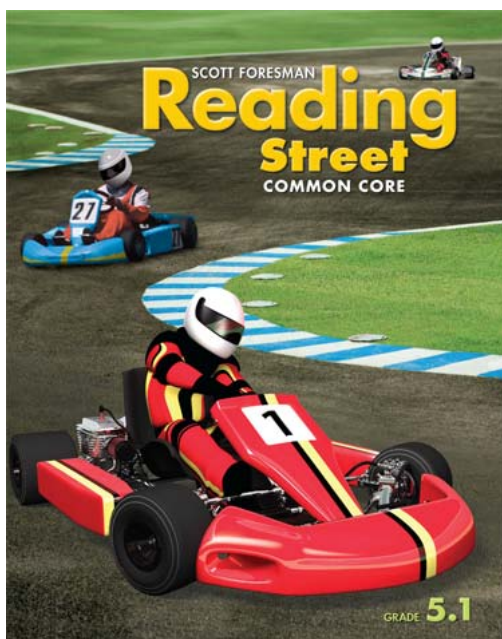


A Correlation of

**Scott Foresman
Reading Street
Common Core**

©2013



to the

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

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

INTRODUCTION

This document demonstrates how *Scott Foresman Reading Street Common Core, ©2013* meets the Common Core State Standards for English Language Arts. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references. Lessons in the annotated Teacher's Edition contain facsimile Student Edition and ancillary pages. *Writing to Sources*, a component of *Reading Street*, is also cited in this correlation by unit and page number.

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

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

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

Writing on Reading Street

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

Differentiated Instruction for Small Group Time

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

ELL Instruction

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

21st Century Skills

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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.

Savvas™ and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

Key: **SE**=Student Edition; **TE**=Teacher's Edition
SG=Small Group, **UR**=Unit Review, **WP**=Writing Process

Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5

Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Texts.....	13
Reading Standards for Foundational Skills	26
Writing Standards	29
Speaking and Listening Standards	52
Language Standards.....	60

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
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.	<p>SE 1: 42, 74, 100, 194, 250, 278, 308, 344 SE 2: 38, 68, 126, 220, 274, 394, 424, 458</p> <p>TE 1: 21c, 22–23, 28–29, 29a, 30–31, 31a, 34c–34d, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 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, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 83c, 84–85, 90–91, 91a, 92–93, 93a, 94–95, 95a, 96c–96d, 98–99, 99a, 100–101, 101a, SG•36, SG•37, SG•40, SG•41, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR20–UR•21, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33</p> <p>TE 2: 184–185, 185a, 186–187, 187a, 188–189, 189a, 190c–190d, 192–193, 193a, 194–195, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 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, SG•35, SG•37, SG•39, SG•40, SG•44, SG•45, 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, SG•50, SG•51, SG•52, SG•55, SG•56, SG•60, 298–299, 299a, 302c–302d, 302–303, 303a, 304–305, 305a, 306–307, 308–309, 312–313, 313a, 314–315, 315a, 317h, 317l–317m, SG•67, SG•68, SG•69, SG•72, SG•73, SG•77, UR•8–UR•9, UR•11, UR•12–UR•13, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41, UR•42–UR•43, UR•48–UR•49, UR•51, UR•52–UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) TE 3: 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, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, SG•18, SG•19, SG•20, SG•21, SG•23, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 425a–425b, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 TE 4: 21c–23, 28–29, 29a, 30–31, 31a, 32–33, 33a, 34c–34d, 34–35, 35a, 38–39, 39a, 45h, 45l–45m, SG•3, SG•4, SG•8, SG•13, SG•14, 47c, 53a, 54–55, 56–57, 57a, 58–59, 60–61, 62c–62d, 62–63, 64–65, 65a, 66–67, 68–69, 75l, SG•19, SG•20, SG•21, SG•24, SG•25, SG•29, SG•30, SG•31, 105c, 106–107, 108d, 114–115, 115a, 116–117, 117a, 118c–118d, 118–119, 119a, 120–121, 121a, 126–127, 135h, 135l–135m, SG•50, SG•54, SG•60, 161l–161m, 162–163, 163a, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43 TE 5: 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, SG•3, SG•4, SG•8, SG•13, SG•14, 220–221, 221a, 222–223, 223a, 224–225, 225a, SG•34, SG•35, SG•38, SG•39, SG•45, 264–265, 265a, 266–267, 267a, 270–271, 271a, 272–273, 273a, 283h, SG•51, SG•52, SG•56, SG•61, SG•62, 306c–306d, 306–307, 307a, 311l–311m, SG•66, SG•70, SG•76, UR•12–UR•13, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Literature 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) TE 6: SG•2, SG•6, SG•7, SG•12, 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, SG•35, SG•36, SG•37, SG•40, SG•41, SG•45, 438d, 442–443, 443a, 446–447, 447a, 448–449, 452–453, 453a, 454–455, 455a, 456–457, 458–459, SG•67, SG•68, SG•72, SG•73, SG•77, UR•28–UR•29, UR•31, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>
<p>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.</p>	<p>SE 1: 74, 84, 100, 299, 303, 334, 340–341, 344 SE 2: 35, 220, 274, 307–308, 394</p> <p>TE 1: 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, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33 TE 2: 190c–190d, 192–193, 193a, 194–195a, 198–199, 199a, SG•2, SG•6, SG•7, SG•9, SG•12, SG•14, 250–251, 251a, SG•36, SG•44, SG•46, 272c–272d, 272–273, 273a, 274–275, 275a, 277a, 278–279, 279a, 282–283, 283a, 284–285, 285a, SG•50, SG•53, SG•55, SG•57, SG•60, SG•61, SG•62, 296–297, 297a, 302–303, 303a, 308–309, 309a, 317l–317m, 318–319, 319a, SG•78, SG•79 TE 3: 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 4: 34–35, 35a, 36–37, 37a, 38–39, 39a, 42–43, 43a, SG•9, 52–53, 54–55, 57a, 61a, 62c, 64–65, 68–69, SG•20, SG•21, SG•24, SG•25, SG•30, 112–113, 113a, 118c–118d, 124–125, 125a, 126–127, UR•38–UR•39, UR•42–UR•43 TE 5: 169c, 170–171, 182c–182d, 184–185, 185a, 186–187, 187a, 188–189, 189a, 197h, 197l–197m, SG•14, 220c–220d, 220–221, 221a, 222–222, 223a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 262–263, 263a, 266–267, 267a, 268–269, 269a, 270c–270d, 272–273, 273a, 274–275, 278c–278d, 278–279, 279a, 280–281, 281a, SG•51, SG•57, SG•61, SG•64, 307a, 308–309, 309a, SG•69, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•40–UR•41, UR•42–UR•43 TE 6: SG•2, SG•6, SG•7, 380–381, 381a, 388–389, 389a, 392–393, 393a, 394–395, 395a, SG•45, SG•46, 448–449, 450c–450d, 452–453, 454–455, 455a, 456–457, 457a, 458–459, 459a, 467l–467m, SG•78, UR•48–UR•49, UR•51, UR•52–UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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).</p>	<p>SE 1: 29, 178, 188, 191, 194, 232, 238, 250 SE 2: 43, 73, 133, 281, 372–373, 394, 399</p> <p>TE 1: 21c, 22–23, 42–43, 43a, 49h–49i, 130–131, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13 TE 2: 177c, 182–183, 183a, 188–189, 189a, 194–195, 195a, 198–199, 199a, 201h, 201l–201m, SG•2, SG•6, SG•7, SG•12, SG•15, 231c, 238–239, 239a, 246–247, 247a, 250–251, 257h, 257l–257m, SG•39, SG•44, G•46, 269a, 272c, SG•50, SG•55, SG•60, SG•62, 296–297, 297a, 298–299, 299a, 304–305, 305a, UR•8–UR•9, UR•11, UR•12, UR•28–UR•29, UR•31, UR•32–UR•33, UR•38–UR•39, UR•41 TE 3: 336–337, 337a, SG•3, SG•8, SG•9, 382c, 382–383, 383a, 385a, SG•18, SG•22, SG•23, SG•28, UR•8–UR•9 TE 4: 28–29, 29a, 30–31, 31a, 60–61, 118–119, 122–123, SG•50, SG•52, SG•55, SG•60, SG•62, UR•19 TE 5: 169c, 170–171, 176–177a, 178–179a, 188–189, 189a, SG•9, 220–221, 221a, 222–223, 223a, 224–225, 225a, 255a, 264–265, 265a, 278–279, 279a, 280–281, 281a, SG•66, SG•71, SG•76, SG•80, UR•8–UR•9 TE 6: 371c, 374d, 378–379, 379a, 384c–384d, 384–385, 385a, 386–387, 387a, 390–391, 391a, 394–395, 395a, 401h, 401l–401m, SG•46, 442–443, 446–447, 447a, SG•77, UR•28–UR•29, UR•31, UR•32</p> <p>Writing to Sources: Unit 2: 40–41, 48–49, 52–53, 62–65 Unit 3: 76–77 Unit 4: 104–105, 114–115</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Craft and Structure	
<p>Literature 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>SE 1: 170–171, 318–319, 442–443, 474–475 SE 2: 42–43, 162–163, 164–165, 312–313, 468–469, 471</p> <p>TE 1: 53a, 54d, 68–69, 69a, 81i, 86d, 90–91, 91a, 92–93, 93a, 169h–169i, 170–171, 171a TE 2: 180e, 190–191, 191a, 231a–231b, 234d, 266–267, 267a, 273a, 287h, SG•52, SG•57, SG•62, 302c, 302–303, 303a, 304–305, 317h–317i, 318–319, 319a, 320–321, 321a, SG•66, SG•67, SG•72, SG•73, SG•77, SG•78, UR•10–UR•11, UR•40–UR•41, UR•51 TE 3: 328c–328d, 442c–442d, 442–443, 443a, 444–445, 445a, SG•63, 474–475, 475a, 476–477, 477a TE 4: 23a, 42c–42d, 42–43, 43a, 62c, 75h, 162–163, 163a, 164–165, 165a TE 5: 171e–171f, SG•4, SG•14, SG•26, 283i, SG•53, 312–313, SG•74 TE 6: 373a, 386–387, SG•40, SG•41, 406d, 433h–433i, 468–469, 469a, 470–471, 471a, SG•66, SG•67, SG•72, SG•73, SG•77</p> <p>Writing to Sources: Unit 1: 10–11</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 312–315 SE 2: 126, 280–281</p> <p>TE 1: 32–33, 33a, 34–35, 35a, 38–39, 39a, 40–41, 41a, SG•2, SG•3, SG•4, SG•5, SG•24, SG•25, 170–171, 171a TE 2: 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 TE 3: 327e–327f, 338–339, 339a, 342–343, 343a, 353p, SG•2, SG•3, SG•8, SG•9, SG•12, SG•13, SG•14, SG•53, UR•8–UR•9 TE 4: 42c–42d, 42–43, 43a, 105c, 106–107, 110–111, 111a, 112–113, 118–119, 119a, 120–121, 121a, 122–123, 123a, 126–127, SG•51, SG•56, SG•61, 162–163, 163a, 164–165, 165a, UR•41 TE 5: 278c–278d, 278–279, 279a, 280–281, 281a, SG•52, SG•58, SG•63, 312–313, 313a, 314–315, 315a TE 6: 371c, 382–383, 383a, 392–393, 393a, 401i, 452–453, 453a, 467h, 467l–467m, 468–469, 469a, UR•32–UR•33</p>
<p>Literature 6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>SE 1: 29, 100, 194, 308 SE 2: 68, 225, 309</p> <p>TE 1: 24c–24d, 28–29, 29a, 36–37, 37a, 38–39, 39a, 40–41, 41a, 49h–49i, 172–173, 173a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 TE 2: 184–185, 185a, SG•36, 262d, 287i, 315a, 317a, 320–321, 321a TE 3: 328c–328d, 342–343, 343a, 348c–348d, 348–349, 349a, 350–351, 351a, 358c–358d, 383a, 385a, 387i TE 4: 42–43, 43a, 62–63, 63a, 66–67, 67a, UR•16–UR•17 TE 5: 182–183, 183a, SG•14, 264–265, 265a, 270–271, 271a, 272–273, 273a, 274–275, 275a, 307a, 308–309, 309a, SG•66, SG•71, SG•76, UR•38–UR•39 TE 6: 438d, 444–445, 467i</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
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).	SE 1: 81, 201 SE 2: 197, 255, 467 TE 2: 244c–244d, 257a, SG•34, SG•39, SG•44, SG•61 TE 3: 420–421, 421a, SG•48, SG•53, SG•58, SG•63 TE 4: 36–37, 37a, SG•10 TE 5: 174–175, 196–197, 197a, SG•26, 254–255, SG•74 TE 6: 384–385, 385a, 442–443, 445a, 454–455, 466–467 Writing to Sources: Unit 4: 106–107
8. (Not applicable to literature)	Not applicable according to Common Core State Standards for English Language Arts
Literature 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	SE 1: 250, 254–255, 278, 282–285 SE 2: 281, 398–399 TE 1: 40–41, 41a, 72–73 TE 2: 231c, 254c–254d, 254–255, 255a, 278–279, 279a, 284–285, 285a, UR•31, UR•41 TE 3: 382c, 385a, 477a TE 5: UR•40–UR•41, UR•45 TE 6: 394–395, 398c–398d, 399a, UR•29, UR•31 Writing to Sources: Unit 2: 62–65, 200–201 Unit 4: 126–129 Unit 6: 176–177

