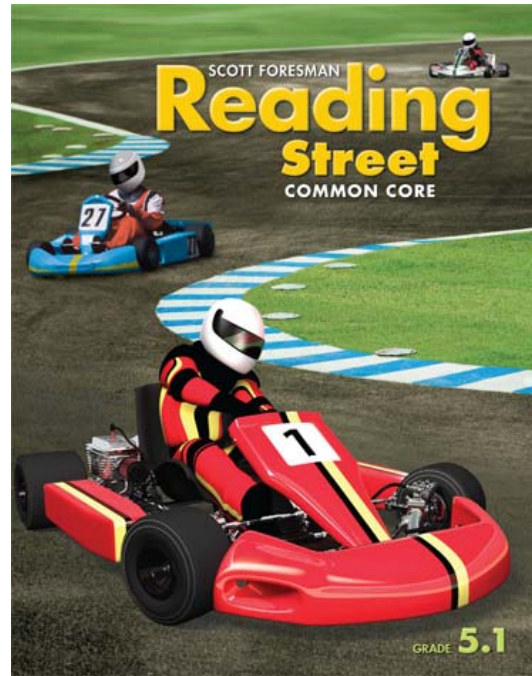


A Correlation of
Scott Foresman Reading Street
Grade 5, ©2013



To the
Archdiocese of New York
EngageNY ELA Module Standards

INTRODUCTION

This document demonstrates how ***Scott Foresman Reading Street Common Core***, ©2013 meets the ADNY EngageNY Module Standards. 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. ***Writing to Sources***, a component of ***Reading Street***, is also cited in this correlation by unit and page number.

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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2015—2016 SY

ADNY EngageNY Grade 5 ELA Modules At-A-Glance 2015-2016

The information below is intended to guide your planning in use of the EngageNY ELA modules. Six ELA modules have been created for grade 5. However, only 4 of the ELA Modules are to be taught. Teachers should begin the school year teaching ELA Module 1 and end the year teaching ELA Module 4. Teachers should choose between modules 2A and 2B and 3A and 3B. Each module provides eight weeks of instruction, broken into three shorter units. Each Unit includes a Mid and End Unit Assessment as well as a Final Performance Task.

GRADE 5	Teach Module 1	Choose Module 2A or 2B		Choose Module 3A or 3B		Teach Module 4
	<u>Module 1</u>	<u>Module 2a</u>	<u>Module 2b</u>	<u>Module 3a</u>	<u>Module 3b</u>	<u>Module 4</u>
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Inventions that Changed Peoples Lives	Sports and Athletes' Impact on Culture	Balancing Competing Needs in Canada	Natural Disasters in the Western Hemisphere
Number of Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks	8 Weeks
Module Priority Standards *State assessment ELA priority standards are indicated in bold	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9	RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5	RL.5.3, RL.5.7			
	RI.5.1, RI.5.2, RI.5.3, RI.5.9	RI.5.7, RI.5.9	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9	RI.5.2, RI.5.4, RI.5.6, RI.5.8, RI.5.9	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9	RI.5.1, RI.5.3, RI.5.4, RI.5.7, RI.5.9
	W.5.3, W.5.3.A, W.5.3.B, W.5.3.C, W.5.2.D, W.5.4, W.5.9, W.5.9.A, W.5.11	W.5.1.A, W.5.1.B, W.5.2, W.5.2.A, W.5.2.B, W.5.2.C, W.5.2.D, W.5.2.E, W.5.3, W.5.3.A, W.5.3.B, W.5.3.C, W.5.3.D, W.5.3.E, W.5.4, W.5.7, W.5.8, W.5.9, W.5.9.B	W.5.1.A, W.5.1.B, W.5.2, W.5.2.A, W.5.2.B, W.5.2.C, W.5.2.D, W.5.2.E, W.5.3, W.5.3.A, W.5.3.B, W.5.4, W.5.7, W.5.8, W.5.9, W.5.9.B	W.5.4., W.5.7, W.5.8, W.5.9.B	W.5.4, W.5.4.A, W.5.7, W.5.8, W.5.8.B	W.5.1, W.5.1.A, W.5.1.B, W.5.1.C, W.5.1.D, W.5.2, W.5.2.A, W.5.2.B, W.5.2.C, W.5.2.D, W.5.2.E, W.5.4, W.5.4.A, W.5.7, W.5.8, W.5.9, W.5.9.A, W.5.9.B, W.5.11, W.5.11.A

