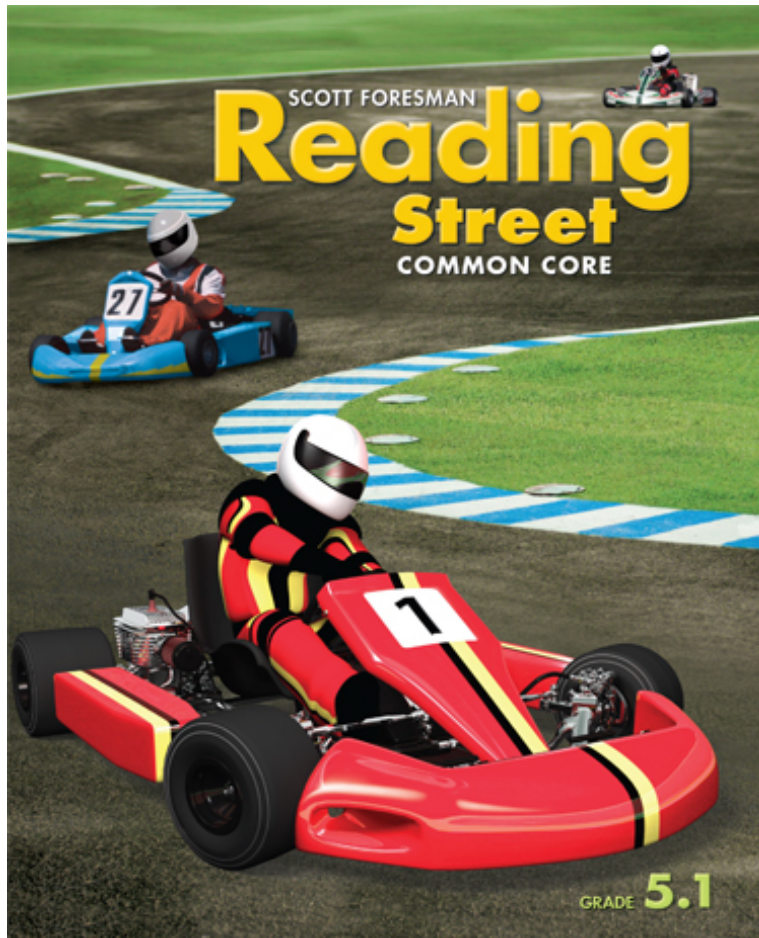


A Correlation of  
**Scott Foresman Reading Street**  
**Common Core Edition**  
Grade 5, ©2013



To the  
**Pennsylvania Core Standards**  
**for English Language Arts (2014)**  
**Grade 5**

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Grade 5**

**Introduction**

This document demonstrates how **Scott Foresman Reading Street Common Core**, ©2013, meets the **Pennsylvania Core Standards for English Language Arts**, approved 2014. Correlation references are to the Teacher’s Edition and are cited by grade, unit and page. Lessons in the annotated Teacher’s Edition contain facsimile Student Edition and ancillary pages.

**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 are also leaders in the creation and review of the Common Core State Standards. These include Karen Wixson, Peter Afflerbach, and P. David Pearson.

**Reading Street Common Core** 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.

At the heart of **Reading Street**—and the Common Core State Standards—is the goal that all students are able to comprehend on-level text independently. Students have numerous varied opportunities to meet each standard at each grade level. Among the instruction that aids in this goal is the *Read for Understanding Routine*, which includes guiding students through the main selection using structured *Access Text* instruction, as well as *Close Reading* instruction to develop students’ higher-order thinking skills. *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 **Publishers’ Criteria for the Common Core State Standards in English Language Arts and Literacy** guided the organization of **Reading Street Common Core**. 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 Common Core** 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 knowledge for various purposes.

**Reading Street Common Core 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 Common Core** follows the Response to Intervention model (RtI) to meet the instructional needs of all students. It offers a process that monitors student progress throughout the year so teachers can identify struggling readers early and support on-level and advanced students. 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.

**Reading Street Common Core standards-based assessment** program integrates the standards. The *Assessment Handbook*, *Weekly Tests*, *Fresh Reads*, 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 **Reading Street Common Core** echoes the same easy and manageable organization as the print resources for a seamless flexible solution. Research based technology options, such as lesson planners, etext, and online assessment 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. From Decodable Readers fluency support to Grammar Jammer, it’s fun to learn.

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<b>Pennsylvania Core Standards for English Language Arts, Grade 5</b>	<b>Scott Foresman Reading Street Common Core Edition, ©2013</b>
<b>1.1 Foundational Skills</b> <b>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</b>	
<b>Book Handling</b>	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
<b>Print Concepts</b>	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
<b>Phonological Awareness</b>	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
<b>Phonics and Word Recognition</b>	
CC.1.1.5.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> <li>▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</li> </ul>	<p><b>SE/TE:</b></p> <p><b>5.1:</b> 21a, 24c, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–54d, 81i, 83a, 86c–86d, 109i</p> <p><b>5.2:</b> 144c, 169i, 179a, 180c–180d, 201i, 206c–206d, 218–219, 229i, 234–235, 256, 261a, 262c–262d, 287i, 291a, 292c–292d, 292e, 292–293, 308–309, 316, 317a, 317h–317i</p> <p><b>5.3:</b> 358c, 358–359, 369a, 386, 392c–392d, 423h–423i, 428c–428d, 447c, 447i, 452c–452d, 452e, 452–453, 472, 473h–473i, 473j–473k</p> <p><b>5.4:</b> 24c–24d, 24e–25, 32–33a, 34c, 44–45, 45a, 45h–45i, 49c–49d, 50c, 75i, 80c–80d, 103i, 135i, 140–141, 147c</p> <p><b>5.5:</b> 160, 172c–172d, 172e, 172–173, 196, 232c–232d, 259a, 260c–260d, 283i, 288c–288d, 288–289, 294–295, 295a, 310–311, 311h, 311i, 321c, 348c–348d, 348e, 348–349</p> <p><b>5.6:</b> 353a, 358–359, 368, 369a, 369h–369i, 369j–369k, 369l–369m, 374c–374d, 374–375, 400, 401a, 406c–406d, 433i, 438c–438d, 467i</p>

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Pennsylvania Core Standards for English Language Arts, Grade 5	Scott Foresman Reading Street Common Core Edition, ©2013
Fluency	
CC.1.1.5.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> <li>▪ Read on-level text with purpose and understanding.</li> </ul>	<p>See all the main and paired selections. For specific fluency and purpose activities, see <b>SE/TE:</b></p> <p><b>5.1:</b> 48–49, 49a, 80, 101b, 108, 111c, 112–113, 114e, 114–115, 131b, 138–139, 139j–139k, 141c–141d, 144e, 144–145, 161b, 168–169, 169j–169k</p> <p><b>5.2:</b> 200, 221b, 228–229, 229j–229k, 232–233, 251b, 254–255, 255a, 256–257, 257j–257k, 259c–261, 262e, 262–263, 270–271, 278–279, 279a, 279b, 286–287, 287j–287k, 316, 317j–317k</p> <p><b>5.3:</b> 324–325, 326–327, 345b, 352, 353j–353k, 353l–353m, 357a, 379b, 386, 387j–387k, 387l–387m, 389c, 390–391, 392e, 392–393, 413b, 422–423, 423j–423k, 426–427, 428–429, 439b, 446, 447l–447m, 465b, 472–473</p> <p><b>5.4:</b> 22–23, 24–25, 39b, 44–45, 45j–45k, 47c, 48–49, 56–57, 69b, 74–75, 75m, 80e, 80–81, 95b, 102–103, 103j–103k, 127b, 134, 135j–135k, 137c, 138–139, 153b, 160–161, 161j–161k</p> <p><b>5.5:</b> 196, 197j–197k, 217b, 226, 227j–227k, 232–233, 247b, 250c–250d, 254–255, 255j–255k, 255l–255m, 258–259, 260–261, 275b, 282–283, 283j–283k, 283l–283m 310, 311j–311k</p> <p><b>5.6:</b> 319c, 320–321, 322e, 322–323, 337b, 342–343, 343j–343k, 345c, 346–347, 348e, 348–349, 361b, 368–369, 369j–369k, 369l–369m, 374e, 374–375, 400, 401j–401k, 403c, 404–405, 406e, 406–407, 425b, 432–433, 433j–433k, 433l–433m, 459b, 466, 467j–467k</p>