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Range of Reading and Level of Text Complexity	
<p>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.</p>	<p>SE 1: 23, 28–42, 48, 52, 55, 80 SE 2: 26–37, 174–187, 262–273</p> <p>TE 1: 21c, 22–23, 26–27, 27a, 56–57, 57a, 72–73, 73a, 88–89, 89a, 96–97, 97a, 117a, 147a, 170–171, 171a, 172–173, 173a, SG•66, SG•67, SG•76, SG•77, UR•18–UR•19</p> <p>TE 2: 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, SG•34, 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, SG•50, SG•54, SG•55, SG•59, SG•60, 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, SG•67</p> <p>TE 3: 330–331, 331a, 382–383, 383a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 442–443, 443a</p> <p>TE 4: 21c, 22–23, 26–27, 27a, 32–33, 33a, 36–37, 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, SG•54, SG•55, 162–163, 163a, 164–165, 165a, UR•8–UR•9</p> <p>TE 5: 169c, 170–171, 174–175, 175a, 180–181, 181a, 186–187, 187a, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 306c–306d, 306–307, 307a, 312–313, 313a, 314–315, 315a</p> <p>TE 6: 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>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Informational Texts	
Key Ideas and Details	
<p>Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>SE 1: 52, 130, 378, 412, 438, 464 SE 2: 94, 152, 200–201, 246, 260, 336, 360</p> <p>TE 1: SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 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, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 156–157, 157a, 158–159, 159a, 160–161, 161a, 164–165, 165a, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>TE 2: 203c, 210–211, 211a, 212–213, 213a, 214c–214d, 214–215, 215a, 216–217, 217a, 220–221, 221a, 229h, 229l–229m, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•27, SG•29, SG•30, SG•32, 259c, 260–261, 287l–287m, 289c, 292d, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21, UR•22–UR•23</p> <p>TE 3: 325c, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 355c, 358e, 361a, 364–365, 366–367, 370–371, 372c, 372–373, 374–375, 378–379, SG•18, SG•19, SG•20, SG•21, SG•25, SG•26, SG•28, SG•30, SG•31, 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, SG•34, SG•35, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 434c–434d, 434–435, 435a, 438–439, 439a, 439c, SG•50, SG•51, SG•52, SG•54, SG•55, SG•56, SG•57, SG•60, 449c, 450–451, 452d, 454–455, 455a, 456–457, 457a,</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) 458–459, 459a, 459b, 460c–460d, 460–461, 461a, 464–465, 465a, 471a, 473h–473i, 473l–473m, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, UR•18–UR•19, UR•22–UR•23, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•38–UR•39, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 4: SG•2, SG•7, SG•12, 73a, SG•18, SG•22, SG•23, SG•28, SG•32, 77c, 78–79, 84–85, 86–87, 88–89, 90c–90d, 91a, 92–93, 93a, 94–95, 103l–103m, SG•34, SG•35, SG•37, SG•38, SG•39, SG•40, SG•44, SG•45, SG•47, SG•63, 137c, 138–139, 144–145, 146–147, 148c–148d, 148–149, 150–151, 152–153, 158–159, 159a, 161h, SG•67, SG•68, SG•69, SG•71, SG•72, SG•77, SG•78, UR•28–UR•29, UR•30–UR•31, UR•32, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 5: 192–193, 193a, SG•2, SG•5, SG•6, SG•7, SG•12, 199c, 200–201, 208–209, 209a, 210–211, 211a, 212c–212d, 212–213, 213a, 214–215, 215a, 216–217, 217a, SG•19, SG•20, SG•22, SG•24, SG•27, SG•28, SG•31, SG•32, 229c, 236–237, 238–239, 240–241, 241a, 242–243, 243a, 244–245, 246–247, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•47, SG•48, 257c, 258–259, 260–261, SG•50, SG•54, SG•60, 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, SG•67, SG•68, SG•72, SG•77, SG•79, UR•22–UR•23, UR•28–UR•29, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Informational Text 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>(Continued) TE 6: 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, SG•3, SG•4, SG•5, SG•8, SG•9, SG•13, SG•14, SG•15, 345c, 354–355, 356c, 358–359, 359a, 360–361, 361a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•29, SG•30, SG•31, SG•34, SG•39, SG•44, 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, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•60, SG•61, SG•62, SG•63, 435c, SG•66, SG•71, SG•76, UR•8–UR•9, UR•10–UR•11, UR•12–UR•13, UR•22–UR•23, UR•38–UR•39, UR•40–UR•41, UR•42–UR•43</p> <p>Writing to Sources: Unit 3: 72–73 Unit 4: 106–107, 118–119 Unit 5: 152–153</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>SE 1: 52, 327, 356, 363, 369, 372, 378, 412, 426–427, 438, 464 SE 2: 94, 246, 258, 302, 336, 346, 360</p> <p>TE 1: SG•6, SG•7, 51c, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, SG•34, SG•35, SG•38, SG•39, SG•44, SG•45, 126c–126d, 139l–139m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 160–161, 161a TE 2: SG•18, SG•22, SG•24, SG•66, SG•70, SG•71, SG•76 TE 3: 325c, SG•2, SG•3, SG•6, SG•7, SG•12, SG•13, 355c, 362–363, 366–367, 368–369, 369a, 372c, 372–373, 378–379, 387h, 387l–387m, SG•18, SG•19, SG•21, SG•22, SG•23, SG•25, SG•28, SG•30, SG•31, SG•32, 398–399, 399a, 404–405, 405a, 410–411, 411a, 421a, 423l–423m, SG•40, SG•41, 425c, 426–427, 434c–434d, 436–437, 438–439, 439a, 447h, 447l–447m, SG•50, SG•52, SG•55, SG•57, SG•60, SG•64, 449c, 458–459, 459a, 460c–460d, 464–465, 465a, 471a, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•76, SG•77, SG•78, SG•79, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•41, UR•42–UR•43, UR•52 TE 4: SG•18, SG•22, SG•23, SG•28, 77c, 78–79, 86–87, 87a, 90c–90d, 94–95, 98c–98d, 98–99, 99a, SG•34, SG•36, SG•37, SG•39, SG•41, SG•44, UR•32–UR•33 TE 5: 192c–192d, SG•2, SG•12, 214–215, 215a, 217d, SG•20, SG•23, SG•25, 244–245, SG•40, SG•41, SG•44, SG•45, 257c, 258–259, 274–275, 275a, SG•50, SG•55, SG•60, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, SG•67, SG•73, SG•77</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>(Continued) TE 6: 319c, 330–331, 331a, 336–337, 337a, SG•4, SG•5, 345c, 346–347, 352–353, 356c–356d, 356–357, 360–361, 361a, 366–367, 367a, 369h, 369l–369m, SG•24, SG•25, SG•34, SG•39, SG•44, SG•48, 403c, 412–413, 413a, 414–415, 415a, 416–417, 417a, 420–421, 421a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 463a, 465a, SG•76, UR•12–UR•13, UR•18–UR•19, UR•21, UR•22–UR•23, UR•38–UR•39, UR•42–UR•43</p> <p>Writing to Sources: Unit 5: 158–161</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 130, 137, 220, 384, 438 SE 2: 94, 101, 246, 367, 424</p> <p>TE 1: 46c–46d, 104c–104d, 122–123, 123a, 130–131, 136–137, 141c–141d, 150–151, 151a, 154c–154d, 154–155, 155a, 169l–169m, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 2: 210–211, 211a, 212–213, 213a, 214c–214d, 216–217, 217a, 220–221, SG•19, SG•22, SG•24, SG•28, 289c, SG•66, SG•70, SG•71, SG•76, UR•18–UR•19, UR•21 TE 3: 325c, 353i, 353l–353m, SG•2, SG•3, SG•6, SG•7, SG•13, SG•16, 370–371, SG•20, SG•21, SG•24, SG•25, SG•30, SG•31, 384–385, 394–395, 395a, 406–407, 407a, 423h, 423l–423m, SG•44, SG•45, 425c, 426–427, 430–431, 431a, 434c–434d, 434–435, 435a, 438–439, 439a, SG•52, SG•62, SG•68, SG•72, SG•73, SG•74, SG•75, SG•78, SG•79, UR•28–UR•29, UR•32–UR•33, UR•51 TE 4: SG•2, SG•7, SG•12, SG•18, SG•22, SG•23, SG•28, 84–85, 85a, 88–89, 94–95, 95a, 98–99, 99a, 100–101, 101a, SG•34, SG•35, SG•39, SG•41, SG•44, SG•46, 144–145, 146–147, SG•67, SG•77 TE 5: 192–193, 193a, 194–195, 195a, SG•2, SG•12, 208–209, 209a, 220c–220d, 246–247, SG•36, SG•46, 257c, 258–259, 274–275, 275a, 283h, 283l–283m TE 6: 340c–340d, 354–355, 357a, 364–365, 365a, 366–367, 367a, SG•18, SG•19, SG•23, SG•28, 408–409, 409a, 410–411, 411a, 412–413, 413a, 418–419, 419a, 422–423, 423a, 424–425, 433l–433m, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 435c, SG•66, SG•70, SG•71, SG•76, SG•79, UR•8–UR•9, UR•40–UR•41</p> <p>Writing to Sources: Unit 3: 88–89, 94–97 Unit 5: 158–161</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Craft and Structure	
<p>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.</p>	<p>TE 1: 23a–23b, 24c, 24–25, SG•10, SG•11, SG•26, SG•27, 86e, 113a, 114e, 114–115, 136–137, 137a, 143a</p> <p>TE 2: 205a, 206e, 214–215, 215a, SG•20, SG•25, SG•28, SG•29, SG•30, 262e, 291a, 292e</p> <p>TE 3: 357a, 358e, 369a, 387l–387m, 391a, 392e, 403a, 413b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•44, SG•45, 427a, 428d, 428e, 428–429, 447l–447m, SG•51, SG•55, SG•61, 449a–449b, 451a, 452e, 469a, 471a, SG•74–SG•75</p> <p>TE 4: 49a, 50e, 50–51, 79a, 80e, 80–81, 91a, 108e, 108–109, 139a, 140e, 140–141, 145a, SG•68, SG•73, SG•78</p> <p>TE 5: 171a, 201a, 202c–202d, 202e, 202–203, 227h–227i, 231a, 232c–232d, SG•40, SG•41, 259a, 260e, 260–261, 287a, 288e, 288–289</p> <p>TE 6: 321a, 322e, 341a, SG•2, SG•3, SG•4, SG•5, SG•8, SG•9, 347a, 348e, 350–351, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, 374e, 395c, 405a, 406e, SG•50, SG•51, SG•52, SG•53, SG•56, SG•57, 437a, 438e</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 79, 137, 199, 255, 284–285, 315, 351, 385, 421, 445 SE 2: 43, 73, 101, 133, 195, 225, 281, 309, 341, 367, 399, 465</p> <p>TE 1: SG•20, SG•21, 78–79, 136–137, 141c–141d, 158–159, 159a, UR•52–UR•53 TE 2: 203c, 213a, 224–225, 225a, 254–255, 280–281, 281a, 284–285, 314–315 TE 3: 350–351, 357a, 358c–358d, 389c, 395a, 396–397, 410–411, SG•36, SG•37, SG•42, SG•46, 420–421, 425c, 426–427, SG•51, SG•60, SG•76, SG•77, SG•78, SG•79, UR•42 TE 4: 72–73, 98c–98d, 98–99, 99a, 100–101, 101a, 132–133, 156–157, 157a, 158–159, 159a TE 5: 194–195, SG•10, 224–225, 280–281, 283l–283m, 308–309, SG•78 TE 6: 340–341, 345c, 360–361, 365a, 366–367, 367a, 398–399, 428c–428d, 463a, 464–465, 465a, UR•18–UR•19, UR•22–UR•23</p> <p>Writing to Sources: Unit 4: 112–113</p>
<p>Informational Text 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>SE 1: 137, 315, 385, 421, 445 SE 2: 73, 101, 133, 195, 309, 367, 430–431, 465</p> <p>TE 1: 124–125, 125a, 128–129, 129a, 167a TE 2: SG•22, SG•27, SG•32, SG•66, SG•70, SG•71, SG•76 TE 3: 420–421, 444–445, 445a TE 5: UR•18–UR•19 TE 6: 330–331, 366–367, 430–431, 431a</p> <p>Writing to Sources: Unit 3: 94–97 Unit 4: 112–113 Unit 5: 144–145, 152–153</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Integration of Knowledge and Ideas	
<p>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.</p>	<p>SE 2: 101, 133, 195, 225, 281, 309, 341, 465</p> <p>TE 1: 78c–78d, 78–79, 79a, 126–127, 127a, 139l–139m</p> <p>TE 2: 195c, 221c, 224–225, 225a, 226–227, 227a, SG•22, SG•26, SG•31, 279c, 291b</p> <p>TE 3: 345c, 379c, 413c, 416c, 416–417, 417a, 439c, 456–457, 457a, 465c, 468c–468d, 468–469, 469a, 470–471, 471a, 473h–473i, 473l–473m, SG•74–SG•75</p> <p>TE 4: 39c, SG•12, 69c, 92–93, 95c, 98–99, 99a, 100–101, 103l–103m, SG•42, 132–133, 153c, 156c–156d, 156–157, 157a, 158–159, 159a, SG•69, SG•74, SG•79, UR•28–UR•29</p> <p>TE 5: SG•2, SG•12, 194–195, 199c, 200–201, 206–207, 207a, 227h, 227l–227m, SG•20, SG•23, SG•28, SG•32, 238–239, 247c, 250c–250d, 250–251, 251a, 252–253, 253a, SG•42, 275c, 280–281, 308–309, UR•18–UR•19, UR•20–UR•21, UR•22–UR•23, UR•48–UR•49</p> <p>TE 6: 337c, 340–341, 364c–364d, 365a, 395c, 425c, 428c–428d, 428–429, 429a, 430–431, 431a, SG•52, SG•53, SG•62, SG•63, 459c, 464–465, SG•69</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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).</p>	<p>SE 1: 132–133, 162–163, 356–357, 378, 380–381, 412, 426–427, 438, 466–467 SE 2: 72–73, 94, 130–131, 336, 346–347, 360</p> <p>TE 1: 46–47, 47a, SG•18, SG•19, SG•22, SG•23, SG•28, SG•29, 104–105, 105a, 106–107, 107a, SG•34, SG•35, SG•36, SG•37, SG•38, SG•39, SG•44, SG•45, 120–121, 121a, 126–627, 127a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, 148–149, 149a, 152–153, 153a TE 2: SG•18, SG•23, SG•29, 287l–287m, SG•66, SG•70, SG•71, SG•76 TE 3: SG•2, SG•3, SG•6, SG•7, SG•11, SG•12, SG•13, SG•14, SG•15, 362–363, 363a, 375a, 376–377, SG•30, SG•31, 408–409, 410–411, 419a, 420–421, 421a, SG•36, SG•37, 432–433, 436–437, 437a, 460–461, 461a, SG•68, UR•39 TE 4: 72c, 72–73, 73a, 90–91, 91a, 92–93, 130c–130d, 130–131, 131a, 132–133, 133a, SG•53, SG•63, SG•66, SG•71, SG•76, UR•48–UR•49 TE 5: 194–195, 195a, SG•2, SG•7, SG•12, 206–207, 207a, 212c–212d, 212–213, 213a, SG•18, SG•29, 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, UR•28–UR•29, UR•30–UR•31, UR•32–UR•33, UR•48–UR•49, UR•50–UR•51, UR•52–UR•53 TE 6: 332–333, 333a, 334–335, 335a, SG•4, SG•5, SG•14, SG•15, 358–359, SG•20, SG•34, SG•39, SG•44, 416–417, 417a, SG•50, SG•51, SG•54, SG•55, SG•60, SG•61, UR•8–UR•9, UR•10–UR•11, UR•18–UR•19, UR•21, UR•38–UR•39</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Informational Text 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>SE 1: 46–47, 79, 107, 131, 137, 162, 167, 197, 227, 251, 279, 303, 315, 351, 385, 421, 445, 471 SE 2: 43, 73, 101, 133, 195, 225, 253, 309, 341, 367, 399, 425, 431, 465</p> <p>TE 1: 46–47, 47a, 72–73, 78–79, 79a, 106–107, 128–129, 129a, 130–131, 136–137, 137a TE 2: 195c, 201b, 224–225, 225a, 226–227, 227a, UR•20–UR•21 TE 3: 345c, 350–351, SG•30, SG•31, 445a, SG•59, 462–463, UR•41 TE 4: 72–73, 100–101, 132–133, 133a, 152–153 TE 5: 194–195, 195a, SG•27, 250c–250d, 252–253, 253a, SG•48, 308–309, UR•35 TE 6: 340–341, 343b, 424–425, 425d, 428–429, 429a, 431a, SG•52, SG•53, SG•62, SG•63, 463a, 464–465, 465a</p> <p>Writing to Sources: Unit 1: 20–21 Unit 2: 44–45 Unit 3: 72–73, 88–89, 94–97 Unit 4: 112–113 Unit 5: 144–145 Unit 6: 168–169, 180–181</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Range of Reading and Level of Text Complexity	
<p>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.</p>	<p>SE 1: 116–129, 208–221, 430–437, 454–463 SE 2: 82–93, 142–151, 204–215, 290–301, 324–335, 350–359, 408–423</p> <p>TE 1: 46–47, 47a, 78–79, 79a, 104–105, 105a, 111c, 112–113, 116–117, 117a, 118–119, 119a, 128–129, 129a, 134c–134d, 134–135, 135a, 146–147, 147a, 158–159, 159a, 164c–164d, 166–167, 167a TE 2: 203c, 206e, 208–209, 209a, 210–211, 211a, 218–219, 219a, 224–225, 225a, 226–227, 227a, 251c, 259c, 260–261, 289c TE 3: SG•12, SG•13, 360–361, 389c, 390–391, 394–395, 395a, 412–413, 413a, 416c–416d, 416–417, 417a, 425c, 426–427, 430–431, 431a, SG•51, SG•54, SG•61, 454–455, 455a, SG•66, SG•67, SG•70, SG•71, SG•76, SG•77 TE 4: SG•2, SG•6, SG•12, 72–73, SG•28, 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, SG•34, SG•35, SG•38, SG•39, SG•44, 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, SG•66, SG•70, SG•71, SG•76, UR•28–UR•29 TE 5: 192c–192d, SG•2, SG•3, 199c, 200–201, 204–205, 205a, 206–207, 207a, 208–209, 209a, 210–211, 211a, 214–215, 215a, SG•18, SG•28, 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, SG•50, SG•55, SG•60, 285c, 286–287, 290–291, 291a</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 6: 324–325, 325a, 328–329, 329a, 334–335, 335a, 340–341, 341a, 350–351, 351a, 395c, 408–409, 409a, 410–411, 411a, 412–413, 413a, 414–415, 415a, 420–421, 421a, 422–423, 423a, 428–429, 429a, 430–431, 431a, SG•60, SG•61, 435c, 462c–462d, 462–463, 463a, 464–465, 465a, 467j–467k</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Reading Standards for Foundational Skills	
Print Concepts	
Foundational Skills 1. (Not applicable to Grade 5)	Not applicable according to Common Core State Standards for English Language Arts
Phonological Awareness	
Foundational Skills 2. (Not applicable to Grade 5)	Not applicable according to 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.	TE 1: 21a, 54c–54d, 83a, 86c–86d, 109i TE 2: 179a, 261a, 292c–292d, 317h–317i TE 3: 358c, 447c, 452e, 473j–473k, UR•14–UR•15 TE 4: 24c–24d, 24e–25, 32–33a, 49c–49d, 50c, 75i, 80c–80d, 103i, SG•76 TE 5: 172c–172d, 232c–232d, 260c–260d, 283i TE 6: 369j–369k, 369l–369m, 374c–374d, 401a, 406c–406d, 433i, 438c–438d, 467i, UR•44
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.	SE 1: 234–235, 256, 292–293, 316, 358–359, 386, 452–453, 472 SE 2: 24–25, 44, 140–141, 160. 172–173, 196, 288–289, 310, 348–349, 368, 374–375, 400 TE 1: 24c, 24e, 24–25, 48–49, 49a, 49h–49i, 54c–54d, 81i, 144c, 169i TE 2: 180c–180d, 201i, 206c–206d, 218–219, 229i, 262c–262d, 287i, 291a, 292c–292d, 292e, 308–309, 317a, 317h–317i, UR•50–UR•51, UR•53 TE 3: 369a, 392c–392d, 423h–423i, 428c–428d, 447i, 452c–452d, 452e, 473h–473i, 473j–473k, UR•20–UR•21, UR•30–UR•31 TE 4: 24c–24d, 24e, 24–25, 34c, 44–45, 45a, 45h–45i, 50c, 80c–80d, 103i, 135i, 147c, UR•10–UR•11, UR•13 TE 5: 172e, 172–173, 259a, 288c–288d, 288e, 288–289, 294–295, 295a, 310–311, 311h, 311i, UR•50–UR•51, UR•53 TE 6: 321c, 348c–348d, 348e, 353a, 358–359, 369a, 369h–369i, 406c–406d, 433i, 438c–438d, 467i, UR•20–UR•21, UR•23, UR•44

