_00796

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students are prompted to read one of two informational texts: "Storm Chasing" or "Mesopotamia: Home of the Sumerians." Readings are recorded and timed. Then students are prompted to save the best recording for teacher assessment.	smre_ip_00701
		Students are prompted to fluently read one of two fiction passages: "Letter to the President" or "Chantal's Plan." Readings are recorded and students are prompted to save their best recording for teacher assessment.	smre_ip_00610
		Students read phrases fluently.	smre_ip_00790
		Students read phrases fluently.	smre_ip_00788
		Students read phrases fluently.	smre_ip_00784
5W	Writing		
	Research to Build and Present Knowledge		
5W7	Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.	Students read the informational text "Life on a Space Station" and paraphrase information from the text.	smre_pp_00228
		Students learn to paraphrase information from text.	smre_di_00166
		Students listen to or read the informational text, "A Home in Space." Students also paraphrase information, distinguish fiction from nonfiction, draw valid conclusions, and compare and contrast ideas.	smre_ip_00593
		Students listen to or read the informational text, "Alternative Fuels." Students also use question-and-answer relationships (Think and Search), compare and contrast ideas, identify cause-and-effect relationships, and paraphrase information.	smre_ip_00721
		Students paraphrase information from short passages.	smre_ip_00581
		Students read the informational text "Fuel Sources." Student will then compare and contrast ideas in the text using Venn diagrams and paraphrase the information.	smre_pp_00273
		Students read the informational text "The People's Republic of China," use the text structure to aid in understanding, and paraphrase information from the text.	smre_pp_00254
5L	Language		
	Conventions of Academic English/Language for Learning		

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
5L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
5L1a	Produce simple, compound, and complex sentences.	Students complete sentences using grade-level content words.	smre_ip_00598
		Students complete sentences, using grade-level content words.	smre_ip_00694
		Students complete sentences using grade-level content words.	smre_ip_00577
		Students complete sentences using grade-level content words.	smre_ip_00646
		Students complete sentences using grade-level content words.	smre_ip_00601
		Students complete sentences, using grade-level content words.	smre_ip_00689
		Students complete sentences using grade-level content words.	smre_ip_00644
		Students complete sentences using grade-level content words.	smre_ip_00606
		Students complete sentences using grade-level content words.	smre_ip_00653
		Students complete sentences, using grade-level content words.	smre_ip_00624
		Students complete sentences using grade-level content words.	smre_ip_00607
		Students complete sentences using grade-level content words.	smre_ip_00651
		Students build words with long vowel patterns and then use those words to complete sentences.	smre_ip_00620
		Students complete sentences, using grade-level content words.	smre_ip_00736
		Students complete sentences, using grade-level content words.	smre_ip_00731
		Students build words with initial consonant blends and then use those words to complete sentences.	smre_ip_00578
5L1d	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.	Students will answer questions using prepositions and prepositional phrases.	smre_ip_02347
		Students will learn about prepositions and prepositional phrases.	smre_di_02347
		Students will read sentences and identify prepositions and prepositional phrases.	smre_pp_02347
		Students will read the literary passage "A Place for Everything" and answer Right There questions; draw conclusions; identify characters' actions, motives, emotions, traits, and feelings; and identify prepositions and prepositional phrases.	smre_itr_02347
5L1g	Form and use regular and irregular verbs.	Students will learn about irregular verb tenses.	smre_di_02344

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students will sort irregular verb tenses in sentences into the correct categories.	smre_ip_02344
		Students will read the literary passage "Thunderbird's Scar" and make inferences; answer Right There questions; identify cause-and-effect relationships; identify characters' actions, motives, emotions, traits, and feelings; identify the main idea of the passage; and identify irregular verb tenses.	smre_itr_02344
5L1h	Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).	Students will read sentences and identify past, present, and future verb tenses. Students will also sort verbs into categories.	smre_pp_02344
5L1m	Ensure subject-verb and pronoun-antecedent agreement.	Students will learn about subject and verb agreement in sentences.	smre_di_02349
		Students will underline the subjects of sentences and identify the verbs that agree with them.	smre_pp_02349
		Students will answer questions using the correct subject and verb agreement in sentences.	smre_ip_02349
		Students will identify pronouns and antecedents in sentences. Students will also identify reflexive and indefinite pronouns.	smre_pp_02352
		Students will read the informational text, "The Telephone: From Codes to Calls." Then students will answer Right There questions, identify the correct sequence of events, make inferences, and complete sentences using the correct subject/verb agreement.	smre_itr_02349
5L1o	Use and identify prepositional phrases.	Students will answer questions using prepositions and prepositional phrases.	smre_ip_02347
		Students will learn about prepositions and prepositional phrases.	smre_di_02347
		Students will read sentences and identify prepositions and prepositional phrases.	smre_pp_02347
		Students will read the literary passage "A Place for Everything" and answer Right There questions; draw conclusions; identify characters' actions, motives, emotions, traits, and feelings; and identify prepositions and prepositional phrases.	smre_itr_02347
5L1p	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Students complete sentences using grade-level content words.	smre_ip_00598
		Students complete sentences, using grade-level content words.	smre_ip_00694
		Students complete sentences using grade-level content words.	smre_ip_00577
		Students complete sentences using grade-level content words.	smre_ip_00646
		Students complete sentences using grade-level content words.	smre_ip_00601
		Students complete sentences, using grade-level content words.	smre_ip_00689
		Students complete sentences using grade-level content words.	smre_ip_00644
		Students complete sentences using grade-level content words.	smre_ip_00606
		Students complete sentences using grade-level content words.	smre_ip_00653