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<ul style="list-style-type: none"> <li>▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>	<p><b>SE/TE:</b></p> <p><b>5.1:</b> 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, 168, 169j–169k, 170–171, 171a, 172–173, 173a</p> <p><b>5.2:</b> 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, 290–291, 292–293, 309b, 316–317, 317j–317k, 318–319, 319a</p> <p><b>5.3:</b> 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</p> <p><b>5.4:</b> 39b, 44–45, 45a, 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</p> <p><b>5.5:</b> 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</p> <p><b>5.6:</b> 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</p>

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<ul style="list-style-type: none"> <li>▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary.</li> </ul>	<p><b>SE/TE:</b>  <b>5.1:</b> 22–23, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–55d, 86e, 101b, 109h, 114c, 114–115, 138, 139j–139k, 144–145  <b>5.2:</b> 180–181, 180e, 200–201, 260–261, 262e, 262–263, 266–267, 267a, 273a  <b>5.3:</b> 328–329, 353j–353k, 392–393, 422–423, 428–429, 432–433, 433a, 446, 447j–447k, 447l–447m  <b>5.4:</b> 49a, 50–51, 55a, 74, 75l–75m, 80–81, 102–103, 108–109, 134–135, 145a  <b>5.5:</b> 229c, 230–231, 232e, 232–233, 254–255, 255a, 255j–255k, 260–261, 268–269, 269a, 270c–270d, 282–283  <b>5.6:</b> 406–407, 428–429, 429a, 432–433, 433a, 438e, 438–439, 466, 467a</p>

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<p><b>1.2 Reading Informational Text</b>  <b>Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p>	
<p>Key Ideas and Details  Main Idea</p>	
<p>CC.1.2.5.A  Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.  E05.B-K.1.1.2</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 52, 126c–126d, 139l–139m, 160–161, 161a  <b>5.3:</b> 325c, 327, 355c, 356, 362–363, 366–367, 368–369, 369a, 372c, 372–373, 378–379, 387h, 387l–387m, 398–399, 399a, 404–405, 405a, 410–411, 411a, 412, 421a, 423l–423m, 425c, 426–427, 434c–434d, 436–437, 438–439, 439a, 447h, 447l–447m, 449c, 458–459, 459a, 460c–460d, 464–465, 465a, 471a  <b>5.4:</b> 77c, 78–79, 86–87, 87a, 90c–90d, 94–95, 98c–98d, 98–99, 99a  <b>5.5:</b> 192c–192d, 214–215, 215a, 217d, 244–245, 246, 257c, 258–259, 274–275, 275a, 287e–287f, 297d–297e, 302, 304–305, 305a, 305b–305c  <b>5.6:</b> 319c, 330–331, 331a, 336–337, 337a, 345c, 346–347, 352–353, 356c–356d, 356–357, 360–361, 361a, 366–367, 367a, 369h, 369l–369m, 403c, 412–413, 413a, 414–415, 415a, 416–417, 417a, 420–421, 421a, 463a, 465a</p>



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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1</p>	<p><b>SE/TE:</b> <b>5.1:</b> 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, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164–165, 165a <b>5.2:</b> 203c, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 220–221, 221a, 229h, 229l–229m, 259c, 260–261, 287l–287m, 289c, 292d <b>5.3:</b> 325c, 355c, 358e, 361a, 364–365, 366–367, 370–371, 372c, 372–373, 374–375, 378–379, 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, 434c–434d, 434–435, 435a, 438–439, 439a, 439c, 449c, 450–451, 452d, 454–455, 455a, 456–457, 457a, 458–459, 459a, 459b, 460c–460d, 460–461, 461a, 464–465, 465a, 471a, 473h–473i, 473l–473m <b>5.4:</b> 73a, 77c, 78–79, 84–85, 86–87, 88–89, 90c–90d, 91a, 92–93, 93a, 94–95, 103l–103m, 137c, 138–139, 144–145, 146–147, 148c–148d, 148–149, 150–151, 152–153, 158–159, 159a, 161h <b>5.5:</b> 192–193, 193a, 199c, 200–201, 208–209, 209a, 210–211, 211a, 212c–212d, 212–213, 213a, 214–215, 215a, 216–217, 217a, 229c, 236–237, 238–239, 240–241, 241a, 242–243, 243a, 244–245, 246–247, 257c, 258–259, 260–261, 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</p>

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<p><b>(Continued)</b> CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1</p>	<p><b>(Continued)</b> <b>5.6:</b> 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, 345c, 354–355, 356c, 358–359, 359a, 360–361, 361a, 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</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3</p>	<p><b>SE/TE:</b> <b>5.1:</b> 46c–46d, 104c–104d, 122–123, 123a, 130–131, 136–137, 141c–141d, 150–151, 151a, 154c–154d, 154–155, 155a, 169l–169m <b>5.2:</b> 210–211, 211a, 212–213, 213a, 214c–214d, 216–217, 217a, 220–221 <b>5.3:</b> 325c, 353i, 353l–353m, 384–385, 394–395, 395a, 406–407, 407a, 423h, 423l–423m, 425c, 426–427, 430–431, 431a, 434c–434d, 434–435, 435a, 438–439, 439a <b>5.4:</b> 84–85, 85a, 88–89, 94–95, 95a, 98–99, 99a, 100–101, 101a, 144–145, 146–147 <b>5.5:</b> 192–193, 193a, 194–195, 195a, 208–209, 209a, 220c–220d, 246–247, 257c, 258–259, 274–275, 275a, 283h, 283l–283m <b>5.6:</b> 340c–340d, 354–355, 357a, 364–365, 365a, 366–367, 367a, 408–409, 409a, 410–411, 411a, 412–413, 413a, 418–419, 419a, 422–423, 423a, 424–425, 433l–433m</p>

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Craft and Structure Point of View	
CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1	<b>SE/TE:</b> <b>5.1:</b> 124–125, 125a, 128–129, 129a, 137, 167a <b>5.2:</b> 315, 385 <b>5.3:</b> 420–421, 444–445, 445a <b>5.4:</b> 73, 101, 133 <b>5.5:</b> 195, 309 <b>5.6:</b> 330–331, 366–367, 430–431, 431a, 465
Craft and Structure Text Structure	
CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2	<b>SE/TE:</b> <b>5.1:</b> 78–79, 136–137, 141c–141d, 158–159, 159a, 199 <b>5.2:</b> 203c, 213a, 224–225, 225a, 254–255, 280–281, 281a, 284–285, 314–315 <b>5.3:</b> 350–351, 357a, 358c–358d, 385, 389c, 395a, 396–397, 410–411, 420–421, 425c, 426–427, 445 <b>5.4:</b> 43, 72–73, 98c–98d, 98–99, 99a, 100–101, 101a, 132–133, 156–157, 157a, 158–159, 159a <b>5.5:</b> 194–195, 224–225, 280–281, 283l–283m, 308–309 <b>5.6:</b> 340–341, 345c, 360–361, 365a, 366–367, 367a, 398–399, 428c–428d, 463a, 464–465, 465a
Craft and Structure Vocabulary	
CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2	<b>SE/TE:</b> <b>5.1:</b> 23a–23b, 24c, 24–25, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a <b>5.2:</b> 205a, 206e, 214–215, 215a, 262e, 291a, 292e <b>5.3:</b> 357a, 358e, 369a, 387l–387m, 391a, 392e, 403a, 413b, 427a, 428d, 428e, 428–429, 447l–447m, , 449a–449b, 451a, 452e, 469a, 471a <b>5.4:</b> 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a <b>5.5:</b> 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, 259a, 260e, 260–261, 287a, 288e, 288–289 <b>5.6:</b> 321a, 322e, 341a, 347a, 348e, 350–351, 374e, 395c, 405a, 406e, 437a, 438e\

