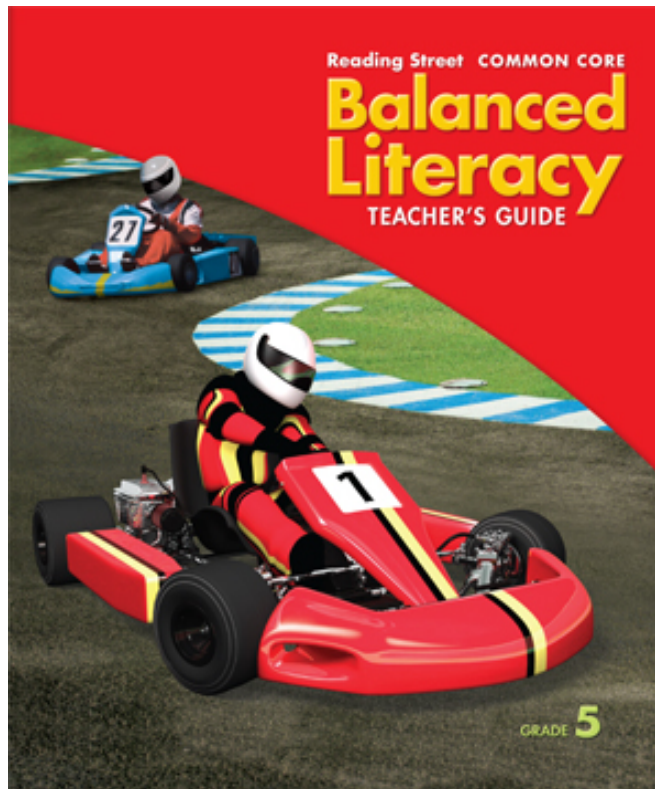


A Correlation of
**Reading Street
Common Core
Balanced Literacy**
©2015



To the
**Common Core State Standards
for English Language Arts
Grade 5**

A Correlation of Reading Street Common Core Balanced Literacy, ©2015 to the Common Core State Standards for English Language Arts Grade 5

Introduction

This document demonstrates how *Reading Street Common Core Balanced Literacy, ©2015*, aligns to the **Common Core State Standards for English Language Arts**. Correlation references are to the Balanced Literacy Teacher’s Guide and are cited by page number. The Balanced Literacy Teacher’s Guide is a guide for literacy instruction that supports balanced literacy classrooms.

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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Reading Standards for Literature	
Key Ideas and Details	
Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG: 6, 7, 18, 19, 30, 31, 66, 67, 90, 91, 102, 103, 115, 126, 127, 186, 187, 198, 199, 222, 223, 246, 247, 259, 282, 283, 295, 330, 331, 354, 355
Literature 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TG: 7, 19, 30, 31, 67, 103, 114, 115, 126, 127, 139, 163, 187, 198, 199, 222, 223, 246, 247, 259, 282, 283, 295, 331, 354, 355
Literature 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TG: 6, 66, 67, 90, 91, 102, 103, 114, 115, 126, 139, 186, 198, 223, 246, 259, 276, 282, 283, 330, 331, 354
Craft and Structure	
Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TG: 4, 19, 30, 67, 92, 93, 102, 103, 115, 128, 129, 163, 187, 199, 282, 331
Literature 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG: 6, 7, 90, 91, 95, 114, 115, 127, 187, 222, 223, 283, 330, 331, 355
Literature 6. Describe how a narrator’s or speaker’s point of view influences how events are described.	TG: 6, 7, 8, 9, 66, 104, 105, 115, 120, 127, 128, 129, 139, 140, 141, 187, 199, 247, 282, 283, 295, 354
Integration of Knowledge and Ideas	
Literature 7. 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).	TG: 91, 96, 187, 246, 331, 354, 355
8. (Not applicable to literature)	Not applicable according to the Common Core State Standards for English Language Arts

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Literature 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG: 7, 90, 91, 103, 139, 331
Range of Reading and Level of Text Complexity	
Literature 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	TG: 6, 18, 19, 30, 31, 66, 67, 90, 91, 102, 103, 114, 115, 126, 139, 163, 186, 187, 198, 199, 222, 223, 246, 247, 259, 295, 330, 331, 354, 355
Reading Standards for Informational Texts	
Key Ideas and Details	
Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG: 18, 19, 42, 43, 55, 78, 79, 102, 114, 126, 138, 139, 150, 151, 163, 174, 175, 199, 210, 211, 234, 235, 247, 258, 259, 270, 271, 282, 294, 295, 306, 307, 318, 319, 342, 343, 354
Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TG: 18, 43, 126, 138, 139, 150, 151, 162, 163, 174, 175, 210, 211, 247, 259, 271, 282, 306, 307, 318, 319, 342, 343, 355
Informational Text 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TG: 7, 31, 42, 54, 55, 78, 79, 114, 126, 138, 150, 151, 162, 163, 210, 211, 234, 247, 258, 259, 282, 307, 318, 319, 342, 343, 354
Craft and Structure	
Informational Text 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	TG: 16, 17, 43, 55, 79, 138, 151, 175, 211, 234, 307, 318
Informational Text 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	TG: 54, 55, 78, 79, 143, 150, 151, 162, 211, 235, 318, 319, 343, 355