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Fluency	
<p>Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>SE 1: 228, 472 SE 2: 74, 254, 342</p> <p>TE 1: 48–49, 49a, 101b, 111c, 112–113, 114e, 114–115, 131b, 138–139, 139j–139k, 141c–141d, 144e, 144–145, 161b, 168–169, 169j–169k, UR•42–UR•43, UR•52–UR•53</p> <p>TE 2: SG•2, SG•6, SG•11, SG•12, SG•16, 221b, 228–229, SG•22, SG•23, SG•27, SG•32, 232–233, 251b, 254–255, 255a, 256–257, 257j–257k, SG•38, SG•43, SG•44, 259c–261, 262e, 262–263, 270–271, 278–279, 279a, 279b, 286–287, 287j–287k, 317j–317k, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•80, UR•33, UR•43</p> <p>TE 3: 324–325, 326–327, 345b, 353j–353k, 353l–353m, SG•12, SG•13, 357a, 379b, 387j–387k, 387l–387m, SG•18, 389c, 390–391, 392–393, 413b, 422–423, 423j–423k, SG•34, SG•35, SG•44, SG•45, 426–427, 428–429, 439b, 447l–447m, SG•50, SG•60, 465b, 472–473, SG•66, SG•67, SG•76, SG•77, SG•80, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33</p> <p>TE 4: 22–23, 24–25, 39b, 44–45, 45j–45k, 69b, 74–75, 80e, 80–81, 95b, 102–103, 103j–103k, 127b, 135j–135k, 137c, 138–139, 153b, 160–161, 161j–161k, SG•66, SG•75, SG•76, UR•12–UR•13, UR•52–UR•53</p> <p>TE 5: 197j–197k, SG•3, SG•12, SG•16, 217b, 227j–227k, SG•18, SG•28, 232–233, 247b, 254–255, 255j–255k, SG•34, SG•35, SG•44, SG•45, 258–259, 260–261, 275b, 282–283, 283j–283k, 311j–311k, SG•66, SG•80, UR•33</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Foundational Skills 4. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>(Continued) TE 6: 319c, 320–321, 322e, 322–323, 337b, 342–343, 343j–343k, SG•6, SG•7, SG•10, SG•11, SG•12, SG•13, 345c, 346–347, 348e, 348–349, 361b, 368–369, 369j–369k, SG•22, SG•23, SG•26, SG•27, SG•28, SG•29, SG•32, 374e, 374–375, 401j–401k, SG•39, SG•42, SG•43, SG•44, SG•48, 403c, 404–405, 406e, 406–407, 425b, 432–433, 433j–433k, 433l–433m, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•64, 459b, 467j–467k, SG•70, SG•71, SG•74, SG•75, SG•76, SG•80, UR•23, UR•42–UR•43</p>
<p>Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>SE 1: See all the main and paired selections. For specific fluency activities, see pp. 48, 80, 108, 138, 168, 200, 228, 256, 286, 316, 352, 386, 422, 446, 472 SE 2: See all the main and paired selections. For specific fluency activities, see pp. 44, 74, 102, 134, 160, 196, 226, 254, 282, 310, 342, 368, 400, 432, 466</p> <p>TE 1: SG•34, SG•35, SG•42, SG•43, 139j–139k, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79 TE 2: SG•2, SG•6, SG•12, 229j–229k, SG•18, SG•22, SG•23, SG•27, SG•32, 232–233, SG•34, SG•40, 259c, 260–261, 262e, 262–263, 279b, 287j–287k, SG•50, SG•54, SG•55, SG•59, SG•60, SG•64, SG•66, SG•72, SG•73, UR•43 TE 3: 353l–353m, 387l–387m, 390–391, 392e, 392–393, 413b, 423j–423k, SG•40, SG•41 TE 4: SG•2, SG•5, SG•10, SG•12, 47c, 48–49, 56–57, 75m, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•26, SG•27, SG•29, SG•30, SG•31, 103j–103k, SG•34, SG•43, SG•44, SG•45, SG•50, SG•53, SG•57, SG•59, SG•60, SG•63, 161j–161k, SG•66, SG•75, SG•76</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Foundational Skills 4.a. Read on-level text with purpose and understanding.</p>	<p>(Continued) TE 5: 250c–250d, 255l–255m, 283l–283m, UR•8–UR•9 TE 6: SG•2, SG•3, SG•8, SG•9, 369l–369m, SG•18, SG•19, SG•24, SG•25, SG•34, SG•35, SG•40, SG•41, 404–405, 433j–433k, 433l–433m, SG•50, SG•51, SG•56, SG•57, 467j–467k, SG•66, SG•67, SG•72, SG•73</p>
<p>Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>SE 1: 48, 80, 108, 138, 168 SE 2: 74, 102, 134, 196, 226, 254, 310, 342, 400, 466</p> <p>TE 1: 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, 169j–169k, 170–171, 171a, 172–173, 173a, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33 TE 2: 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, SG•52, 290–291, 292–293, 309b, 316–317, 317j–317k, 318–319, 319a, UR•13, UR•23, UR•33, UR•43, UR•53 TE 3: 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, UR•12–UR•13, UR•22–UR•23, UR•32–UR•33, UR•42–UR•43, UR•52–UR•53 TE 4: 39b, 44–45, 45a, SG•5, SG•10, SG•15, 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, UR•13, UR•23, UR•33, UR•43, UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Foundational Skills 4.b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>(Continued) TE 5: 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, UR•13, UR•23, UR•43, UR•53 TE 6: 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, UR•13, UR•33, UR•43, UR•53</p>
<p>Foundational Skills 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>SE 1: 22–23, 24–25, 48, 54–55, 86e, 114c, 114–115, 138, 144–145, 180–181, 200, 260–261, 262–263, 328–329, 392–393, 422, 428–429, 446 SE 2: 50–51, 74, 80–81, 102, 108–109, 134, 232–233, 254, 260–261, 282, 406–407, 432, 438–439, 466 TE 1: 24e, 24–25, 48–49, 49a, 49h–49i, 54c–55d, 86e, 101b, 109h, 114c, 139j–139k TE 2: 180–181, 180e, 200–201, 262e, 266–267, 267a, 273a TE 3: 328–329, 353j–353k, 392–393, 422–423, 428–429, 432–433, 433a, 447j–447k, 447l–447m, UR•41, UR•43 TE 4: 49a, 55a, 75l–75m, 80–81, 102–103, 108–109, 134–135, 145a, UR•30–UR•31, UR•33 TE 5: 229c, 230–231, 232e, 232–233, 254–255, 255a, 255j–255k, 260–261, 268–269, 269a, 270c–270d, 282–283, UR•40–UR•41, UR•42–UR•43 TE 6: 406–407, 428–429, 429a, 432–433, 433a, 438e, 467a</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Writing Standards	
Text Types and Purposes	
<p>Writing 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>SE 1: 380–381, 414–415, 466–467, 344 SE 2: 188, 276, 336, 394, 424, 426</p> <p>TE 1: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 2: SG•64 TE 3: 353b, SG•10, SG•11, SG•16, 357e–357f, 371d–371e, 380–381, 381a, 381b–381c, 387d–387e, 391e–391f, 414–415, 415a TE 4: SG•6, SG•11, 73a TE 5: SG•6, SG•11, SG•16, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, WP•2–WP•3 TE 6: SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 426–427, 433d–433e</p> <p>Writing to Sources: Unit 1: 198–199, 208–209 Unit 2: 200–201, 210–211 Unit 3: 70–71, 72–73, 74–75, 76–77, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 94–97, 98–99, 198–199, 200–201, 212–213, 214–215 Unit 4: 202–203, 216–217 Unit 5: 134–135, 136–137, 138–139, 140–141, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163, 204–205, 218–219, 220–221 Unit 6: 206–207</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 344, 380–381, 414–415, 466–467 SE 2: 188, 276, 336, 394, 424, 426</p> <p>TE 1: SG•10, SG•11, 85b TE 3: SG•4, SG•5, 371d–371e, 380–381, 381a, 381b, 387d, 387p, 391e–391f, 415a, 415b–415c TE 4: SG•6, SG•11, 133a TE 5: 188–189, 189a, SG•16, 259e–259f, 269d–269e, 276–277, 277a, WP•2–WP•3, WP•4–WP•5 TE 6: SG•38, SG•43, SG•48, 405e–405f, 417d–417e, 426–427, 427a</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 70–71, 76–77, 82–83, 90–91, 94–97, 98–99 Unit 4: 202–203 Unit 5: 154–155, 158–161, 162–163</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 1.b. Provide logically ordered reasons that are supported by facts and details.</p>	<p>SE 1: 44–45, 132–133, 162–163, 308, 344, 378, 380–381, 412, 414–415, 438, 464, 466–467 SE 2: 38, 68, 94, 126, 152, 246, 276, 302, 360, 458</p> <p>TE 1: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 3: 357e–357f, 371d–371e, 380–381, 381a, 381b, 387d, 391e–391f, 401d–401e, 415a, 415b–415c, 423d–423e, 427b TE 5: SG•7, SG•11, 259e–259f, 269d–269e, 276–277, 277a, 277b–277c, WP•4–WP•5, WP•6–WP•7 TE 6: SG•6, SG•11, SG•16, SG•38, SG•43, SG•48, 417d–417e, 427b–427c, 433d–433e</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 72–73, 74–75, 76–77, 78–79, 80–81, 84–85, 86–87, 90–91, 92–93, 94–97, 98–99 Unit 4: 202–203 Unit 5: 136–137, 138–139, 142–143, 144–145, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–161, 162–163</p>
<p>Writing 1.c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>	<p>SE 2: 304–305</p> <p>TE 1: SG•80 TE 3: 380–381, 381b, 387d, 414–415, 415b–415c, 423d–423e TE 5: WP•6–WP•7 TE 6: 426–427</p> <p>Writing to Sources: Unit 3: 70–71, 74–75, 82–83, 84–85, 86–87, 88–89, 90–91, 92–93, 98–99 Unit 5: 154–155</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 1.d. Provide a concluding statement or section related to the opinion presented.</p>	<p>SE 1: 380–381, 466–467 SE 2: 276, 426</p> <p>TE 1: SG•10–SG•11 TE 3: 415b–415c, 423d–423e TE 5: 269d–269e, 276–277a, 283d–283e, WP•4–WP•5 TE 6: 427a, 427b</p> <p>Writing to Sources: Unit 1: 198–199 Unit 2: 200–201 Unit 3: 72–73, 78–79, 80–81, 88–89, 90–91, 92–93, 202–203 Unit 4: 202–203 Unit 5: 146–147, 154–155</p>
<p>Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>SE 1: 44–45, 102–103, 132–133, 162–163, 196–197, 440–441 SE 2: 96–97, 154–155, 218–219, 248–249, 304–305</p> <p>TE 1: 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 TE 2: 257b, SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80 TE 3: SG•14, SG•15, SG•37, SG•38, SG•43, SG•48, 451e–451f, 459d–459e, 466–467, 467a, 467b–467c, 473p–473q, WP•2–WP•3 TE 4: SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, 79e–79f, 89d–89e, 95d, 96–97, 97a, 103d–103e, SG•38, SG•47, 139e–139f, 147d–147e, 154–155, 161d–161e, 161p–161q, SG•70, SG•75, SG•80, WP•2–WP•3 TE 5: 231e–231f, 241d–241e, 247d, 248–249, 249a, 249b–249c, 255d, 255p–255q, SG•55, SG•59, SG•64, 287e–287f TE 6: SG•21, 433d–433e, SG•54, SG•55, SG•59, SG•64, SG•71, SG•75, SG•80</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>(Continued) Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, 30–33, 34–35 Unit 4: 102–103, 104–105, 106–107, 108–109, 110–111, 112–113, 114–115, 116–117, 118–119, 120–121, 122–123, 126–129, 222–223 Unit 5: 224–225 Unit 6: 226–227</p>
<p>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.</p>	<p>SE 1: 44–45, 102–103, 144, 162–163, 440, 466 SE 2: 96, 218, 248, 302, 304</p> <p>TE 1: 44–45, 45b–45c, 85e–85f, 95d–95e, 96–97, 102–103, 103b–103c, 104c–104d, 113e–113f, 132–133, 133a, 143e–143f, 153d–153e TE 3: SG•23, SG•26, SG•27, SG•32, 447b, SG•54, SG•55, SG•59, SG•64, 451e–451f, 466–467, 467a, 467b–467c, WP•2–WP•3, WP•6–WP•7 TE 4: SG•16, 95d, 96–97, 97a, SG•38, SG•43, 139e–139f, 147d–147e, 154–155, UR•15, WP•4–WP•5 TE 5: 201e–201f, 227b, 248–249, 249a, SG•38, SG•42, SG•48, 287e–287f, 297d–297e, 303c, 303d, 304–305, 305a, 305b–305c TE 6: SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•6, WP•7</p> <p>Writing to Sources: Unit 1: 26–27, 30–33 Unit 4: 112–113, 122–123, 126–129</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>SE 1: 102–103, 132–133, 162, 466 SE 2: 218, 248, 304</p> <p>TE 1: 81b, 95d–95e, 102–103, 109b, 132–133, 133a, 133b–133c, 139p–139q, 153d–153e, 162–163, 163a, 163b–163c, SG•70–SG•71 TE 2: 257b, SG•70, SG•71, SG•75, SG•80 TE 3: SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48, 427e–427f, 433d–433e, 440–441, 441a, 441b–441c, 447d–447e, SG•59, SG•64, 466–467, 467b–467c, 473d–473e, WP•4–WP•5, WP•6–WP•7 TE 4: SG•23, SG•26, SG•27, SG•32, 97b–97c, 147d–147e, 161d–161e, WP•4–WP•5 TE 5: 218–219, 219a, 219b–219c, 227b, 231e–231f, 247d, 248–249, 249a, 250c–250d, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, 297d–297e, 311d–311e TE 6: SG•22, SG•23, SG•27, SG•32, SG•54, SG•55, SG•59, SG•64, SG•70, SG•71, SG•75, SG•80, WP•4, WP•5</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 18–19, 20–21, 22–23, 24–25, 26–29, 30–33, 34–35 Unit 4: 102–103, 104–105, 106–107, 112–113, 116–117, 118–119, 120–121, 122–123, 124–125, 126–129, 130–131</p>
<p>Writing 2.c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>	<p>SE 1: 466 SE 2: 304</p> <p>TE 1: 85d, 95c, 101e, 109o, UR•34–UR•35 TE 3: SG•40, SG•41, 433d–433e, 466–467, 467a, WP•6–WP•7 TE 4: WP•6–WP•7 TE 5: 255d–255e, 304–305, 305b–305c TE 6: WP•6–WP•7</p> <p>Writing to Sources: Unit 1: 14–15, 26–27 Unit 4: 102–103, 104–105, 112–113, 118–119, 122–123, 126–129, 130–131</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>SE 1: 206</p> <p>TE 1: 46c–46d, 49d–49e, 133b–133c, 139p–139q</p> <p>TE 2: 206–207, SG•38, SG•43, SG•48</p> <p>TE 3: 433d–433e, 447d–447e, SG•59, SG•64, 452d, 473d–473e</p> <p>TE 4: 79e–79f, 96–97, 97a, 103d–103e, 154–155, 161d–161e, WP•6, WP•7</p> <p>TE 5: 227i</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 18–19, 26–27, 30–33, 34–35 Unit 4: 106–107, 122–123, 130–131</p>
<p>Writing 2.e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>SE 1: 102–103, 132–133, 162–163, 222–223, 380–381, 466–467</p> <p>SE 2: 96, 248, 276–277, 304, 426–427</p> <p>TE 1: 143e, 162–163, 163a</p> <p>TE 3: SG•22, SG•27, SG•32, 440–441, 451e–451f, 459d, 466–467, 467b, 473d</p> <p>Writing to Sources: Unit 1: 26–27, 30–33 Unit 4: 112–113, 122–123</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>SE 1: 76–77, 196–197, 280–281, 310–311, 346–347, 440–441 SE 2: 40–41, 70–71, 128–129, 216, 338–339, 362–363, 396–397, 460–461</p> <p>TE 1: 53e–53f, 65d–65e, 76–77, 77a, 81p–81q, SG•38, SG•39, SG•42, SG•43, SG•48, WP•2–WP•3, WP•6–WP•7 TE 2: 189d–189e, 196–197, 197a, SG•6, SG•11, SG•16, 205e–205f, 213d–213e, 222–223, 223a, SG•22, SG•27, SG•32, 261e–261f, 271d–271e, 280–281, 281a, 281b–281c, SG•59, 291e–291f, 301d–301e, 310–311, 311a, WP•2–WP•3, WP•6, WP•7 TE 3: 346–347, 347b–347c, 466–467 TE 4: 23e–23f, 40–41a, 49e, 61d–61e, 70–71, 71a, 71b–71c, 107e–107f, 128–129, 129a, SG•54, SG•59, SG•60, SG•64 TE 5: 171e–171f, 190–191, 191a, SG•21, SG•22, SG•27, SG•32, SG•53, 309a, SG•69, SG•70, SG•75, SG•80 TE 6: 321e–321f, 338–339, 339a, 347e–347f, 355d–355e, 362–363, 363a, 369d–369e, 373e–373f, 383b, 396–397, 397a, SG•37, 437e–437f, 449d–449e, 460–461, 461a, 461b–461c, 467d–467e</p> <p>Writing to Sources: Unit 2: 38–39, 40–41, 42–43, 44–45, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 58–59, 62–65 Unit 6: 166–167, 168–169, 170–171, 172–173, 174–175, 176–177, 178–179, 180–181, 182–183, 184–185, 186–187, 190–193, 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>SE 1: 76–77, 222, 310–311, 346 SE 2: 40, 128, 190, 362, 396</p> <p>TE 1: 76–77, 81d–81e, WP•4–WP•5 TE 2: SG•6, SG•11, SG•16, 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, WP•4, WP•5, WP•6, WP•7 TE 3: 327e–327f, 337d–337e, 346–347, 347a, 353p–353q, 357e–357f TE 4: 23e–23f, 33d–33e, 40–41, 41a, 41b–41c, 61d, 70–71, 71a, 117d–117e, SG•54, SG•59, SG•64 TE 5: 197b, SG•22, SG•27, SG•32, SG•70, SG•75, SG•80 TE 6: 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>Writing to Sources: Unit 2: 38–39, 42–43, 46–47, 48–49, 50–51, 58–59, 62–65 Unit 6: 166–167, 170–171, 172–173, 174–175, 178–179, 182–183, 186–187, 190–193, 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 47, 196–197, 222, 280–281, 310–311, 346 SE 2: 40–41, 128–129, 338, 362–363, 396–397, 460–461</p> <p>TE 1: 46–47, 76–77, 77a, SG•38, SG•39, SG•42, SG•43, SG•48, UR•14–UR•15 TE 2: 179e–179f, 189d–189e, 196–197, 197a, 197b–197c, SG•6, SG•11, SG•16, 213d–213e, 222–223, SG•22, SG•27, SG•32, 280–281, 281a, 310–311, 311a, 311b–311c, 317d–317e, WP•6, WP•7 TE 3: 327e–327f, 346–347, 347a, 347b–347c, 353p–353q, SG•4, SG•5 TE 4: 23e–23f, 40–41, 41a, 45d–45e, 107e–107f, 135i, SG•54, SG•59, SG•62, SG•64</p> <p>TE 5: SG•22, SG•27, SG•32, SG•70, SG•74, SG•80 TE 6: 338–339, 339a, 339b–339c, 343d–343e, 347e–347f, 355d–355e, 363a, 363b–363c, 373e–373f, 383d–383e, 396–397, 397a, 397b–397c, SG•37, 461b</p> <p>Writing to Sources: Unit 2: 38–39, 42–43, 48–49, 52–53, 58–59, 62–65 Unit 6: 166–167, 174–175, 176–177, 178–179, 182–183, 184–185, 186–187, 188–189, 190–193, 194–195</p>