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Integration of Knowledge and Ideas Diverse Media	
<p>CC.1.2.5.G 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. E05.B-C.3.1.3</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 78c–78d, 78–79, 79a, 126–127, 127a, 139l–139m  <b>5.2:</b> 195c, 221c, 224–225, 225a, 226–227, 227a, 279c, 291b  <b>5.3:</b> 345c, 379c, 413c, 416c, 416–417, 417a, 439c, 456–457, 457a, 465c, 468c–468d, 468–469, 469a, 470–471, 471a, 473h–473i, 473l–473m  <b>5.4:</b> 39c, 69c, 92–93, 95c, 98–99, 99a, 100–101, 103l–103m, 132–133, 153c, 156c–156d, 156–157, 157a, 158–159, 159a  <b>5.5:</b> 194–195, 199c, 200–201, 206–207, 207a, 225, 227h, 227l–227m, 238–239, 247c, 250c–250d, 250–251, 251a, 252–253, 253a, 275c, 280–281, 308–309  <b>5.6:</b> 337c, 340–341, 364c–364d, 365a, 395c, 425c, 428c–428d, 428–429, 429a, 430–431, 431a, 459c, 464–465</p>
Integration of Knowledge and Ideas Evaluating Arguments	
<p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 46–47, 47a, 104–105, 105a, 106–107, 107a, 120–121, 121a, 126–627, 127a, 132–133, 148–149, 149a, 152–153, 153a, 162–163  <b>5.2:</b> 287l–287m  <b>5.3:</b> 356–357, 362–363, 363a, 375a, 376–377, 378, 380–381, 408–409, 410–411, 412, 419a, 420–421, 421a, 426–427, 432–433, 436–437, 437a, 438, 460–461, 461a, 466–467  <b>5.4:</b> 72c, 72–73, 73a, 90–91, 91a, 92–93, 94, 130c–130d, 130–131, 131a, 132–133, 133a  <b>5.5:</b> 194–195, 195a, 206–207, 207a, 212c–212d, 212–213, 213a, 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  <b>5.6:</b> 332–333, 333a, 334–335, 335a, 336, 346–347, 358–359, 360, 416–417, 417a</p>

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<p>Integration of Knowledge and Ideas Analysis Across Texts</p>	
<p>CC.1.2.5.1 Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2 E05.B-C.3.1.3</p>	<p><b>SE/TE:</b> <b>5.1:</b> 46–47, 47a, 72–73, 78–79, 79a, 106–107, 128–129, 129a, 130–131, 136–137, 137a, 162, 167 <b>5.2:</b> 195c, 197, 201b, 224–225, 225a, 226–227, 227a, 251, 279, 303, 315 <b>5.3:</b> 345c, 350–351, 385, 421, 445, 445a, 462–463, 471 <b>5.4:</b> 43, 72–73, 100–101, 132–133, 133a, 152–153 <b>5.5:</b> 194–195, 195a, 225, 250c–250d, 252–253, 253, 253a, 308–309 <b>5.6:</b> 340–341, 343b, 367, 399, 424–425, 425d, 428–429, 429a, 431, 431a, 463a, 464–465, 465a</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2</p>	<p><b>SE/TE:</b> <b>5.1:</b> 21a–21b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 54a–54b, 66a–66b, 78a–78b, , 83a–83b, 86a–86b, 96a–96b, 104a–104b, 111a–111b, 114a–114b, 126a–126b, 134a–134b, 141a–141b, 144a–144b, 154a–154b, 164a–164b <b>5.2:</b> 177a–177b, 179a, 180a–180b, 190a–190b, 198a–198b, 203a–203b, 206a–206b, 214a–214b, 224a–224b, 231a–231b, 233a, 234a–234b, 244a–244b, 254a–254b, 259a–259b, 261a, 262a–262b, 272a–272b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 312a–312b <b>5.3:</b> 325a–325b, 327a, 328a–328b, 328c–328d, 338a–338b, 348a–348b, 355a–355b, 358a–358b, 372a–372b, 382a–382b, 389a–389b, 391a, 392a–392b, 402a–402b, 416a–416b, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 442c–442d, 444–445, 445a, 449a–449b, 452a–452b, 468a–468b, 473c <b>5.4:</b> 21a–21b, 23a, 24a–24b, 34a–34b, 42a–42b, 47a–47b, 50a–50b, 50d, 62a–62b, 72a–72b, 77a–77b, 79a, 80a–80b, 90a–90b, 98a–98b, 105a–105b, 107a, 108a–108b, 118a–118b, 130a–130b, 137a–137b, 140a–140b, 148a–148b, 156a–156b <b>5.5:</b> 169a–169b, 171a, 172a–172b, 182a–182b, 192a–192b, 199a–199b, 201a, 202a–202b, 202c, 212a–212b, 220a–220b, 227h–227i, 229a–229b, 231a–231b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 278a–278b, 285a–285b, 287a, 287c, 288a–288b, 298a–298b, 306a–306b, 311a <b>5.6:</b> 319a–319b, 322a–322b, 330a–330b, 340a–340b, 345a–345b, 348a–348b, 356a–356b, 364a–364b, 371a–371b, 374a–374b, 384a–384b, 398a–398b, 403a–403b, 405a, 406a–406b, 418a–418b, 428a–428b, 435a–435b, 437a, 438a–438b, 450a–450b, 462a–462b</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.B-V.4.1.1</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 24c–24d, 24, 48–49, 54, 49h–49i, 60–61, 61a, 64–65, 65a, 66c–66d, 80, 83a–83b, 85a, 86e, 86, 108, 109a, 109h–109i, 114, 138, 141a–141b, 144e, 144–145, 168, 169a  <b>5.2:</b> 177a–177b, 180e, 180, 200, 201a, 203a–203b, 205a, 206e, 206, 214–215, 215a, 218–219, 228, 229a, 229h, 231a–231b, 234, 256, 261a, 262e, 262, 266–267, 267a, 273a, 286, 287a, 287h, 289a–289b, 291a, 292e, 292, 300–301, 306–307, 316  <b>5.3:</b> 325a, 327a, 328e, 328, 332–333, 333a, 352, 353h–353i, 386, 389a–389b, 392, 422, 425a–425b, 428, 446, 447a, 452, 472  <b>5.4:</b> 24e–25, 27a, 44, 45a, 47a, 49a, 50, 50e, 60–61, 68–69, 72a–72b, 74, 75h, 77a–77b, 80e, 80–81, 84–85, 88–89, 103i, 105a–105b, 108e, 108–109, 134, 135a, 135h, 137a–137b, 140e, 140–141, 160, 161a  <b>5.5:</b> 169a–169b, 172a–172b, 172, 182a–182b, 192a–192b, 196, 199a–199b, 201a, 202e, 202–203, 226–227, 227a, 227h–227i, 229a, 232e, 232, 236–237, 242c, 243a, 250a–250b, 254, 255a, 255h, 257a–257b, 260e, 260–261, 268–269, 269a, 270c–270d, 282–283, 283a, 283h, 285a–285b, 287a, 288a–288b, 288, 298a–298b, 306a–306b, 310  <b>5.6:</b> 319a–319b, 321a, 322c–322d, 322e, 322, 326–327, 327a, 340a–340b, 342, 343a, 343h–343i, 345a–345b, 348e, 348, 353a, 368, 371a–371b, 373a, 400, 403a–403b, 406e, 406, 414–415, 415a, 418a–418b, 418–419, 422–423, 432, 433a, 433h–433i, , 435a–435b, 438, 466</p>

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<p>Range of Reading</p>	
<p>CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 46–47, 47a, 78–79, 79a, 104–105, 105a, 111c, 112–113, 116–117, 117a, 118–119, 119a, 120–129, 129a, 134c–134d, 134–135, 135a, 146–147, 147a, 158–159, 159a, 164c–164d, 166–167, 167a  <b>5.2:</b> 203c, 206e, 208–209, 209a, 210–211, 211a, 212–219, 219a, 220–221, 224–225, 225a, 226–227, 227a, 251c, 259c, 260–261, 289c  <b>5.3:</b> 360–361, 389c, 390–391, 394–395, 395a, 412–413, 413a, 416c–416d, 416–417, 417a, 425c, 426–427, 430–431, 431a, 432–437, 454–463  <b>5.4:</b> 72–73, 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, 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  <b>5.5:</b> 192c–192d, 199c, 200–201, 204–205, 205a, 206–207, 207a, 208–209, 209a, 210–211, 211a, 212–215, 215a, 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, 285c, 286–287, 290–291, 291a, 292–301  <b>5.6:</b> 324–325, 325a, 328–329, 329a, 330–335, 335a, 340–341, 341a, 350–351, 351a, 352–359, 395c, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 426–421, 421a, 422–423, 423a, 428–429, 429a, 430–431, 431a, 435c, 462c–462d, 462–463, 463a, 464–465, 465a, 467j–467k</p>