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Informational Text 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TG: 42, 43, 55, 307, 343
Integration of Knowledge and Ideas	
Informational Text 7. 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.	TG: 19, 43, 79, 119, 151, 174, 175, 211, 235, 258, 270, 271, 319, 343
Informational Text 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TG: 7, 31, 42, 43, 54, 138, 139, 151, 162, 163, 175, 199, 211, 223, 247, 258, 259, 270, 271, 294, 295, 307, 319, 342
Informational Text 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG: 7, 19, 43, 71, 79, 175, 223, 247, 271, 311, 343, 347, 355
Range of Reading and Level of Text Complexity	
Informational Text 10. By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	TG: 7, 19, 31, 42, 43, 54, 55, 78, 79, 102, 114, 138, 150, 151, 162, 174, 199, 210, 211, 223, 234, 235, 247, 258, 259, 270, 271, 294, 306, 307, 318, 342, 343, 354, 355
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 5)	Not applicable according to the Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 5)	Not applicable according to the Common Core State Standards for English Language Arts
Phonics and Word Recognition	
Foundational Skills 3. Know and apply grade-level phonics and word analysis skills in decoding words.	TG: 20, 21, 32, 33, 64, 100, 101, 116, 117, 140, 141, 172, 173, 184, 185, 188, 189, 212, 213, 248, 249, 272, 273, 284, 285, 332, 333, 336, 344, 345, 356, 357

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Foundational Skills 3.a. 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.	TG: 8, 9, 20, 21, 56, 57, 68, 69, 80, 81, 104, 105, 112, 116, 117, 120, 138, 152, 153, 164, 165, 172, 173, 176, 177, 184, 185, 188, 189, 192, 200, 201, 212, 213, 244, 245, 280, 281, 292, 293, 296, 297, 300, 320, 321, 316, 317, 324, 344, 345, 356, 357
Fluency	
Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.	TG: 12, 24, 36, 42, 48, 54, 60, 84, 90, 96, 102, 108, 126, 150, 156, 162, 186, 192, 216, 234, 240, 268, 269, 282, 288, 306, 318, 324, 342
Foundational Skills 4.a. Read grade-level text with purpose and understanding.	TG: 102, 198, 270, 271, 348
Foundational Skills 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG: 12, 18, 24, 36, 54, 66, 72, 78, 84, 90, 96, 102, 108, 114, 120, 126, 132, 138, 144, 150, 162, 168, 174, 180, 192, 198, 204, 210, 216, 222, 228, 234, 240, 246, 252, 258, 264, 270, 276, 282, 288, 294, 300, 306, 312, 318, 324, 330, 336, 342, 348, 354, 360
Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG: 4, 5, 12, 20, 21, 28, 29, 36, 44, 45, 64, 65, 100, 101, 124, 125, 148, 149, 162, 198, 268, 269, 270, 276, 282, 288, 348, 360
Writing Standards	
Text Types and Purposes	
Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	TG: 131, 143, 155, 287, 347
Writing 1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TG: 35, 143, 155, 287, 347
Writing 1.b. Provide logically ordered reasons that are supported by facts and details.	TG: 143, 155, 167, 287, 347

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Writing 1.c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	TG: 143, 155, 347
Writing 1.d. Provide a concluding statement or section related to the opinion presented.	TG: 155, 287, 347
Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG: 11, 23, 47, 59, 95, 179, 215, 239, 275, 299, 347
Writing 2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG: 11, 31, 35, 47, 59, 167, 179, 215, 239, 263, 275, 299
Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG: 23, 35, 47, 59, 95, 167, 179, 215, 239, 263, 275, 299
Writing 2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG: 35, 167, 179, 275, 299
Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG: 7, 11, 47, 167, 179, 215, 239
Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.	TG: 59, 167, 179
Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG: 23, 71, 83, 107, 119, 191, 203, 227, 251, 311, 323, 335, 359
Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG: 23, 83, 95, 107, 119, 131, 143, 191, 203, 227, 251, 311, 323, 335, 359