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students complete sentences, using grade-level content words.	smre_ip_00624
		Students complete sentences using grade-level content words.	smre_ip_00607
		Students complete sentences using grade-level content words.	smre_ip_00651
		Students build words with long vowel patterns and then use those words to complete sentences.	smre_ip_00620
		Students complete sentences, using grade-level content words.	smre_ip_00736
		Students complete sentences, using grade-level content words.	smre_ip_00731
		Students build words with initial consonant blends and then use those words to complete sentences.	smre_ip_00578
5L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.		
	While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.		
5L2b	Use correct capitalization.	Students will rewrite proper nouns using capital letters and identify common and proper nouns.	smre_pp_02343
	Vocabulary Acquisition and Use		
5L5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5L5a	Interpret figurative language, including similes and metaphors, in context.	Students listen to or read the literary text, "To the Beat of the Drum." Students also answer questions about theme, determine the meaning of similes and idioms, and answer literal and inferential questions.	smre_ip_00680
		Students learn about figurative language, similes, and idioms.	smre_di_00200
		Students read the fiction passage "Sightseeing on Earth." They distinguish figurative from literal language and determine the meaning of similes and idioms.	smre_pp_00281
		Students read the poem "Sparklers." Students review their understanding of identifying types of poetry, recognizing the figurative language of imagery and sensory words, and understanding metaphorical and symbolic words in context.	smre_pp_00278
		Students read the myth "The Hippopotamus and the Tortoise." They demonstrate their understanding of metaphoric and symbolic words in context, identify the main conflict, and describe how it is resolved.	smre_pp_00237
		Students demonstrate understanding of metaphorical and symbolic words in context.	smre_ip_00713

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students read the informational text "Olympic History" and the myth "Heracles and the Augean Stables." They review the meaning of synonyms, metaphoric and symbolic words, and the differences that distinguish fiction from nonfiction.	smre_pp_00239
		Students learn about metaphoric and symbolic words in context.	smre_di_00172
		Students listen to or read the poem, "Just Being Me." Students also determine the meaning of similes and idioms, and identify the characteristics and structural elements of poetry.	smre_ip_00722
		Students read the poem "Desert Rain," and determine the meanings of similes and idioms.	smre_pp_00275
		Students read the fiction passage "Chimp in Space." They review their understanding of flashback, summarizing, identifying the climax, and determining the meaning of similes and idioms.	smre_pp_00282
		Students read several poems, identify different types of poetry, demonstrate understanding of metaphorical and symbolic words in context, and identify the characteristics and structural elements of poetry.	smre_pp_00277
		Students listen to or read the literary text, "A Visit From Barnuba." Students also distinguish figurative from literal language, determine the meaning of similes and idioms, answer inferential questions, and summarize text.	smre_ip_00727
5L5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	Students listen to or read the literary text, "To the Beat of the Drum." Students also answer questions about theme, determine the meaning of similes and idioms, and answer literal and inferential questions.	smre_ip_00680
		Students determine the meaning of idioms.	smre_ip_00668
		Students learn about figurative language, similes, and idioms.	smre_di_00200
		Students determine the meaning of idioms.	smre_ip_00619
		Students read the fiction passage "Sightseeing on Earth." They distinguish figurative from literal language and determine the meaning of similes and idioms.	smre_pp_00281
		Students read the realistic fiction passage "Playing in the Band," answer questions about theme, make inferences, and determine the meaning of idioms.	smre_pp_00260
		Students determine the meaning of idioms.	smre_ip_00711
		Students determine the meaning of idioms.	smre_ip_00716

New York Next Generation Standards Codes	New York State Next Generation English Language Arts Learning Standards, Grade 5	SuccessMaker Item Descriptions	Item IDs
		Students listen to or read the poem, "Just Being Me." Students also determine the meaning of similes and idioms, and identify the characteristics and structural elements of poetry.	smre_ip_00722
		Students read the poem "Desert Rain," and determine the meanings of similes and idioms.	smre_pp_00275
		Students read the fiction passage "Chimp in Space." They review their understanding of flashback, summarizing, identifying the climax, and determining the meaning of similes and idioms.	smre_pp_00282
5L6	Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Students learn about word relationships to understand the meaning of academic vocabulary terms.	smre_di_02393
		Students learn about word relationships to understand the meaning of academic vocabulary terms.	smre_di_02390
		Students read the fictional interview, "Days to Remember." Students then understand the author's purpose, make inferences, use compare-and-contrast relationships, and answer Right-There questions. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02391
		Students learn the meaning of academic vocabulary terms.	smre_di_02391
		Students learn the meaning of academic vocabulary terms.	smre_di_02388
		Students complete sentences using academic vocabulary words.	smre_ip_02391
		Students read the informational text, "Gabby Douglas: Going for Olympic Gold." Then students identify the main idea, make inferences, answer Right-There questions, and identify supporting details. Students will also use context clues to determine the meaning of academic vocabulary words.	smre_itr_02388
		Students practice using word relationships to better understand the meaning of academic vocabulary words.	smre_pp_02393
		Students complete sentences using academic vocabulary words.	smre_ip_02388
		Students use a graphic organizer to list information about their favorite athletes. Students will then write a biography using at least two academic vocabulary words from the lesson.	smre_pp_02388