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<p><b>1.3 Reading Literature</b>  <b>Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</b></p>	
<p>Key Ideas and Details  Theme</p>	
<p>CC.1.3.5.A  Determine a theme of a text 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.  E05.A-K.1.1.2</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 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  <b>5.2:</b> 190c–190d, 192–193, 193a, 194–195a, 198–199, 199a, 250–251, 251a, 272c–272d, 272–273, 273a, 274–275, 275a, 277a, 278–279, 279a, 282–283, 283a, 284–285, 285a, 296–297, 297a, 299, 302–303, 303a, 308–309, 309a, 317l–317m, 318–319, 319a  <b>5.3:</b> 325c, 326–327, 334–335, 340–341, 344–345, 355c, 356–357, 362–363, 368–369, 372–373, 378–379, 387h, 387l–387m, 398–399, 404–405, 410–411, 425c, 426–427, 436–437, 438–439, 447h, 447l–447m  <b>5.4:</b> 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127  <b>5.5:</b> 169c, 170–171, 182c–182d, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, 220c–220d, 220–221, 221a, 222–222, 223a, 262–263, 263a, 266–267, 267a, 268–269, 269a, 270c–270d, 272–273, 273a, 274–275, 278c–278d, 278–279, 279a, 280–281, 281a, 307, 307a, 308–309, 309a  <b>5.6:</b> 380–381, 381a, 388–389, 389a, 392–393, 393a, 394–395, 395a, 448–449, 450c–450d, 452–453, 454–455, 455a, 456–457, 457a, 458–459, 459a, 467l–467m</p>

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<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1</p>	<p><b>SE/TE:</b> <b>5.1:</b> 21c, 22–23, 28–29, 29a, 30–31, 31a, 34c–34d, 42, 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, 83c, 84–85, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a <b>5.2:</b> 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 194–195, 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, , 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, 298–299, 299a, 302c–302d, 302–303, 303a, 304–305, 305a, 306–307, 308–309, 312–313, 313a, 314–315, 315a, 317h, 317l–317m <b>5.3:</b> 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 <b>5.4:</b> 21c–23, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34c–34d, 34–35, 35a, 38–39, 39a, 45h, 45l–45m, 47c, 53a, 54–55, 56–57, 57a, 58–59, 60–61, 62c–62d, 62–63, 64–65, 65a, 66–67, 68–69, 75l, 105c, 106–107, 108d, 114–115, 115a, 116–117, 117a, 118c–118d, 118–119, 119a, 120–121, 121a, 126–127, 135h, 135l–135m, 161l–161m, 162–163, 163a <b>5.5:</b> 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, 220–221, 221a, 222–223, 223a, 224–225, 225a, 264–265, 265a, 266–267, 267a, 270–271, 271a, 272–273, 273a, 274, 283h, 306c–306d, 306–307, 307a, 311l–311m</p>

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<p><b>(Continued)</b> CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1</p>	<p><b>(Continued)</b> <b>5.6:</b> 374d, 378–379, 379a, 380–381, 381a, 382–383, 383a, 384c–384d, 384–385, 385a, 386–387, 387a, 388–389, 389a, 390–391, 391a, 392–393, 393a, 394–395, 395a, 398–399, 399a, 401h–401i, 401l–401m, 424, 438d, 442–443, 443a, 446–447, 447a, 448–449, 452–453, 453a, 454–455, 455a, 456–457, 458–459</p>
<p>Key Ideas and Details Literary Elements</p>	
<p>CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3</p>	<p><b>SE/TE:</b> <b>5.1:</b> 21c, 22–23, 29, 42–43, 43a, 49h–49i, 130–131 <b>5.2:</b> 177c, 178, 182–183, 183a, 188–189, 189a, 191, 194–195, 195a, 198–199, 199a, 201h, 201l–201m, 231c, 232, 238–239, 239a, 246–247, 247a, 250–251, 257h, 257l–257m, 269a, 272c, 296–297, 297a, 298–299, 299a, 304–305, 305a <b>5.3:</b> 336–337, 337a, 382c, 382–383, 383a, 385a <b>5.4:</b> 28–29, 29a, 30–31, 31a, 43, 60–61, 73, 118–119, 122–123, 133 <b>5.5:</b> 169c, 170–171, 176–177a, 178–179a, 188–189, 189a, 220–221, 221a, 222–223, 223a, 224–225, 225a, 255a, 264–265, 265a, 278–279, 279a, 280–281, 281a <b>5.6:</b> 371c, 372–373, 374d, 378–379, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 390–391, 391a, 394–395, 395a, 399, 401h, 401l–401m, 442–443, 446–447, 447a</p>
<p>Craft and Structure Point of View</p>	
<p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1</p>	<p><b>SE/TE:</b> <b>TE 4:</b> 42–43, 43a <b>TE 5:</b> 307a, 308–309, 309a</p>

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Craft and Structure Text Structure	
CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>SE/TE:</b> <b>5.1:</b> 32–33, 33a, 34–35, 35a, 38–39, 39a, 40–41, 41a, 170–171, 171a <b>5.2:</b> 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 <b>5.3:</b> 327e–327f, 338–339, 339a, 342–343, 343a, 353p <b>5.4:</b> 42c–42d, 42–43, 43a, 105c, 106–107, 110–111, 111a, 112–113, 118–119, 119a, 120–121, 121a, 122–123, 123a, 126–127, 162–163, 163a, 164–165, 165a <b>5.5:</b> 278c–278d, 278–279, 279a, 280–281, 281a, 312–313, 313a, 314–315, 315a <b>5.6:</b> 371c, 382–383, 383a, 392–393, 393a, 401i, 452–453, 453a, 467h, 467l–467m, 468–469, 469a
Craft and Structure Vocabulary	
CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2	<b>SE/TE:</b> <b>5.1:</b> 24c–24d, 28–29, 29a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 49h–49i, 100, 172–173, 173a <b>5.2:</b> 184–185, 185a, 194, 262d, 287i, 308, 315a, 317a, 320–321, 321a <b>5.3:</b> 328c–328d, 342–343, 343a, 348c–348d, 348–349, 349a, 350–351, 351a, 358c–358d, 383a, 385a, 387i <b>5.4:</b> 42–43, 43a, 62–63, 63a, 66–67, 67a, 68 <b>5.5:</b> 182–183, 183a, 225, 264–265, 265a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 307a, 308–309, 309a <b>5.6:</b> 438d, 444–445, 467i
Integration of Knowledge and Ideas Sources of Information	
CC.1.3.5.G 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).	<b>SE/TE:</b> <b>5.1:</b> 81, 201 <b>5.2:</b> 244c–244d, 257a <b>5.3:</b> 420–421, 421a <b>5.4:</b> 36–37, 37a <b>5.5:</b> 174–175, 196–197, 197a, 254–255 <b>5.6:</b> 384–385, 385a, 442–443, 445a, 454–455, 466–467