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Writing 3.b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG: 23, 71, 83, 107, 119, 131, 191, 227, 311, 323, 335, 359
Writing 3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG: 83, 107, 335, 359
Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG: 23, 71, 83, 95, 107, 119, 131, 155, 167, 191, 203, 227, 251, 287, 311, 323, 335, 359
Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.	TG: 23, 83, 107, 203, 227, 335, 359
Production and Distribution of Writing	
Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 336, 347, 359
Writing 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Writing 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Research to Build and Present Knowledge	
Writing 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359

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Writing 8. 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.	TG: 11, 23, 35, 47, 59, 71, 83, 95, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 319, 323, 335, 347, 359
Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 31, 71, 127, 203, 211, 235, 263, 347
Writing 9.a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	TG: 107, 211, 247
Writing 9.b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	TG: 31, 47, 71, 203, 235, 263, 347
Range of Writing	
Writing 10. 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.	TG: 11, 23, 35, 47, 59, 67, 71, 83, 95, 103, 107, 119, 131, 143, 155, 167, 179, 191, 203, 215, 227, 239, 251, 263, 275, 287, 299, 311, 323, 335, 347, 359
Speaking and Listening Standards	
Comprehension and Collaboration	
Speaking/Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	TG: 3, 11, 15, 27, 39, 41, 51, 55, 63, 71, 75, 83, 87, 99, 107, 108, 111, 119, 123, 131, 135, 147, 159, 171, 183, 195, 207, 215, 216, 219, 231, 239, 240, 243, 252, 255, 267, 275, 279, 291, 303, 315, 324, 327, 339, 351
Speaking/Listening 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG: 11, 12, 23, 24, 47, 83, 107, 108, 120, 155, 203, 215, 239, 240, 275, 287, 288, 300, 312, 343, 359

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Speaking/Listening 1.b. Follow agreed-upon rules for discussions and carry out assigned roles.	TG: 11, 12, 23, 47, 59, 71, 72, 83, 84, 95, 107, 108, 119, 120, 131, 143, 155, 167, 168, 179, 180, 192, 203, 215, 216, 227, 228, 239, 240, 251, 252, 275, 287, 299, 300, 311, 323, 335, 336, 347, 359
Speaking/Listening 1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TG: 11, 23, 24, 47, 59, 71, 72, 83, 107, 108, 131, 156, 179, 203, 215, 216, 227, 239, 240, 263, 275, 288, 300, 311, 324, 335
Speaking/Listening 1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TG: 108, 216, 288, 312, 348, 359
Speaking/Listening 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG: 215, 287, 288, 360
Speaking/Listening 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG: 108, 120, 132, 143, 216, 300
Presentation of Knowledge and Ideas	
Speaking/Listening 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	TG: 11, 23, 24, 35, 36, 47, 48, 59, 60, 71, 84, 95, 107, 119, 120, 131, 132, 143, 144, 155, 156, 167, 168, 179, 180, 191, 192, 203, 204, 215, 227, 228, 239, 251, 263, 264, 288, 299, 311, 312, 323, 335, 336, 347, 348, 359
Speaking/Listening 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG: 192, 215, 227, 239, 251, 264, 275, 287, 335, 359
Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG: 72, 83, 84, 96, 180, 216, 239, 240, 251, 275, 276, 287, 288, 348

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Language Standards	
Conventions of Standard English	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG: 10, 22, 23, 34, 35, 46, 47, 56, 57, 58, 59, 70, 71, 82, 83, 94, 95, 106, 107, 118, 119, 130, 131, 142, 143, 154, 155, 166, 167, 178, 190, 191, 202, 203, 214, 215, 226, 227, 238, 250, 251, 262, 263, 274, 275, 286, 287, 298, 299, 310, 311, 347
Language 1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG: 46, 178, 310, 322, 323
Language 1.b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	TG: 94, 130, 142, 166
Language 1.c. Use verb tense to convey various times, sequences, states, and conditions.	TG: 94, 106, 107, 130, 131, 142, 143, 154, 166
Language 1.d. Recognize and correct inappropriate shifts in verb tense.	TG: 130, 142, 166
Language 1.e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TG: 322
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG: 10, 16, 17, 28, 29, 35, 52, 53, 59, 71, 83, 95, 112, 113, 131, 148, 149, 155, 167, 191, 202, 203, 214, 215, 227, 232, 233, 238, 239, 244, 245, 251, 256, 257, 268, 269, 275, 280, 281, 299, 316, 317, 328, 329, 332, 333, 335, 346, 347, 352, 353, 358, 359
Language 2.a. Use punctuation to separate items in a series.	TG: 334, 358
Language 2.b. Use a comma to separate an introductory element from the rest of the sentence.	TG: 34, 334, 335