<p>Writing 3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p>TE 1: 23e–23f, 28e–28f, 44–45, 45a, WP•6 TE 2: 213d–213e, 287d–287e TE 3: SG•32 TE 6: 401d–401e, 449d–449e</p> <p>Writing to Sources: Unit 2: 46–47, 48–49, 54–55, 58–59 Unit 6: 166–167, 182–183, 186–187, 190–193</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>SE 1: 196–197, 252–253, 280–281, 310–311, 346–347 SE 2: 103, 128–129, 190–191, 255, 283, 396</p> <p>TE 1: 65d–65e, 76–77, 77a, 77b–77c, 81p–81q, SG•54, SG•55, SG•58, SG•59, SG•64, WP•6–WP•7 TE 2: 189d–189e, 196–197a, 197b–197c, 213d–213e, 222–223a, 223b–223c, SG•22, SG•27, SG•32, 233e–233f, 252–253, 253a, 253b–253c, 271d–271e, 280–281, 281a, 281b–281c, 287d–287e, 301d–301e, 310–311, 311a, 311b–311c, 317d–317e TE 3: 346–347, 347a, SG•6, SG•7, SG•10, SG•11, SG•16, 401d–401e, 440–441, 441a, 441b–441c TE 4: 45d–45e, 49e, 71a, 71b, 107e–107f, 117d–117e, 128–129, 129a, 129b–129c, 135d–135e TE 5: 171e–171f, 181d–181e, 190–191, 191a, 191b–191c, 197d–197e, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, SG•70, SG•75, SG•80 TE 6: 321e–321f, 329e–329f, 338–339, 339a, 339b–339c, 343d–343e, 343i, 347a, 362–363, 363a, 363b, 383d–383e, 396–397, 397a, 397b–397c, 401d–401e, 437e–437f, 449d–449e, 461a, 461b–461c, 467d</p> <p>Writing to Sources: Unit 2: 46–47, 48–49, 52–53, 58–59, 60–61 Unit 6: 168–169, 170–171, 172–173, 176–177, 180–181, 184–185, 186–187, 188–189, 190–193, 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 3.e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE 1: 222 SE 2: 362–363</p> <p>TE 1: 76–77, 77a, 81d–81e TE 2: 213d–213e, 222–223, 223a, 280–281, 281a, 281b–281c TE 4: 49e, 71b, 129a TE 6: 383d–383e, 467e</p> <p>Writing to Sources: Unit 2: 58–59, 62–65 Unit 6: 186–187</p>
Production and Distribution of Writing	
<p>Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>SE 1: 44–45, 76–77, 102–103, 132–133, 162–163, 196–197, 222–223, 252–253, 280–281, 310–311, 346–347, 380–381, 414–415, 440–441, 466–467 SE 2: 40–41, 70–71, 96–97, 128–129, 154–155, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363–396–397, 426–427, 460–461</p> <p>TE 1: 23e–23f, 33d–33e, 44–45, 45a, 53b, 77b–77c, 81d–81e, 85e–85f, 102–103, 103a, 103b–103c, 125d–125e, 139b, SG•54, SG•55, SG•58, SG•59, SG•64, 143e–143f, 153d–153e, 163b–163c, 169b, 169p–169q TE 2: 201d–201e, SG•16, 213d–213e, 223b–223c, SG•32, 243d–243e, 253b–253c, SG•48, 280–281a, 284–285a, SG•80, UR•15, UR•25, UR•35, UR•45, UR•55 TE 3: 337d–337e, 353d–353e, 380–381, 381a, 381b–381c, 387p–387q, SG•30, SG•31, 391e–391f, 414–415, 415a, 415b–415c, 423p–423q, 427e–427f, 440–441, 441a, 447p–447q, SG•53, SG•59, SG•62, 451e–451f, 459d–459e, 465d, 473p–473q, WP•2–WP•3, WP•6–WP•7, WP•10 TE 4: 33d–33e, 40–41a, 41b–41c, 45d–45e, 89d–89e, 96–97, 97a, 97b–97c, 147d–147e, 154–155, 155a, 155b–155c, 161d–161e</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>(Continued) TE 5: 197p–197q, 218–219, 219a, 219b–219c, 227b, 227d–227e, 241d–241e, 249b, 255d–255e, SG•46, SG•47, 269d–269e, 276–277, 277a, 277b–277c, 283d–283e, 283p–283q, SG•64, 287e–287f, 297d–297e, 304–305, 305a, 305b–305c, WP•6–WP•7, WP•8–WP•9, WP•10 TE 6: 321e–321f, 339b–339c, SG•16, 355d–355e, 369b, 369d–369e, SG•32, 396–397, 397a, 401a, SG•37, SG•48, 417d–417e, 427a, 427b–427c, SG•64, SG•80 Writing to Sources: Unit 1: 8–9, 12–13, 16–17, 20–21, 26–27, 30–33, 34–35, 198–199, 208–209 Unit 2: 40–41, 44–45, 48–49, 52–53, 58–59, 62–65, 66–67, 200–201, 210–211 Unit 3: 72–73, 76–77, 80–81, 84–85, 90–91, 94–97, 98–99, 212–213, 214–215 Unit 4: 104–106, 108–109, 112–113, 116–117, 122–123, 126–129, 130–131, 202–203, 216–217, 222–223 Unit 5: 136–137, 140–141, 144–145, 148–149, 154–155, 158–161, 162–163, 204–205, 218–219, 220–221, 224–225 Unit 6: 168–169, 172–173, 176–177, 180–181, 186–187, 190–193, 194–195, 206–207</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>TE 1: 23e–23f, 33d–33e, 44–45, 45a–45c, 49d–49e, 49p–49q, 65d–65e, 81p–81q, 109d–109e, 139d–139e, 161d, 169d–169e, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 2: 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, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p>TE 3: 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, WP•2, WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9</p> <p>TE 4: 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, SG•76, SG•77, SG•78, SG•79, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9</p> <p>TE 5: 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, WP•2–WP•3, WP•4–WP•5, WP•6–WP•7, WP•8–WP•9, WP•10</p> <p>TE 6: 329e–329f, 337d, 343d–343e, 343p–343q, 369e, 369p–369q, 395d, 401d–401e, 401p–401q, 427b–427c, 433p–433q, 459d, 467d–467e, 467p–467q, WP•2–WP•3, WP•6, WP•7, WP•8, WP•9</p> <p>Writing to Sources: Unit 1: 30–33, 198–199, 208–209 Unit 2: 62–65, 200–201, 210–211 Unit 3: 94–97, 212–213, 214–215 Unit 4: 126–129, 202–203, 216–217, 222–223 Unit 5: 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 190–193, 206–207, 226–227</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>TE 1: 33b–33c, 49b–49c, 139b, WP•8, WP•9, WP•10 TE 2: 201b, 229b, 287b, 317b, WP•8, WP•9, WP•10 TE 3: 353b, 401b, 423b–423c, SG•60, SG•63, SG•69, SG•76, SG•77, SG•78, SG•79, WP•10 TE 4: 33b, 45b, 49b, 127d, 135b, 159a, 161b, WP•9, WP•10 TE 5: SG•14, SG•63, 311b, WP•8–WP•9 TE 6: 343b, 433b, 467b, WP•8, WP•9, WP•10</p> <p>Writing to Sources: Unit 1: 34–35, 198–199, 208–209 Unit 2: 66–67, 200–201, 210–211 Unit 3: 98–99, 212–213, 214–215 Unit 4: 130–131, 216–217, 222–223 Unit 5: 162–163, 204–205, 218–219, 220–221, 224–225 Unit 6: 194–195, 206–207, 226–227</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Research to Build and Present Knowledge	
<p>Writing 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TE 1: 23b, 33b, 43d, 49b, 49n, 75d, SG•22, SG•23, SG•26, SG•27, SG•32, 85b, 113b, 131c, 143b, SG•76, SG•77</p> <p>TE 2: 179b, 189b, 195d, 201b, SG•12, SG•13, SG•14, 205b, 213b, SG•28, SG•29, SG•30, 233b, SG•38, SG•43, SG•44, SG•45, SG•48, 261b, SG•60, SG•61, SG•62, 301b, 309d, 317b, 317n, SG•70, SG•71, SG•75, SG•76, SG•77, SG•80</p> <p>TE 3: 327b, 337b, SG•12, SG•13, 371b, 379d, SG•28, SG•29, SG•30, SG•31, 391b, SG•38, SG•39, SG•43, SG•45, SG•48, 427b, SG•60, SG•63, 451b, 459b, 465d, 468c–468d, 468–469, 469a, 473n, SG•76, SG•77, SG•78–SG•79</p> <p>TE 4: 23b, 39d, 49b, 61b, 69d, SG•22, SG•27, SG•32, 79b, 89b, SG•38, SG•43, SG•46, SG•47, SG•48, 107b, 139b, 147b, 153d, 161b, SG•76, SG•77, SG•78</p> <p>TE 5: 171b, 189d, SG•11, SG•12, SG•16, 201b, 211b, 217d, SG•28, SG•31, SG•32, 241b, 247d, SG•44, SG•45, SG•46, SG•48, 259b, 269b, 275d, SG•55, SG•59, SG•60, SG•63, SG•64, 287b, SG•77</p> <p>TE 6: 321b, 329b, 343n, SG•12, SG•13, SG•14, SG•15, 347b, SG•22, SG•27, SG•28, SG•29, SG•30, SG•31, SG•32, 373b, 383b, 401b, SG•38, SG•43, SG•44, SG•45, SG•46, SG•47, 405b, SG•54, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, SG•64, 437b, SG•70, SG•75, SG•76, SG•77, SG•80, WP•2–WP•3</p> <p>Writing to Sources: Unit 1: 20–21, 30–31 Unit 2: 44–45 Unit 3: 72–73, 88–89, 94–97 Unit 4: 112–113 Unit 5: 144–145 Unit 6: 168–169, 180–181</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>TE 1: 33b–33c, 43d, 65b, 75d, 81b, SG•22, SG•23, SG•26, SG•27, SG•32, 95b, 100–101, 101a, 101d, 125b, 130–131, 131d, 139b, 143b, 153b, 161c, 166–167, 167a, 169b, WP•4–WP•5</p> <p>TE 2: 189b, 194–195, 195a, 195c, SG•13, SG•14, SG•15, 213b, 221d, 224c–224d, 229b, SG•31, 233b, 243b, 251d, 257b, SG•46, 271b, 271d–271e, 279d, 287b, SG•63, 291b, 301b, 308–309, 309a, 309d, 317b, 317n, SG•70, SG•71, SG•75, SG•78, SG•80</p> <p>TE 3: 337b, 344–345, 345a, 357b, 371b, 379a, 379d, 391b, 401b, 413d, SG•46, SG•47, 427b, 433b, 438–439, 439a, 439d, 451b, 459b, 459d–459e, 464–465, 465a, 465d, 473b</p> <p>TE 4: 33b, 39d, 45b, 61b, 69a, 69d, 75b, 89b, 94–95, 95d, 103b, SG•47, 117b, 127d, 135b, 147b, 152–153, 153d, 161b, SG•79</p> <p>TE 5: 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, SG•78</p> <p>TE 6: 329b, 337d, 347b, 355b, 360–361, 361a, 361c, 361d, 364c–364d, SG•30, SG•31, 383b, 395d, 401b, SG•48, 417b, 425c, 425d, 449b, 459d, 467b, WP•2–WP•3, WP•4</p> <p>Writing to Sources: Unit 1: 20–21, 28–29, 198–199 Unit 2: 44–45, 60–61 Unit 3: 72–73, 88–89, 92–93, 94–97 Unit 4: 112–113, 124–125 Unit 5: 144–145, 156–157, 220–221 Unit 6: 168–169, 180–181, 188–189, 226–227</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE 1: 42, 100, 130, 160, 194, 220, 250, 278, 308, 344, 358, 378, 445, 464 SE 2: 68, 126, 152, 188, 194, 216, 246, 274, 302, 336, 341, 360, 394, 424, 459</p> <p>TE 1: 74–75, 75a, 100–101, 101a, 104c–104d, 130–131, 131a, 160–161 TE 2: 194–195, 201b, 220–221, SG•22, SG•27, SG•32, 250–251, 251a, 278–279, 279a, 308–309, 309a TE 3: 344–345, 345c, 348c–348d, 358–359, 378–379, 412–413, 413a, 464–465, SG•43, SG•48, SG•64, SG•80 TE 4: 38–39, 39a, 68–69, 71a, 75d–75e, 94–95, SG•46, 126–127, 152–153 TE 5: SG•16, 211d–211e, 216–217, 217a, 217c, 246–247, 274–275, 275a, 280–281, 281a, 302–303 TE 6: 336–337, 337a, 360–361, 361a, 394–395, 395a, 405e–405f, 424–425, 425a, 426–427, 427a, 458–459, 459a</p> <p>Writing to Sources: Unit 1: 28–29, 30–33, 198–199, 208–209 Unit 2: 60–61, 62–65, 200–201, 210–211 Unit 3: 92–93, 94–97, 212–213, 214–215 Unit 4: 124–125, 126–129, 202–203, 216–217, 222–223 Unit 5: 156–157, 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 188–189, 190–193, 206–207, 226–227</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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]”).</p>	<p>SE 1: 42, 74, 100, 194, 250, 278, 308, 345 SE 2: 38, 68, 126, 188, 274, 360, 394, 458</p> <p>TE 1: 42–43, 74–75, 100–101, SG•70, SG•71, SG•74, SG•75, SG•80 TE 2: 194–195, 250–251, 271d–271e, 278–279, 279a, 308–309, 309a TE 5: 188–189, 189a, SG•58, SG•63 TE 6: 394–395, 395a, 458–459, 459a, UR•35</p> <p>Writing to Sources: Unit 1: 6–7, 8–9, 10–11, 12–13, 14–15, 16–17, 20–21, 28–29, 30–33 Unit 2: 38–39, 40–41, 46–47, 48–49, 50–51, 52–53, 54–55, 56–57, 62–65, 200–201 Unit 3: 70–71, 72–73, 74–75, 76–77, 84–85 Unit 4: 102–103, 104–105, 106–107, 108–109, 114–115, 116–117 Unit 5: 134–135, 136–137, 140–141, 146–147, 148–149, 152–153 Unit 6: 174–175, 176–177, 182–183, 184–185</p>
<p>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]”).</p>	<p>SE 1: 130, 160, 220, 378, 412, 438, 464 SE 2: 94, 152, 216, 246, 302, 336, 424</p> <p>TE 1: 113e–113f, 130–131, 160–161, UR•24–UR•25 TE 2: 220–221, 221a TE 4: 94–95, 101a, 152–153a TE 5: 211d–211e, 216–217, 217a, 246–247, 302–303</p> <p>Writing to Sources: Unit 1: 8–9, 12–13, 16–17, 18–19, 20–21, 22–23, 24–25 Unit 2: 42–43, 44–45 Unit 3: 72–73, 78–79, 80–81, 82–83, 84–85, 86–87, 88–89 Unit 4: 108–109, 110–111, 112–113, 116–117, 118–119, 120–121 Unit 5: 136–137, 138–139, 140–141, 142–143, 144–145, 150–151, 152–153 Unit 6: 166–167, 168–169, 170–171, 172–173, 178–179, 180–181, 184–185</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Range of Writing	