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Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1</p>	<p><b>SE/TE:</b> <b>5.1:</b> 40–41, 41a, 72–73 <b>5.2:</b> 231c, 250, 254c–254d, 254–255, 255a, 278–279, 279a, 282–285, 285a <b>5.3:</b> 382c, 385a, 477a <b>5.5:</b> 281 <b>5.6:</b> 394–395, 398c–398d, 398–399, 399a</p>
Vocabulary Acquisition and Use Strategies	
<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1</p>	<p><b>SE/TE:</b> <b>5.1:</b> 24c–24d, 24, 48–49, 54, 49h–49i, 60–61, 61a, 64–65, 65a, 66c–66d, 80, 83a–83b, 85a, 86e, 86, 108, 109a, 109h–109i, 114, 138, 141a–141b, 144e, 144–145, 168, 169a <b>5.2:</b> 177a–177b, 180e, 180, 200, 201a, 203a–203b, 205a, 206e, 206, 214–215, 215a, 218–219, 228, 229a, 229h, 231a–231b, 234, 256, 261a, 262e, 262, 266–267, 267a, 273a, 286, 287a, 287h, 289a–289b, 291a, 292e, 292, 300–301, 306–307, 316 <b>5.3:</b> 325a, 327a, 328e, 328, 332–333, 333a, 352, 353h–353i, 386, 389a–389b, 392, 422, 425a–425b, 428, 446, 447a, 452, 472 <b>5.4:</b> 24e–25, 27a, 44, 45a, 47a, 49a, 50, 50e, 60–61, 68–69, 72a–72b, 74, 75h, 77a–77b, 80e, 80–81, 84–85, 88–89, 103i, 105a–105b, 108e, 108–109, 134, 135a, 135h, 137a–137b, 140e, 140–141, 160, 161a <b>5.5:</b> 169a–169b, 172a–172b, 172, 182a–182b, 192a–192b, 196, 199a–199b, 201a, 202e, 202–203, 226–227, 227a, 227h–227i, 229a, 232e, 232, 236–237, 242c, 243a, 250a–250b, 254, 255a, 255h, 257a–257b, 260e, 260–261, 268–269, 269a, 270c–270d, 282–283, 283a, 283h, 285a–285b, 287a, 288a–288b, 288, 298a–298b, 306a–306b, 310</p>

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<p><b>(Continued)</b>            CC.1.3.5.I            Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.            E05.A-V.4.1.1</p>	<p><b>(Continued)</b>  <b>5.6:</b> 319a–319b, 321a, 322c–322d, 322e, 322, 326–327, 327a, 340a–340b, 342, 343a, 343h–343i, 345a–345b, 348e, 348, 353a, 368, 371a–371b, 373a, 400, 403a–403b, 406e, 406, 414–415, 415a, 418a–418b, 418–419, 422–423, 432, 433a, 433h–433i, 435a–435b, 438, 466</p>
<b>Vocabulary Acquisition and Use</b>	
<p>CC.1.3.5.J            Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.            E05.A-V.4.1.1            E05.A-V.4.1.2</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 21a–21b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 54a–54b, 66a–66b, 78a–78b, , 83a–83b, 86a–86b, 96a–96b, 104a–104b, 111a–111b, 114a–114b, 126a–126b, 134a–134b, 141a–141b, 144a–144b, 154a–154b, 164a–164b  <b>5.2:</b> 177a–177b, 179a, 180a–180b, 190a–190b, 198a–198b, 203a–203b, 206a–206b, 214a–214b, 224a–224b, 231a–231b, 233a, 234a–234b, 244a–244b, 254a–254b, 259a–259b, 261a, 262a–262b, 272a–272b, 282a–282b, 289a–289b, 292a–292b, 302a–302b, 312a–312b  <b>5.3:</b> 325a–325b, 327a, 328a–328b, 328c–328d, 338a–338b, 348a–348b, 355a–355b, 358a–358b, 372a–372b, 382a–382b, 389a–389b, 391a, 392a–392b, 402a–402b, 416a–416b, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 442c–442d, 444–445, 445a, 449a–449b, 452a–452b, 468a–468b, 473c  <b>5.4:</b> 21a–21b, 23a, 24a–24b, 34a–34b, 42a–42b, 47a–47b, 50a–50b, 50d, 62a–62b, 72a–72b, 77a–77b, 79a, 80a–80b, 90a–90b, 98a–98b, 105a–105b, 107a, 108a–108b, 118a–118b, 130a–130b, 137a–137b, 140a–140b, 148a–148b, 156a–156b  <b>5.5:</b> 169a–169b, 171a, 172a–172b, 182a–182b, 192a–192b, 199a–199b, 201a, 202a–202b, 202c, 212a–212b, 220a–220b, 227h–227i, 229a–229b, 231a–231b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 278a–278b, 285a–285b, 287a, 287c, 288a–288b, 298a–298b, 306a–306b, 311a</p>

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<p><b>(Continued)</b> CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2</p>	<p><b>(Continued)</b> <b>5.6:</b> 319a–319b, 322a–322b, 330a–330b, 340a–340b, 345a–345b, 348a–348b, 356a–356b, 364a–364b, 371a–371b, 374a–374b, 384a–384b, 398a–398b, 403a–403b, 405a, 406a–406b, 418a–418b, 428a–428b, 435a–435b, 437a, 438a–438b, 450a–450b, 462a–462b</p>
<p><b>Range of Reading</b></p>	
<p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> <b>5.1:</b> 21c, 22–23, 26–27, 27a, 28–42, 48, 52, 55, 56–57, 57a, 72–73, 73a, 80, 88–89, 89a, 96–97, 97a, 117a, 147a, 170–171, 171a, 172–173, 173a <b>5.2:</b> 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, 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, 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 <b>5.3:</b> 330–331, 331a, 382–383, 383a, 442–443, 443a <b>5.4:</b> 21c, 22–23, 26–27, 27a, 28–33, 33a, 34–37, 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, 162–163, 163a, 164–165, 165a <b>5.5:</b> 169c, 170–171, 174–175, 175a, 176–181, 181a, 182–187, 187a, 262–273, 306c–306d, 306–307, 307a, 312–313, 313a, 314–315, 315a <b>5.6:</b> 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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<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
Informative/Explanatory	
CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>SE/TE:</b> <b>5.1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49p–49q, 53b, 85e–85f, 95d–95e, 102–103, 103a–103c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 132–133, 133b–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q, 196–197 <b>5.2:</b> 257b <b>5.3:</b> 440–441, 451e–451f, 459d–459e, 466–467, 467a, 467b–467c, 473p–473q <b>5.4:</b> 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, 218–219 <b>5.5:</b> 231e–231f, 241d–241e, 247d, 248–249, 249a, 249b–249c, 255d, 255p–255q, 287e–287f, 304–305 <b>5.6:</b> 433d–433e
Informative/Explanatory Focus	
CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1	<b>SE/TE:</b> <b>5.1:</b> 44–45, 45b–45c, 85e–85f, 95d–95e, 96–97, 102–103, 103b–103c, 104c–104d, 113e–113f, 132–133, 133a, 143e–143f, 144, 153d–153e, 162–163 <b>5.3:</b> 440, 447b, 451e–451f, 466–467, 467a, 467b–467c <b>5.4:</b> 95d, 96–97, 97a, 139e–139f, 147d–147e, 154–155 <b>5.5:</b> 201e–201f, 218, 227b, 248–249, 249a, 287e–287f, 297d–297e, 302, 303c, 303d, 304–305, 305a, 305b–305c



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Informative/Explanatory Content	
<p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2</p>	<p><b>SE/TE:</b> <b>5.1:</b> 81b, 95d–95e, 102–103, 109b, 132–133, 133a, 133b–133c, 139p–139q, 153d–153e, 162–163, 163a, 163b–163c <b>5.2:</b> 257b <b>5.3:</b> 427e–427f, 433d–433e, 440–441, 441a, 441b–441c, 447d–447e, 466–467, 467b–467c, 473d–473e <b>5.4:</b> 97b–97c, 147d–147e, 161d–161e <b>5.5:</b> 218–219, 219a, 219b–219c, 227b, 231e–231f, 247d, 248–249, 249a, 250c–250d, 297d–297e, 304, 311d–311e</p>
Informative/Explanatory Organization	
<p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6</p>	<p><b>SE/TE:</b> <b>5.1:</b> 85d, 95c, 101e, 102–103, 109o, 132–133, 143e, 162–163, 163a <b>5.2:</b> 222–223, 380–381 <b>5.3:</b> 433d–433e, 440–441, 451e–451f, 459d, 466–467, 467a, 467b, 473d <b>5.4:</b> 96 <b>5.5:</b> 248, 255d–255e, 276–277, 304–305, 305b–305c <b>5.6:</b> 426–427</p>
Informative/Explanatory Style	
<p>CC.1.4.5.E Write with an awareness of style.</p>	
<ul style="list-style-type: none"> <li>▪ Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	<p><b>SE/TE:</b> <b>5.1:</b> 46c–46d, 49d–49e, 133b–133c, 139p–139q <b>5.2:</b> 206–207 <b>5.3:</b> 433d–433e, 447d–447e, 452d, 473d–473e <b>5.4:</b> 79e–79f, 96–97, 97a, 103d–103e, 154–155, 161d–161e <b>5.5:</b> 227i</p>