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Language 2.c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	TG: 334, 335
Language 2.d. Use underlining, quotation marks, or italics to indicate titles of works.	TG: 346, 347, 358
Language 2.e. Spell grade-appropriate words correctly, consulting references as needed.	TG: 4, 5, 16, 17, 28, 29, 40, 41, 52, 53, 64, 65, 76, 77, 88, 89, 100, 101, 112, 113, 124, 125, 136, 137, 148, 149, 160, 161, 172, 173, 184, 185, 196, 197, 208, 209, 220, 221, 232, 233, 244, 245, 256, 257, 268, 269, 280, 281, 284, 285, 292, 293, 304, 305, 316, 317, 328, 329, 332, 333, 340, 341, 352, 353, 356, 357
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG: 10, 47, 71, 83, 84, 95, 107, 116, 117, 119, 131, 143, 156, 167, 191, 192, 202, 203, 227, 228, 251, 252, 275, 300, 320, 321, 348
Language 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG: 35, 59, 71, 83, 203, 275, 323, 335
Language 3.b. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems.	TG: 127, 176, 177, 260, 261
Vocabulary Acquisition and Use	
Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	TG: 4, 5, 16, 17, 27, 28, 29, 36, 40, 41, 51, 52, 53, 60, 63, 64, 64, 65, 72, 75, 76, 77, 76, 77, 84, 87, 88, 89, 99, 100, 101, 108, 111, 112, 113, 123, 124, 125, 135, 136, 137, 144, 147, 148, 149, 159, 160, 161, 168, 171, 172, 173, 183, 184, 185, 192, 195, 196, 197, 198, 207, 208, 209, 208, 209, 210, 219, 220, 221, 228, 231, 232, 233, 240, 243, 244, 245, 255, 256, 257, 264, 267, 268, 269, 276, 279, 280, 281, 288, 291, 292, 293, 303, 304, 305, 308, 309, 312, 315, 316, 317, 327, 328, 329, 339, 340, 341, 348, 351, 352, 353

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Language 4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG: 4, 5, 12, 16, 19, 24, 39, 40, 41, 48, 52, 53, 64, 65, 72, 100, 101, 124, 125, 148, 149, 156, 160, 161, 168, 196, 197, 198, 199, 204, 208, 209, 210, 216, 220, 221, 228, 268, 269, 276, 280, 281, 282, 288, 320, 321, 340, 341, 348, 360
Language 4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	TG: 20, 21, 92, 93, 88, 89, 96, 136, 137, 140, 141, 144, 164, 165, 172, 173, 180, 212, 213, 224, 225, 232, 233, 234, 240, 244, 245, 248, 249, 252, 268, 269, 272, 273, 292, 293, 300, 328, 329, 336
Language 4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	TG: 20, 21, 28, 29, 32, 33, 36, 44, 45, 68, 69, 76, 77, 84, 88, 89, 160, 161, 167, 210, 212, 213, 224, 225, 240, 252, 256, 257, 260, 261, 264, 272, 273, 304, 305, 312, 320, 321, 356, 357
Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	TG: 20, 21, 23, 32, 33, 44, 45, 56, 57, 60, 68, 69, 80, 81, 95, 108, 127, 128, 129, 162, 164, 165, 163, 176, 177, 187, 199, 204, 210, 212, 213, 236, 237, 248, 249, 251, 284, 285, 308, 309, 344, 345
Language 5.a. Interpret figurative language, including similes and metaphors, in context.	TG: 19, 44, 45, 92, 93, 164, 165, 200, 201, 210, 212, 213, 236, 237, 251, 284, 285, 296, 297
Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG: 24, 44, 45, 60, 108, 127, 132, 156, 188, 189, 200, 201, 204, 236, 237, 272, 273
Language 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TG: 4, 5, 12, 16, 17, 24, 40, 41, 44, 45, 48, 128, 129, 160, 161, 162, 168, 208, 209, 210, 216, 360

**A Correlation of Reading Street Common Core Balanced Literacy, ©2015
to the Common Core State Standards for English Language Arts
Grade 5**

<p style="text-align: center;">Common Core State Standards for English Language Arts Grade 5</p>	<p style="text-align: center;">Reading Street Common Core Balanced Literacy, ©2015 Grade 5</p>
<p>Language 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>TG: 3, 15, 16, 17, 27, 28, 39, 40, 41, 51, 52, 53, 63, 64, 75, 76, 77, 87, 88, 89, 99, 100, 101, 111, 123, 124, 125, 128, 129, 135, 147, 148, 149, 159, 160, 161, 171, 172, 173, 183, 184, 185, 195, 196, 197, 200, 201, 207, 208, 209, 219, 220, 221, 231, 232, 233, 243, 244, 245, 255, 256, 257, 260, 261, 267, 268, 269, 279, 291, 292, 293, 300, 303, 304, 305, 315, 327, 339, 340, 341, 351, 352, 353</p>