<p>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.</p>	<p>SE 1: 42, 44–45, 76–77, 100, 102–103, 130, 132–133, 160, 162–163, 194, 196–197, 220, 222–223, 250, 252–253, 278, 280–281, 308, 310–311, 344, 346–347, 358, 378, 380–381, 414–415, 440–441, 445, 464, 466–467</p> <p>SE 2: 40–41, 68, 70–71, 96–97, 126, 128–129, 152, 154–155, 188, 190–191, 194, 216, 218–219, 246, 248–249, 274, 276–277, 302, 304–305, 336, 338–339, 341, 360, 362–363, 394, 396–397, 424, 426–427, 459, 460–465</p> <p>TE 1: 49p–49q, SG•42, SG•43, 139p–139q, 169p–169q</p> <p>TE 2: 179e–179f, 198–199, 199a, 201i, SG•6, SG•11, 213d–213e, 220–221, 221a, 223b–223c, 229d–229e, 229p–229q, 233e–233f, 257p–257q, 280–281, 281a, 284–285, 285a, 287p–287q, SG•54, SG•59, SG•64, 301d–301e, 308–309, 309a, 317d–317e, 317n, 317p–317q, 321a, UR•15, UR•25, UR•35, UR•45, UR•55, WP•2–WP•3, WP•4, WP•5, WP•6, WP•7, WP•8, WP•9, WP•10</p> <p>TE 3: 344–345, 345a, 401d–401e, 414–415, 415a, SG•37, SG•43, SG•47, SG•48, 440–441, 441a, 447p–447q, SG•64, 473p–473q, SG•69, SG•78, SG•80</p> <p>TE 4: 23e–23f, 33d–33e, 39d, 45n, 45p–45q, 49f, 73a, 75o, 79b, 79e–79f, 89d–89e, 95d, 96–97, 97a, 97b–97c, 101a, 103b, 103d–103e, 103p–103q, SG•38, 107e–107f, 128–129, 129a, 135p–135q, SG•54, 139e–139f, 147d–147e, 152–153, 154–155, 155b–155c, 161d–161e, 161p–161q, SG•70, SG•75, SG•80</p> <p>TE 5: 171e–171f, 188–189, 189a, 197p–197q, SG•16, 216–217, 217a, 217d, 224–225, 225a, 227p–227q, SG•27, SG•31, SG•32, 246–247, 255p–255q, SG•38, SG•48, 269d–269e, 274–275, 275a, 283p–283q, SG•60, SG•63, SG•64, 302–303a, 303d, 304–305a, 309a, 311p–311q, SG•77, UR•15, UR•25, UR•35, UR•45, UR•55</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 6: 343p–343q, SG•5, SG•11, SG•16, 369p–369q, SG•27, SG•32, 401p–401q, SG•43, 405b, 433d–433e, 433p–433q, 437b, 458–459, 459a, 459d, 461b–461c, 467p–467q, SG•69, SG•75, SG•80, UR•15, UR•55</p> <p>Writing to Sources: Unit 1: 30–33, 198–199, 208–209 Unit 2: 62–65, 200–201, 210–211 Unit 3: 94–97, 212–213, 214–215 Unit 4: 126–129, 202–203, 216–217, 222–223 Unit 5: 158–161, 204–205, 218–219, 220–221, 224–225 Unit 6: 190–193, 206–207, 226–227</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>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.</p>	<p>SE 1: 20–21, 50–53, 82–83, 110–111, 140–141, 169, 176–177, 201–202, 230–231, 258–259, 287, 288–289, 317, 324–325, 354–355, 387, 388–389, 424–425, 448–449</p> <p>SE 2: 20–21, 46–47, 76–77, 104–105, 136–137, 168–169, 197, 198–199, 227, 228–229, 256–257, 284–285, 311, 318–319, 343, 344–345, 370–371, 402–403, 433, 434–435</p> <p>TE 1: 21a–21b, 23a–23b, 24a–24b, 34a–34b, 46a–46b, SG•12, SG•13, 51a–51b, 54a–54b, 66a–66b, 78a–78b, 81j, 82–83, 83a–83b, 86a–86b, 96a–96b, 104a–104b, 109f–109q, 113a–113b, 114a–114b, 126a–126b, 134a–134b, 144a–144b, 154a–154b, 164a–164b, 164c–164d, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 2: 180a–180b, 190a–190b, 198a–198b, 198c–198d, 201n, 203a–203b, 206a–206b, 208–209, 209a, 214a–214b, 221d, 224a–224b, 229n, SG•23, SG•27, 234a–234b, 244a–244b, 254a–254b, 259a–259b, 262a–262b, 272a–272b, 272c–272d, 274–275, 275a, 276–277, 277a, 279d, 282a–282b, 282–283, 283a, 287a, 287n, 289a–289b, 291e–291f, 292a–292b, 302a–302b, 312a–312b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 3: 327a–327b, 328a–328b, 338a–338b, 348a–348b, 358a–358b, 372a, 382a, SG•22, SG•23, SG•26, SG•27, SG•32, 389b, 392a–392b, 402a–402b, 416a–416b, 425a–425b, 428a–428b, 434a–434b, 442a–442b, SG•58, 452a–452b, 460a–460b, 468a–468b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 4: 21a–21b, 24a–24b, 34a–34b, 42a–42b, 50a–50b, 72a–72b, 77a–77b, 80a–80b, 89d–89e, 90a–90b, 98a–98b, 103a, 103n, 108a–108b, 118a–118b, 130a–130b, SG•58, 140a–140b, 148a–148b, 155b–155c, 156a–156b, 161a, 161d–161e, SG•80, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 5: 169a–169b, 172a–172b, 182a–182b, 192a–192b, 196–197, 197a, 199a–199b, 202a–202b, 212a–212b, 220a–220b, 232a–232b, 242a–242b, 250a–250b, 257a–257b, 260a–260b, 270a–270b, 278a–278b, 288a–288b, 298a–298b, 306a–306b, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 6: 319a–319b, 322a–322b, 330a–330b, 340a–340b, 345a–345b, 348a–348b, 356a–356b, 364a–364b, 368–369, 369a, 371a–371b, 374a–374b, 384a–384b, 398a–398b, 406a–406b, 418a–418b, 425b, 428a–428b, 435a–435b, 438a–438b, 450a–450b, 462a–462b, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 Writing to Sources: Unit 1: 26–27, 30–33, 34–35 Unit 2: 58–59, 62–65 Unit 3: 90–91, 94–97 Unit 4: 122–123, 126–129, 130–131 Unit 5: 154–155, 158–159 Unit 6: 186–187</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 49, 139, 257, 287, 317, 447 SE 2: 197, 227, 311, 343, 433</p> <p>TE 1: 42–43, 48–49, 49a, 49n, 80–81, 81a, 81n, 139n TE 2: 194–195, SG•16, 229n, SG•32, SG•48, 272c–272d, 286–287, 287n, 308–309, 316–317, 317a, SG•80 TE 3: 382c, 423b, SG•53, SG•62, SG•63, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: 68–69, 75n, 103n, 152–153, 153a, 161a, 161n TE 5: 188–189, 189a, 226–227, 255n–255o, 274–275, 275a, 278c–278d, 282–283, 283a, 283n TE 6: 343a, SG•16, SG•32, SG•43, SG•48, 428c–428d, SG•64, 458–459, 467n, SG•80</p>
<p>Speaking/Listening 1.b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>SE 1: 49, 81, 109, 139, 169, 201, 229, 257, 287, 317, 353, 387 SE 2: 45, 75, 197, 255, 311, 343, 433</p> <p>TE 1: 48–49, 49a, 49n, 80–81, 81n, 138–139, 139n, 169n TE 2: 201a, 201n, 229a, 229n, 257n, 287a, 287n, 317a, 317n TE 3: 353n, 387n, 423n, SG•37, SG•42, 447a, 447n, 473a, 473n TE 4: 45a, 49b, 75n, 103a, 103n, 135a, 135n, 161a, 161n TE 5: 196–197, 197a, 197n, 255n, 283n, 311a, 311n TE 6: 343n, 369n, 401a, 401n, 433n, 467n</p> <p>Writing to Sources: Unit 1: 32–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 49, 169, 201, 287, 317 SE 2: 75, 103, 135, 161, 197, 283, 369</p> <p>TE 1: 48–49, 49a, 49n, SG•6, SG•7, SG•16, 80–81, 81a, 81n, 139n, 169n, SG•70, SG•71, SG•74, SG•75, SG•80 TE 2: 201a, 201n, 229n, 287a, 287n, SG•59, 316–317, SG•70, SG•71 TE 3: 325a, 353n, 355a, 422–423, 423a, 439b–439c, 446–447, SG•55, SG•58, SG•64, 451a–451b, 452a–452b, 473n–473o TE 4: SG•6, SG•11, 44–45, 49a, 62a, SG•18, SG•19, SG•23, SG•26, SG•32, 102–103, 103a, 103n, 107a, 134–135, 161a, 161n, SG•70, SG•75, SG•80 TE 5: SG•7, 227n, SG•23, SG•27, SG•32, 255n–255o, SG•38, SG•39, SG•42, SG•43, SG•48, 259a, 282–283, 283a, 285a–285b, SG•70, SG•74, SG•80 TE 6: 343n, SG•6, SG•7, SG•10, SG•11, SG•16, 368–369, 369a, SG•22, SG•23, SG•26, SG•27, SG•32, 401n, SG•39, SG•42, 403a, SG•70, SG•71, SG•74, SG•75, SG•80</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
<p>Speaking/Listening 1.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SE 1: 139, 317, 387 SE 2: 75, 197, 227, 283, 311, 343, 433</p> <p>TE 1: 74–75, 75a, SG•22, SG•23, SG•26, SG•27, SG•32, 111a–111b, SG•74–SG•75 TE 2: SG•7, SG•10, SG•16, 386–387, SG•55, SG•59 TE 3: SG•6, SG•7, SG•10, SG•11, SG•16, SG•70, SG•71, SG•74, SG•75, SG•80 TE 4: SG•2, 103a TE 5: 282–283, 283a TE 6: 343a, 433a, 467n</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Speaking/Listening 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TE 1: 20–21, 34c–34d, 50–51, 66c–66d, 109, 126c–126d, 154c–154d TE 2: 221a, 226–227, 227a, 302c–302d TE 3: 386–387, SG•64, 473l, UR•38–UR•39 TE 4: 53a, 62c–62d, 102–103, 103b, SG•44, SG•73 TE 5: 282–283, 283a, 283n TE 6: 432–433, 467a</p> <p>Writing to Sources: Unit 2: 66–67</p>
<p>Speaking/Listening 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>TE 1: SG•10–SG•11 TE 3: 353a, SG•6, SG•7, SG•11, SG•16, 357e–357f, 380–381, 425a–425b TE 4: 72c, 103a TE 5: SG•11, SG•16</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Presentation of Knowledge and Ideas	
<p>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.</p>	<p>SE 1: 139, 201, 229, 387 SE 2: 45, 135, 311, 343</p> <p>TE 1: 34c–34d, 42–43, 43a, 49n, SG•14, SG•15, SG•16, 68–69, 69a, 81a, 81b–81c, 81n, SG•30, SG•31, SG•32, 96c–96d, 100–101, 101a, 109a, 109n, SG•48, 126c–126d, 130–131, 131a, 138–139, 139a, 139n, SG•64, 154c–154d, 160–161, 161a, 169a, 169n, SG•80</p> <p>TE 2: 190c–190d, 201n, SG•16, 214c–214d, 214–215, 215a, 220–221, 221a, 229a, SG•32, 244c–244d, 250–251, 251a, 257n, SG•39, SG•43, SG•48, 278–279, 279a, 287n, SG•64, 308–309, 309a, 316–317, 317a, 317n, SG•70, SG•71, SG•75, SG•80</p> <p>TE 3: 338c–338d, 344–345, 345a, 353a, 353n, SG•4, SG•5, SG•16, 372c, 378–379, 386–387, 387a, 387n, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•32, 402c–402d, 412–413, 413a, 423a, 423n, SG•38, SG•39, SG•43, SG•48, 434c–434d, 439a, 447a, 447n, SG•54, SG•59, SG•64, 460c–460d, 464–465, 465a, 473a, 473n, SG•70, SG•71, SG•74, SG•75, SG•80, WP•10</p> <p>TE 4: 34c–34d, 39a, 45a, 45n, SG•6, SG•11, SG•16, 62c–62d, 69a, 75a, 75n, SG•18, SG•19, SG•22, SG•23, SG•26, SG•27, SG•32, 103b, 103n, SG•44, SG•45, SG•48, 118c–118d, 127a, 135a, 135n, SG•64, 148c–148d, 152–153, 153a, 161b, 161n, SG•70, SG•75, SG•80</p> <p>TE 5: 182c–182d, 188–189, 189a, 197b, 197n, SG•9, SG•16, 226–227, 227a, 227n, SG•32, 242c, SG•38, SG•42, SG•43, SG•48, 270c–270d, 282–283, 283a, SG•54, SG•59, SG•64, 298c–298d, 303a, 311n, SG•73, SG•80, WP•10</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 6: 330c–330d, 336–337, 337a, 343a, 343n, SG•6, SG•7, SG•11, SG•16, 356c–356d, 360–361, 361a, 369n, SG•22, SG•23, SG•27, SG•32, 384c–384d, 395a, 401a, 401n, SG•38, SG•43, SG•48, 418c–418d, 433a, 433n, SG•54, SG•55, SG•58, SG•59, SG•64, 450c–450d, 458–459, 459a, 467n, SG•70, SG•75, SG•80</p> <p>Writing to Sources: Unit 1: 34–35 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163</p>
<p>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.</p>	<p>SE 1: 169, 473 SE 2: 227</p> <p>TE 1: SG•38, SG•39, SG•42, SG•43, SG•48 TE 2: SG•38, SG•43, SG•48, SG•70, SG•71, SG•75, SG•80 TE 3: 338a, SG•11, SG•16, SG•38, SG•42, SG•54, SG•59, SG•64, 468c–468d, 473l–473m, SG•70, SG•80 TE 4: 45a, SG•6, SG•11, SG•16, 103b, 103n, SG•38, SG•42, SG•43, SG•44, SG•45, SG•48, 135n, SG•54, SG•59, 161b, 161n TE 5: 197b, SG•6, SG•11, SG•16, 226–227, 227a, SG•32, 225n–255o, SG•38, SG•42, SG•43, SG•48, SG•54, SG•59, SG•64, SG•70, SG•75, SG•80 TE 6: SG•6, SG•11, SG•16, 383b, 401b, SG•38, SG•43, SG•42, SG•48, SG•54, SG•59, SG•64, 449b, 467b, 467n, SG•70, SG•75, SG•80</p> <p>Writing to Sources: Unit 1: 34–35 Unit 5: 162–163 Unit 6: 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Speaking/Listening 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>SE 1: 49, 81, 109, 139, 201, 229, 257, 287, 353, 387, 423, 447, 473 SE 2: 45, 75, 103, 135, 161, 197, 227, 255, 283, 433</p> <p>TE 1: SG•54, SG•55, SG•58, SG•59, SG•64 TE 2: 201a, SG•6, SG•11, SG•16, 229a, 229n, 257a, SG•48, SG•64 TE 3: 386–387, SG•64, 449a–449b, 472–473, 473a, SG•69, SG•78, SG•79, SG•80 TE 4: 44–45, 102–103, 103a, SG•38, SG•43, SG•48, SG•54, SG•59, 161a, 161n, SG•70, SG•75, SG•80 TE 5: 197n, SG•11, SG•16, SG•23, SG•27, SG•32, 254–255, 255a, 255n, SG•38, SG•42, SG•43, SG•48, 282–283, 283a, 283n, SG•54, SG•59, SG•64, SG•75 TE 6: SG•6, SG•7, SG•10, SG•11, SG•16, SG•22, SG•23, SG•26, SG•27, SG•32, SG•38, SG•39, SG•43, SG•48</p> <p>Writing to Sources: Unit 4: 130–131 Unit 6: 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language Standards	
Conventions of Standard English	
Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>SE 1: 44–45, 76–77, 102–103, 132–133, 162–163, 196–197, 222–223, 252–253, 280–281, 310–311, 346–347, 380–381, 414–415, 440–441, 466–467</p> <p>SE 2: 40–41, 70–71, 96–97, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363, 396–397, 426–427, 460–461</p> <p>TE 1: 43d–43e, 53d, 65c, 75e, 76–77, 77a, 81c, 81o, SG•22, SG•23, 85d, 95c, 101e, 102–103, 103a, 109c, 109o, 109p–109q, SG•42, SG•43, SG•48, 113d, 125c, 131e, 132–133, 133a, 139o, 139p–139q, SG•58, SG•59, SG•64, 143d, 144c–144d, 153c, 161e, 162–163, 163a, 169c, SG•74, SG•75, SG•80, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 2: 179d, 189c, 195e, 196–197, 197a, 197b–197c, 201c, 201o, 201p–201q, SG•6, SG•11, 205d, 213c, 221e, 222–223a, 229c, 229o, SG•22, SG•27, SG•32, 233d, 243c, 251e, 252–253, 253a, 257c, 257o, SG•38, SG•43, SG•48, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287c, 287d–287e, 287o, SG•54, SG•59, SG•64, 291d, 300–301, 301c, 309e, 310–311, 317c, 317o, 317p–317q, SG•70, SG•75, UR•14, UR•24, UR•44, UR•54</p> <p>TE 3: 327d, 353p–353q, SG•16, 357d, 371c, 379e, 380–381, 387c, 387o, SG•22, SG•23, SG•26, SG•32, SG•38, 391d, 401c, 413e, 414–415, 423c, 423o, SG•42, SG•43, SG•48, 427d, 433c, 439e, 440–441, 441a, 441b–441c, 447o, 447p–447q, SG•54, SG•59, SG•64, 451d, 460a–460b, SG•70, SG•71, SG•74, SG•75, SG•80, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>(Continued) TE 4: 23d, 23e–23f, 33c, 39e, 40–41, 41a, 45c, 45o, 45p–45q, SG•11, SG•16, 49d, 61c, 69e, 71a, 71b, 75c, 75o, SG•26, SG•27, 79d, 89c, 95e, 96–97, 97a, 97b–97c, 103c, 103o, SG•38, SG•43, SG•48, 107d, 117c, 127e, 129a, 135c, 135o, SG•54, SG•59, SG•64, 139d, 147c, 153e, 154–155, 155a, 161c, 161o, SG•70, SG•75, SG•80, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55 TE 5: 171d, 181c, 189e, 190–191, 191a, 197c, 197o, SG•6, SG•11, SG•16, 201d, 211c, 217e, 218–219, 219a, 227c, 227o, SG•22, SG•27, SG•32, 231d, 241c, 247e, 248–249, 249a, 255c, 255o, SG•38, SG•39, SG•42, SG•43, SG•48, 259d, 269c, 275e, 276–277, 277a, 283c, 283o, 283p–283q, SG•54, SG•59, SG•64, 287d, 297c, 303e, 304–305, 311c, 311o, 311p–311q, SG•70, SG•75, SG•80, UR•14, UR•24, UR•34, UR•44, UR•54 TE 6: 321d, 329c, 337e, 338–339, 339a, 343c, 343o, SG•6, SG•11, SG•22, SG•27, SG•38, SG•43, 433d–433e, SG•54, SG•59, 449c, UR•14–UR•15 Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 34–35 Unit 2: 38–39, 42–43, 46–47, 48–49, 50–51, 54–55, 58–59, 62–65 Unit 3: 70–71, 74–75, 78–79, 82–83, 86–87, 94–97, 98–99 Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119, 130–131 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151, 162–163 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183, 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 1.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	SE 1: 467 SE 2: 363 TE 1: 113d, 125c, 131e, 139c, 139o TE 3: SG•5, 451d, 459c, 465e, 466–467, 473c, 473o, SG•70, SG•75, SG•80, UR•54–UR•55 TE 6: 329c, 337e, 343c, 343o, SG•11, SG•16, 347d, 355c, 361e, 362–363, 369c, 369o, 369p–369q, SG•22, SG•27, SG•32, UR•14–UR•15, UR•24–UR•25
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.	TE 3: 345e, 357d, 371c, 387c, 387o, SG•26, SG•32, 427b, 433c, 439e, 447c
Language 1.c. Use verb tense to convey various times, sequences, states, and conditions.	SE 1: 347, 381, 414–415 TE 2: 233d, 243c, 261d, 271c, 279e, 280–281, 281a, 281b–281c, 287o, SG•54, SG•59, SG•64, UR•34, UR•44 TE 3: 327d, 345e, 346–347, 347a, 353c, 353o, SG•6, SG•11, SG•16, 357d, 371c, 379e, 380–381, 387c, 387o, 387p–387q, SG•22, SG•26, SG•32, 391c, 401c, 414–415, 423p, 427b, 433c, 439e, 447c, 447o, SG•54, SG•59, SG•64, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35 TE 4: UR•10–UR•11, UR•13
Language 1.d. Recognize and correct inappropriate shifts in verb tense.	TE 3: 327d, 337c, 345e, 353c, SG•6, SG•16, 357d, 371c, 379e, 387c, 387o, SG•22, 427b, 433c, 439e, 447c, 447o
Language 1.e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	SE 2: 363 TE 6: 347d, 355c, 361e, 369c, 369o, SG•22, SG•32, UR•24–UR•25