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<p>▪ Use sentences of varying length.</p> <p>E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b></p> <p><b>5.1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49p–49q, 53b, 85e–85f, 95d–95e, 102–103, 103a–103c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 132–133, 133b–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q, 196–197</p> <p><b>5.2:</b> 257b</p> <p><b>5.3:</b> 440–441, 451e–451f, 459d–459e, 466–467, 467a, 467b–467c, 473p–473q</p> <p><b>5.4:</b> 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, 218–219</p> <p><b>5.5:</b> 231e–231f, 241d–241e, 247d, 248–249, 249a, 249b–249c, 255d, 255p–255q, 287e–287f, 304–305</p> <p><b>5.6:</b> 433d–433e</p>
<p>Informative/Explanatory Conventions of Language</p>	
<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b></p> <p><b>5.1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49p–49q, 53b, 85e–85f, 95d–95e, 102–103, 103a–103c, 109d–109e, 109p–109q, 113e–113f, 125d–125e, 132–133, 133b–133c, 139d–139e, 139p–139q, 143e–143f, 153d–153e, 162–163, 163a–163c, 169d–169e, 169p–169q, 196–197</p> <p><b>5.2:</b> 257b</p> <p><b>5.3:</b> 440–441, 451e–451f, 459d–459e, 466–467, 467a, 467b–467c, 473p–473q</p> <p><b>5.4:</b> 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, 218–219</p> <p><b>5.5:</b> 231e–231f, 241d–241e, 247d, 248–249, 249a, 249b–249c, 255d, 255p–255q, 287e–287f, 304–305</p> <p><b>5.6:</b> 433d–433e</p>

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Opinion/Argumentative	
CC.1.4.5.G Write opinion pieces on topics or texts.	<b>SE/TE:</b> <b>5.3:</b> 353b, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a, 466–467 <b>5.4:</b> 73a, 188 <b>5.5:</b> 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 336 <b>5.6:</b> 394, 424, 426–427, 433d–433e
Opinion/ Argumentative Focus	
CC.1.4.5.H Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1	<b>SE/TE:</b> <b>5.1:</b> 85b <b>5.3:</b> 344, 371d–371e, 380–381, 381a, 381b, 387d, 387p, 391e–391f, 414–415, 415a, 415b–415c, 466–467 <b>5.4:</b> 133a <b>5.5:</b> 188–189, 189a, 259e–259f, 269d–269e, 276–277, 277a, 336 <b>5.6:</b> 394, 405e–405f, 417d–417e, 424, 426–427, 427a
Opinion/ Argumentative Content	
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2	<b>SE/TE:</b> <b>5.1:</b> 44–45, 132–133, 162–163 <b>5.2:</b> 308 <b>5.3:</b> 344, 357e–357f, 371d–371e, 378, 380–381, 381a, 381b, 387d, 391e–391f, 401d–401e, 412, 414–415, 415a, 415b–415c, 423d–423e, 427b, 438, 464, 466–467 <b>5.4:</b> 38, 68, 94, 126, 152 <b>5.5:</b> 246, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 302, 360 <b>5.6:</b> , 417d–417e, 427b–427c, 433d–433e, 458

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Opinion/ Argumentative Organization	
<p>CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.</p> <p>E 05.C.1.1.1 E 05.C.1.1.3 E 05.C.1.1.5 E05.E.1.1.1 E 05.E.1.1.3 E 05.E.1.1.6</p>	<p><b>SE/TE:</b> <b>5.1:</b> 85b <b>5.3:</b> 344, 371d–371e, 380–381, 381a, 381b, 387d, 387p, 391e–391f, 415a, 415b–415c, 414–415, 423d–423e, 466–467 <b>5.4:</b> 133a <b>5.5:</b> 188–189, 189a, 259e–259f, 269d–269e, 276–277, 277a, 283d–283e, 304–305, 336, 394 <b>5.6:</b> 405e–405f, 417d–417e, 424, 426–427, 427a, 427b</p>
Opinion/ Argumentative Style	
CC.1.4.5.K Write with an awareness of style.	
<ul style="list-style-type: none"> <li>▪ Use sentences of varying length.</li> </ul>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b> <b>5.3:</b> 353b, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a, 466–467 <b>5.4:</b> 73a, 188 <b>5.5:</b> 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 336 <b>5.6:</b> 394, 424, 426–427, 433d–433e</p>
<ul style="list-style-type: none"> <li>▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b> <b>5.3:</b> 353b, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a, 466–467 <b>5.4:</b> 73a, 188 <b>5.5:</b> 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 336 <b>5.6:</b> 394, 424, 426–427, 433d–433e</p>

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Opinion/ Argumentative Conventions of Language	
<p>CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b>  <b>5.3:</b> 353b, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a, 466–467  <b>5.4:</b> 73a, 188  <b>5.5:</b> 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 336  <b>5.6:</b> 394, 424, 426–427, 433d–433e</p>
Narrative	
<p>CC.1.4.5.M Write narratives to develop real or imagined experiences or events.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 53e–53f, 65d–65e, 76–77, 77a, 81p–81q  <b>5.2:</b> 189d–189e, 196–197, 197a, 205e–205f, 213d–213e, 222–223, 223a, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a  <b>5.3:</b> 346–347, 347b–347c, 440–441, 466–467  <b>5.4:</b> 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a  <b>5.5:</b> 171e–171f, 190–191, 191a, 216, 309a  <b>5.6:</b> 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p>

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<p>Narrative Focus</p>	
<p>CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1</p>	<p><b>SE/TE:</b> <b>5.1:</b> 76–77, 81d–81e <b>5.2:</b> 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 <b>5.3:</b> 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f <b>5.4:</b> 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 61d, 70–71, 71a, 117d–117e, 128 <b>5.5:</b> 190, 197b <b>5.6:</b> 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>Narrative Content</p>	
<p>CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4</p>	<p><b>SE/TE:</b> <b>5.1:</b> 46–47, 76–77, 77a <b>5.2:</b> 179e–179f, 189d–189e, 196–197, 197a, 197b–197c, 213d–213e, 222–223, 280–281, 281a, 310–311, 311a, 311b–311c, 317d–317e <b>5.3:</b> 327e–327f, 346–347, 347a, 347b–347c, 353p–353q <b>5.4:</b> 23e–23f, 40–41, 41a, 45d–45e, 107e–107f, 128–129, 135i <b>5.6:</b> 338–339, 339a, 339b–339c, 343d–343e, 347e–347f, 355d–355e, 362–363, 363a, 363b–363c, 373e–373f, 383d–383e, 396–397, 397a, 397b–397c, 460–461, 461b</p>

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Narrative Organization	
<p>CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5</p>	<p><b>SE/TE:</b> <b>5.1:</b> 23e–23f, 28e–28f, 44–45, 45a, 76–77, 81d–81e <b>5.2:</b> 205e–205f, 213d–213e, 222–223a, 233e–233f, 243d–243e, 252–253, 253a, 261e–261f, 271d–271e, 280–281a, 281b–281c, 287d–287e, 291e–291f, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e <b>5.3:</b> 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f <b>5.4:</b> 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 49e, 61d, 70–71, 71a, 71b, 117d–117e, 128, 129a <b>5.5:</b> 190, 197b <b>5.6:</b> 329e–329f, 338–339, 339a, 339b–339c, 343b, 362–363, 363a, 383d–383e, 396–397, 397a, 401d–401e, 437e–437f, 449d–449e, 460–461, 461a, 461b, 467e</p>
Narrative Style	
CC.1.4.5.Q Write with an awareness of styles.	
<ul style="list-style-type: none"> <li>▪ Use sentences of varying length.</li> </ul>	<p>These pages provide opportunities for children to meet this standard. <b>SE/TE:</b> <b>5.1:</b> 53e–53f, 65d–65e, 76–77, 77a, 81p–81q <b>5.2:</b> 189d–189e, 196–197, 197a, 205e–205f, 213d–213e, 222–223, 223a, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a <b>5.3:</b> 346–347, 347b–347c, 440–441, 466–467 <b>5.4:</b> 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a <b>5.5:</b> 171e–171f, 190–191, 191a, 216, 309a <b>5.6:</b> 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p>