	SL.5.6	SL.5.1, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.1.E, SL.5.1.F			SL.5.1, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.1.E, SL.5.1.F, SL.5.2, SL.5.3	SL.5.1, SL.5.1.A, SL.5.1.B, SL.5.1.C, SL.5.1.D, SL.5.1.E, SL.5.1.F, SL.5.4, SL.5.5, SL.5.6
		L.5.4, L.5.4.A, L.5.4.B	L.5.3, L.5.3, L.5.3.A, L.5.3.B, L.5.4,, L.5.4.A, L.5.4.B, L.5.4.C	L.5.1, L.5.1.A, L.5.1.B, L.5.2.A, L.5.2.B, L.5.2.D	L.5.1.C, L.5.1.D, L.5.2.A, L.5.2.B, L.5.2.D, L.5.2.E, L.5.4.A, L.5.5.C	L.5.1.B, L.5.1.E, L.5.2, L.5.2.A, L.5.2.B, L.5.2.C, L.5.2.D, L.5.2.E, L.5.3, L.5.3.A, L.5.5, L.5.5.A, L.5.5.B
Performance Task Standards State assessment ELA priority standards are indicated in bold	W.5.3, W.5.4, W.5.5, W.5.9 , W.5.10, W.5.11, and SL.5.6	RI.5.7, RI.5.9, W.5.2 , W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9	RI.5.9, W.5.2 , W.5.3, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, L.5.1c, L.5.3, and L.5.4	RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b , L.5.1, L.5.2a-c and L.5.6	W.5.1, W.5.4a, W.5.5, W.5.8, W.5.9b , L.5.1c, d, L.5.2a, b, d, e, SL.5.1, and SL.5.3	RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9 , W.5.11, L.5.1, L.5.2, L.5.3a, L.5.6, SL.5.4, SL.5.5, and SL.5.6
Textbook pages for these modules and standards	Scott Foresman Reading Street, ©2013 Grade 5					
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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

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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

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

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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

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RI.5.5:

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TE 2: SG•22, SG•27, SG•32, SG•66, SG•70, SG•71, SG•76

TE 3: 420–421, 444–445, 445a

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TE 2: 257b, SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80

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TE 4: SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, SG•38, SG•47, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, SG•70, SG•75, SG•80, WP•2–WP•3

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TE 4: SG•23, SG•26, SG•27, SG•32, 97b–97c, 147d–147e, 161d–161e, WP•4–WP•5

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TE 3: 433d–433e, 447d–447e, SG•59, SG•64, 452d, 473d–473e

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W.5.2E

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ADDITIONAL IMPORTANT INFORMATION FOR GRADE 5 ELA TEACHERS

Common Core Band Level Text Difficulty Ranges for Grade 4 – 5: 740 - 1010L

For further explanation of the 8th Grade Curriculum Map, please go to: <https://www.engageny.org/resource/grade-5-ela-curriculum-map>

Links to the EngageNY 5th Grade ELA Modules:

Module 1: <https://www.engageny.org/resource/grade-5-ela-module-1>

Module 2a: <https://www.engageny.org/resource/grade-5-ela-module-2a>

Module 2b: <https://www.engageny.org/resource/grade-5-ela-module-2b>

Module 3A: <https://www.engageny.org/resource/grade-5-ela-module-3a>

Module 3B: <https://www.engageny.org/resource/grade-5-ela-module-3b>

Module 4: <https://www.engageny.org/resource/grade-5-ela-module-4>

Grade Level Text List: <https://www.engageny.org/resource/text-list-for-p-12-ela>

State Assessment ELA Priority Standards: R.L.5.1-6, R.I.5.1-6, W.5.2 & W.5.9. (*Please note these standards are noted in **BOLD** on the chart above.*)

Interim Assessment Dates:

- **Interim 1** - October 19-30, 2015
- **Interim 2** - January 25-February 5, 2016