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>SE 1: 162, 196 SE 2: 397, 426, 427, 461</p> <p>TE 1: 23c–23d, 33b–33c, 43d–43e, 49b–49c, 49o, SG•10, SG•11, 53d, 65c, 75e, 81c, SG•26, SG•27, 85c, 85d, 109p–109q, 143d, 153c, 161e, 162–163, 169o, 168p–169q, UR•14–UR•15, UR•24–UR•25, UR•34–UR•35, UR•54–UR•55 TE 2: 197b–197c, 201p–201q, 229p–229q, 257p–257q, 287c, 291d, 301c, 309e, 317c TE 3: 353p–353q, 391c–391d, 423p–423q, 447p–447q, WP•8–WP•9 TE 4: 33c, 45p–45q, 49d, 61d, 75p, 79d, 89d–89e, 97b–97c, 135p–135q, 139d, 147c, 153e, 161c TE 5: 171c, 181c, 189e, 197b–197c, 197p–197q, 201c, 211c, 217e, 227c, 231d, 247e, 248–249, 255c, 259c, 275e, 283c, 311p–311q, WP•8–WP•9 TE 6: 343p–343q, 347c–347d, 373c–373d, 374c–374d, 383c, 395e, 396–397, 397a, 401c, 401h–401i, 401o, 401p–401q, SG•43, 405c–405d, 417c, 425e, 426–427, 427a, 433c, 433d–433e, 433o, SG•64, 437c–437d, 449c, 459e, 460–461, 467c, 467o, 467p, SG•70, SG•75, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55, WP•9</p> <p>Writing to Sources: Unit 1: 34–35 Unit 2: 66–67 Unit 3: 98–99 Unit 4: 130–131 Unit 5: 162–163 Unit 6: 194–195</p>
Language 2.a. Use punctuation to separate items in a series.	<p>TE 5: WP•8–WP•9 TE 6: 373d, 383c, 395e, 401c, 401o, UR•34–UR•35</p>
Language 2.b. Use a comma to separate an introductory element from the rest of the sentence.	<p>TE 1: 95c TE 6: 373d, 383c, 395e, 401c, 401o, 401p, 460–461, UR•34–UR•35</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
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>).	TE 6: 373d, 383c, 395e, 401c, 401o, 401p, UR•34–UR•35, UR•44
Language 2.d. Use underlining, quotation marks, or italics to indicate titles of works.	SE 2: 427 TE 3: 427e–427f TE 6: 405d, 405e–405f, 417c, 425e, 433c, 433o, SG•59, SG•64, 449c, 459e, 467c, 467o
Language 2.e. Spell grade-appropriate words correctly, consulting references as needed.	TE 1: 23c–23d, 33b–33c, 43d–43e, 49b–49c, 49o, 53c, 65c, 75e, 81c, 81o, 85c, 95c, 101e, 109c, 109o, 113c, 125c, 131e, 139c, 139o, 143c, 169c, 169o TE 2: 179c, 189c, 195e, 201c, 201o, 205c, 213c, 221e, 229c, 229o, 233c, 243c, 251e, 257c, 257o, 261c, 271c, 279e, 287c, 287o, 291c, 301c, 309e, 317c, 317o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 3: 327c, 337c, 345e, 353c, 353o, 357c, 371c, 379e, 387c, 387o, 391c, 401c, 413e, 423c, 423o, 427c, 433c, 439e, 447c, 447o, 451c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54 TE 4: 23c, 24c–24d, 33c, 33d–33e, 39e, 45c, 45o, 49c, 69e, 75c, 79c, 89c, 95e, 103c, 103o, 107c, 117c, 127e, 135c, 135o, 139c, 147c, 153e, 161c, 161o, UR•14, UR•34 TE 5: 171c, 181c, 189e, 197c, 197o, 201c, 211c, 217e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 260c–260d, 269c, 275e, 283c, 283i, 283o, 287c, 297c, 303e, 311c, 311o, UR•14, UR•24, UR•34, UR•44, UR•54, WP•8–WP•9 TE 6: 321c, 329c, 337e, 343c, 343o, 347c, 355c, 361e, 369c, 369o, 373c, 374c–374d, 383c, 395e, 401c, 401i, 401o, 405c, 417c, 425e, 433c, 433o, 437c, 438c–438d, 449c, 459e, 467c, 467o, UR•14, UR•24, UR•34, UR•44, UR•54