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<ul style="list-style-type: none"> <li>▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> <p>E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b></p> <p><b>5.1:</b> 53e–53f, 65d–65e, 76–77, 77a, 81p–81q  <b>5.2:</b> 189d–189e, 196–197, 197a, 205e–205f, 213d–213e, 222–223, 223a, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a  <b>5.3:</b> 346–347, 347b–347c, 440–441, 466–467  <b>5.4:</b> 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a  <b>5.5:</b> 171e–171f, 190–191, 191a, 216, 309a  <b>5.6:</b> 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p>
<p>Narrative Conventions of Language</p>	
<p>CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p>These pages provide opportunities for children to meet this standard.</p> <p><b>SE/TE:</b></p> <p><b>5.1:</b> 53e–53f, 65d–65e, 76–77, 77a, 81p–81q  <b>5.2:</b> 189d–189e, 196–197, 197a, 205e–205f, 213d–213e, 222–223, 223a, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, 291e–291f, 301d–301e, 310–311, 311a  <b>5.3:</b> 346–347, 347b–347c, 440–441, 466–467  <b>5.4:</b> 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a  <b>5.5:</b> 171e–171f, 190–191, 191a, 216, 309a  <b>5.6:</b> 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p>



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<p>Response to Literature</p>	
<p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. E 05.E.1.1.1 E 05.E.1.1.2 E 05.E.1.1.3 E 05.E.1.1.4 E 05.E.1.1.5 E 05.E.1.1.6</p>	<p><b>SE/TE:</b> <b>5.1:</b> 42–43, 74–75, 75a, 100–101, 101a, 104c–104d, 130, 160–161 <b>5.2:</b> 194–195, 201b, 220–221, 221a 250–251, 251a, 271d–271e, 278–279, 279a, 308–309, 309a <b>5.3:</b> 344–345, 345c, 348c–348d, 358–359, 378–379, 412–413, 413a, 445, 464–465 <b>5.4:</b> 38–39, 39a, 68–69, 71a, 75d–75e, 94–95, 101a, 126–127, 152–153 <b>5.5:</b> 188–189, 194, 211d–211e, 216–217, 217a, 217c, 246–247, 274–275, 275a, 280–281, 281a, 302–303 <b>5.6:</b> 336–337, 337a, 341, 360–361, 361a, 394–395, 395a, 405e–405f, 424–425, 425a, 426–427, 427a, 458–459, 459a</p>

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<p>Production and Distribution of Writing Writing Process</p>	
<p><b>CC.1.4.5.T</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>SE/TE:</b> <b>5.1:</b> 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 65d–65e, 81p–81q, 109d–109e, 139d–139e, 161d, 169d–169e <b>5.2:</b> 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 <b>5.3:</b> 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 <b>5.4:</b> 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 <b>5.5:</b> 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 <b>5.6:</b> 329e–329f, 337d, 343d–343e, 343p–343q, 369e, 369p–369q, 395d, 401d–401e, 401p–401q, 427b–427c, 433p–433q, 459d, 467d–467e, 467p–467q</p>
<p>Technology and Publication</p>	
<p><b>CC.1.4.5.U</b> With some guidance and support, 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><b>SE/TE:</b> <b>5.1:</b> 33b–33c, 49b–49c, 139b <b>5.2:</b> 201b, 229b, 287b, 317b <b>5.3:</b> 353b, 401b, 423b–423c <b>5.4:</b> 33b, 45b, 49b, 127d, 135b, 159a, 161b <b>5.6:</b> 343b, 433b, 467b</p>

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<b>Conducting Research</b>	
<p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 23b, 33b, 43d, 49b, 49n, 75d, 85b, 113b, 131c, 143b  <b>5.2:</b> 179b, 189b, 195d, 201b, 205b, 213b, 233b, 261b, 301b, 309d, 317b, 317n  <b>5.3:</b> 327b, 337b, 371b, 379d, 391b, 427b, 451b, 459b, 465d, 468c–468d, 468–469, 469a, 473n  <b>5.4:</b> 23b, 39d, 49b, 61b, 69d, 79b, 89b, 107b, 139b, 147b, 153d, 161b  <b>5.5:</b> 171b, 189d, 201b, 211b, 217d, 241b, 247d, 259b, 269b, 275d, 287b  <b>5.6:</b> 321b, 329b, 343n, 347b, 373b, 383b, 401b</p>
<b>Credibility, Reliability, and Validity of Sources</b>	
<p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 33b–33c, 43d, 65b, 75d, 81b, 95b, 100–101, 101a, 101d, 125b, 130–131, 131d, 139b, 143b, 153b, 161c, 166–167, 167a, 169b  <b>5.2:</b> 189b, 194–195, 195a, 195c, 213b, 221d, 224c–224d, 229b, 233b, 243b, 251d, 257b, 271b, 271d–271e, 279d, 287b, 291b, 301b, 308–309, 309a, 309d, 317b, 317n  <b>5.3:</b> 337b, 344–345, 345a, 357b, 371b, 379a, 379d, 391b, 401b, 413d, 427b, 433b, 438–439, 439a, 439d, 451b, 459b, 459d–459e, 464–465, 465a, 465d, 473b  <b>5.4:</b> 33b, 39d, 45b, 61b, 69a, 69d, 75b, 89b, 94–95, 95d, 103b, 117b, 127d, 135b, 147b, 152–153, 153d, 161b  <b>5.5:</b> 181b, 189c, 189d, 197b, 201e–201f, 211b, 211d–211e, 216–217, 217a, 217c, 217d, 218–219, 219a, 241b, 246–247, 247c, 247d, 269b, 274–275, 275a, 275c, 275d, 283b, 297b, 302–303, 303d, 311b  <b>5.6:</b> 329b, 337d, 347b, 355b, 360–361, 361a, 361c, 361d, 364c–364d, 383b, 395d, 401b, 417b, 425c, 425d, 449b, 459d, 467b</p>

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Range of Writing	
<p>CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 42, 44–45, 49p–49q, 76–77, 100, 102–103, 130, 132–133, 139p–139q, 160, 162–163, 169p–169q  <b>5.2:</b> 179e–179f, 194, 196–197, 198–199, 199a, 201i, 213d–213e, 220–221, 221a, 222–223, 223b–223c, 229d–229e, 229p–229q, 233e–233f, 250, 252–253, 257p–257q, 278, 280–281, 281a, 284–285, 285a, 287p–287q, 301d–301e, 308–309, 309a, 310–311, 317d–317e, 317n, 317p–317q, 321a  <b>5.3:</b> 344–345, 345a, 346–347, 358, 378, 380–381, 401d–401e, 414–415, 415a, 440–441, 441a, 445, 447p–447q, 464, 466–467, 473p–473q  <b>5.4:</b> 23e–23f, 33d–33e, 39d, 40–41, 45n, 45p–45q, 49f, 68, 70–71, 73a, 75o, 79b, 79e–79f, 89d–89e, 95d, 96–97, 97a, 97b–97c, 101a, 103b, 103d–103e, 103p–103q, 107e–107f, 126, 128–129, 129a, 135p–135q, 139e–139f, 147d–147e, 152–153, 154–155, 155b–155c, 161d–161e, 161p–161q  <b>5.5:</b> 171e–171f, 188–189, 189a, 190–191, 194, 197p–197q, 216–217, 217a, 217d, 218–219, 224–225, 225a, 227p–227q, 246–247, 248–249, 255p–255q, 269d–269e, 274–275, 275a, 276–277, 283p–283q, 302–303a, 303d, 304–305a, 309a, 311p–311q  <b>5.6:</b> 336, 338–339, 341, 343p–343q, 360, 362–363, 369p–369q, 394, 396–397, 401p–401q, 405b, 424, 426–427, 433d–433e, 433p–433q, 437b, 458–459, 459a, 459d, 459, 460–461, 461b–461c, 462–465, 467p–467q</p>