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Knowledge of Language	
Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>SE 1: 44–45, 76–77, 102–103, 132–133, 162–163, 196–197, 222–223, 252–253, 280–281, 310–311, 346–347, 380–381, 414–415, 440–441, 466–467</p> <p>SE 2: 40–41, 70–71, 96–97, 190–191, 218–219, 248–249, 276–277, 304–305, 338–339, 362–363, 396–397, 426–427, 460–461</p> <p>TE 1: 23c–23d, 44–45, 76–77, 133b–133c TE 2: 196–197, 197a, 197b–197c, SG•6, SG•13, 220–221, 221a, 222–223, 223a, 223b–223c, 228–229, 229a, SG•22, 250–251, 251a, 252–253, 253a, SG•38, 280–281, 281a, 281b–281c, SG•54, 292c–292d, 301d–301e, 317a, SG•77 TE 3: 347b–347c, 381b–381c, 401d–401e, 414–415, 423a, 433d–433e, 440–441 TE 4: 38–39, 39a, 40–41, 41a, 44–45, 45a, 49d, 61c, 70–71, 71a, 71b, 75d, 75o, 75p, 126–127, 127a, 128–129, 129a, 135a, UR•24–UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55 TE 5: 190–191, 191a, 191b–191c, 192–193, 193a, 196–197, 197a, 248–249, 249a, 249b, 302–303, 303a, 304–305, 305a, 311a TE 6: SG•6, SG•12, SG•13, 348c–348d, 369h–369i, SG•22, SG•23, SG•28, SG•29, SG•38, SG•44, 433a, SG•54, SG•60, SG•61, 467o, SG•70, SG•76, SG•77</p> <p>Writing to Sources: Unit 1: 6–7, 10–11, 14–15, 18–19, 22–23, 34–35 Unit 2: 38–39, 42–43, 46–47, 48–49, 50–51, 54–55, 58–59, 62–65 Unit 3: 70–71, 74–75, 78–79, 82–83, 86–87, 94–97, 98–99 Unit 4: 102–103, 106–107, 110–111, 114–115, 118–119, 130–131 Unit 5: 134–135, 138–139, 142–143, 146–147, 150–151, 162–163 Unit 6: 166–167, 170–171, 174–175, 178–179, 182–183, 194–195</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Language 3.a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TE 1: 81p–81q, 109d–109e, 169d–169e TE 2: 201d–201e, 229d–229e TE 3: 381b, WP•8–WP•9 TE 4: 61e, 71a, 71b, 75d TE 5: 249b–249c TE 6: 369p, 401d–401e, UR•24–UR•25
Language 3.b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TE 3: 332–333, 340–341, 349a, 452d, 473i TE 6: 380–381, 386–387, 446–447, 452–453