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<p><b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b></p>	
<p>Comprehension and Collaboration Collaborative Discussion</p>	
<p><b>CC.1.5.5.A</b> Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> <b>5.1:</b> 20–21, 21a–21b, 23a–23b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 50–53, 54a–54b, 66a–66b, 78a–78b, 81j, 82–83, 83a–83b, 86a–86b, 96a–96b, 104a–104b, 109f–109q, 110–111, 113a–113b, 114a–114b, 126a–126b, 134a–134b, 140–141, 144a–144b, 154a–154b, 164a–164b, 164c–164d, 169 <b>5.2:</b> 176–177, 180a–180b, 190a–190b, 198a–198b, 198c–198d, 201n, 201–202, 203a–203b, 206a–206b, 208–209, 209a, 214a–214b, 221d, 224a–224b, 229n, 230–231, 234a–234b, 244a–244b, 254a–254b, 258–259, 259a–259b, 262a–262b, 272a–272b, 272c–272d, 274–275, 275a, 276–277, 277a, 279d, 282a–282b, 282–283, 283a, 287a, 287n, 287, 288–289, 289a–289b, 291e–291f, 292a–292b, 302a–302b, 312a–312b, 317 <b>5.3:</b> 324–325, 327a–327b, 328a–328b, 338a–338b, 348a–348b, 354–355, 358a–358b, 372a, 382a, 387, 388–389, 389b, 392a–392b, 402a–402b, 416a–416b, 424–425, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 448–449, 452a–452b, 460a–460b, 468a–468b <b>5.4:</b> 20–21, 21a–21b, 24a–24b, 34a–34b, 42a–42b, 46–47, 50a–50b, 72a–72b, 76–77, 77a–77b, 80a–80b, 89d–89e, 90a–90b, 98a–98b, 103a, 103n, 104–105, 108a–108b, 118a–118b, 130a–130b, 136–137, 140a–140b, 148a–148b, 155b–155c, 156a–156b, 161a, 161d–161e <b>5.5:</b> 168–169, 169a–169b, 172a–172b, 182a–182b, 192a–192b, 196–197, 197a, 198–199, 199a–199b, 202a–202b, 212a–212b, 220a–220b, 227, 228–229, 232a–232b, 242a–242b, 250a–250b, 256–257, 257a–257b, 260a–260b, 270a–270b, 278a–278b, 284–285, 288a–288b, 298a–298b, 306a–306b, 311</p>

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<p><b>(Continued)</b> CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p><b>(Continued)</b> <b>5.6:</b> 318–319, 319a–319b, 322a–322b, 330a–330b, 340a–340b, 343, 344–345, 345a–345b, 348a–348b, 356a–356b, 364a–364b, 368–369, 369a, 370–371, 371a–371b, 374a–374b, 384a–384b, 398a–398b, 402–403, 406a–406b, 418a–418b, 425b, 428a–428b, 433, 434–435, 435a–435b, 438a–438b, 450a–450b, 462a–462b</p>
<p>Comprehension and Collaboration Critical Listening</p>	
<p>CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SE/TE:</b> <b>5.1:</b> 20–21, 34c–34d, 50–51, 66c–66d, 109, 126c–126d, 154c–154d <b>5.2:</b> 221a, 226–227, 227a, 302c–302d <b>5.3:</b> 386–387, 473l <b>5.4:</b> 53a, 62c–62d, 102–103, 103b <b>5.5:</b> 282–283, 283a, 283n <b>5.6:</b> 432–433, 467a</p>
<p>Comprehension and Collaboration Evaluating Information</p>	
<p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>SE/TE:</b> <b>5.3:</b> 353a, 357e–357f, 380–381, 425a–425b <b>5.4:</b> 72c, 103a</p>

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Presentation of Knowledge and Ideas Purpose, Audience, and Task	
<p><b>CC.1.5.5.D</b> Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 34c–34d, 42–43, 43a, 49n, 68–69, 69a, 81a, 81b–81c, 81n, 96c–96d, 100–101, 101a, 109a, 109n, 126c–126d, 130–131, 131a, 138–139, 139a, 139n, 154c–154d, 160–161, 161a, 169a, 169n  <b>5.2:</b> 190c–190d, 201n, 214c–214d, 214–215, 215a, 220–221, 221a, 229a, 229, 244c–244d, 250–251, 251a, 257n, 278–279, 279a, 287n, 308–309, 309a, 316–317, 317a, 317n  <b>5.3:</b> 338c–338d, 344–345, 345a, 353a, 353n, 372c, 378–379, 386–387, 387a, 387n, 387, 402c–402d, 412–413, 413a, 423a, 423n, 434c–434d, 439a, 447a, 447n, 460c–460d, 464–465, 465a, 473a, 473n  <b>5.4:</b> 34c–34d, 39a, 45a, 45n, 45, 62c–62d, 69a, 75a, 75n, 103b, 103n, 118c–118d, 127a, 135a, 135n, 135, 148c–148d, 152–153, 153a, 161b, 161n  <b>5.5:</b> 182c–182d, 188–189, 189a, 197b, 197n, 226–227, 227a, 227n, 242c, 270c–270d, 282–283, 283a, 298c–298d, 303a, 311n, 311  <b>5.6:</b> 330c–330d, 336–337, 337a, 343a, 343n, 343, 356c–356d, 360–361, 361a, 369n, 384c–384d, 395a, 401a, 401n, 418c–418d, 433a, 433n, 450c–450d, 458–459, 459a, 467n</p>
Presentation of Knowledge and Ideas Context	
<p><b>CC.1.5.5.E</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>SE/TE:</b>  <b>5.1:</b> 49, 81, 109, 139  <b>5.2:</b> 201a, 201, 229a, 229n, 229, 257a, 257, 287  <b>5.3:</b> 353, 386–387, 423, 447, 449a–449b, 472–473, 473a  <b>5.4:</b> 44–45, 75, 102–103, 103a, 135, 161a, 161, 161n  <b>5.5:</b> 197n, 197, 227, 254–255, 255a, 255n, 282–283, 283a, 283n  <b>5.6:</b> 433</p>

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to the  
Pennsylvania Core Standards for English Language Arts (2014)  
Grade 5**

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Integration of Knowledge and Ideas Multimedia	
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>SE/TE:</b> <b>5.1:</b> 169 <b>5.3:</b> 338a, 468c–468d, 473l–473m, 473 <b>5.4:</b> 45a, 103b, 103n, 135n, 161b, 161n <b>5.5:</b> 197b, 226–227, 227a, 225n–255o <b>5.6:</b> 383b, 401b, 449b, 467b, 467n
Conventions of Standard English	
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	<b>SE/TE:</b> <b>5.1:</b> 43d–43e, 44–45, 53d, 65c, 75e, 76–77, 77a, 81c, 81o, 85d, 95c, 101e, 102–103, 103a, 109c, 109o, 109p–109q, 113d, 125c, 131e, 132–133, 133a, 139o, 139p–139q, 143d, 144c–144d, 153c, 161e, 162–163, 163a, 169c <b>5.2:</b> 179d, 189c, 195e, 196–197, 197a, 197b–197c, 201c, 201o, 201p–201q, 205d, 213c, 221e, 222–223a, 229c, 229o, 233d, 243c, 251e, 252–253, 253a, 257c, 257o, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287c, 287d–287e, 287o, 291d, 300–301, 301c, 309e, 310–311, 317c, 317o, 317p–317q <b>5.3:</b> 327d, 346–347, 353p–353q, 357d, 371c, 379e, 380–381, 387c, 387o, 391d, 401c, 413e, 414–415, 423c, 423o, 427d, 433c, 439e, 440–441, 441a, 441b–441c, 447o, 447p–447q, 451d, 460a–460b, 466–467 <b>5.4:</b> 23d, 23e–23f, 33c, 39e, 40–41, 41a, 45c, 45o, 45p–45q, 49d, 61c, 69e, 70–71, 71a, 71b, 75c, 75o, 79d, 89c, 95e, 96–97, 97a, 97b–97c, 103c, 103o, 107d, 117c, 127e, 129a, 135c, 135o, 139d, 147c, 153e, 154–155, 155a, 161c, 161o <b>5.5:</b> 171d, 181c, 189e, 190–191, 191a, 197c, 197o, 201d, 211c, 217e, 218–219, 219a, 227c, 227o, 231d, 241c, 247e, 248–249, 249a, 255c, 255o, 259d, 269c, 275e, 276–277, 277a, 283c, 283o, 283p–283q, 287d, 297c, 303e, 304–305, 311c, 311o, 311p–311q <b>5.6:</b> 321d, 329c, 337e, 338–339, 339a, 343c, 343o, 362–363, 396–397, 426–427, 433d–433e, 449c, 460–461