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
Vocabulary Acquisition and Use	
<p>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.</p>	<p>SE 1: 24, 48, 54, 80, 86, 108, 114, 138, 144, 168, 180, 200, 206, 228, 234, 256, 262, 286, 292, 316, 328, 352, 386, 392, 422, 428, 446, 452, 472</p> <p>SE 2: 24, 44, 50, 74, 80, 108, 134, 140, 160, 172, 196, 202, 226, 232, 254, 260, 282, 288, 310, 322, 342, 348, 368, 400, 406, 432, 438, 466</p> <p>TE 1: 24c–24d, 48–49, 54, 49h–49i, 60–61, 61a, 64–65, 65a, 66c–66d, 83a–83b, 85a, 86e, 109a, 109h–109i, SG•56, SG•57, 141a–141b, 144e, 144–145, 169a, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51, UR•52–UR•53</p> <p>TE 2: 177a–177b, 180e, 201a, SG•4, SG•9, SG•14, 203a–203b, 205a, 206e, 214–215, 215a, 218–219, 229a, 229h, SG•20, SG•25, SG•30, 231a–231b, SG•34, SG•36, SG•41, 261a, 262e, 266–267, 267a, 273a, 287a, 287h, SG•52, SG•57, SG•62, 289a–289b, 291a, 292e, 300–301, 306–307, SG•68, SG•69, SG•72, SG•73, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•23, UR•30–UR•31, UR•40–UR•41, UR•43</p> <p>TE 3: 325a, 327a, 328e, 332–333, 333a, 353h–353i, SG•2, SG•3, SG•4, SG•5, Sg•6, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 355a, 387a, SG•18, SG•19, SG•20, SG•21, SG•24, SG•25, SG•28, SG•29, SG•30, SG•31, 389a–389b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 425a–425b, 447a, SG•51, SG•52, SG•53, SG•56, SG•61, SG•63, 449a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•10–UR•11, UR•12–UR•13</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 4: 24e–25, 27a, 45a, 47a, 49a, 50e, 60–61, 68–69, 72a–72b, 75h, 77a–77b, 80e, 80–81, 84–85, 88–89, 103i, SG•36, SG•41, SG•46, 105a–105b, 108e, 108–109, 135a, 135h, 137a–137b, 140e, 140–141, 161a, SG•68, SG•73, SG•78, UR•16–UR•17, UR•20–UR•21, UR•23, UR•27, UR•28–UR•29, UR•40–UR•41, UR•43, UR•47 TE 5: 169a–169b, 172a–172b, 182a–182b, 192a–192b, SG•2, SG•4, SG•9, SG•14, 199a–199b, 201a, 202e, 202–203, 226–227, 227a, 227h–227i, SG•18, SG•20, SG•25, SG•28, SG•30, 229a, 232e, 236–237, 242c, 243a, 250a–250b, 255a, 255h, SG•36, SG•37, SG•40, SG•41, SG•46, SG•47, 257a–257b, 260e, 260–261, 268–269, 269a, 270c–270d, 282–283, 283a, 283h, SG•50, SG•52, SG•56, SG•58, SG•60, SG•62, 285a–285b, 287a, 288a–288b, 298a–298b, 306a–306b, SG•66, SG•68, SG•73, SG•74, SG•76, UR•6–UR•7, UR•16–UR•17, UR•20–UR•21, UR•22–UR•23, UR•26–UR•27, UR•30–UR•31, UR•32–UR•33, UR•36–UR•37, UR•40–UR•41, UR•42–UR•43, UR•46–UR•47 TE 6: 319a–319b, 321a, 322c–322d, 322e, 326–327, 327a, 340a–340b, 343a, 343h–343i, 345a–345b, 348e, 353a, 371a–371b, 373a, SG•34, SG•36, SG•40, 403a–403b, 406e, 414–415, 415a, 418a–418b, 418–419, 422–423, 433a, 433h–433i, SG•52, SG•53, SG•56, SG•57, 435a–435b, SG•66, SG•67, SG•68, SG•69, SG•72, SG•73, UR•10–UR•11, UR•13, UR•40–UR•41, UR•43</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 24, 48, 54, 80, 114, 138 SE 2: 50, 74, 80, 102, 108, 134, 232, 254, 260, 282, 406, 432</p> <p>TE 1: 24e, 24–25, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, SG•14, SG•15, 51a–51b, 54e, 56–57, 57a, 62–63, 63a, 70–71, 71a, 81a, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•30, SG•31, 85a, 86a, 86–87, 92–93, 93a, 104a–104b, 108–109, SG•36, SG•37, SG•40, SG•41, SG•44, SG•45, SG•46, SG•47, 113a–113b, 114e, 114–115, 139a, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•62, SG•63, 144e, 144–145, 146–147, 147a, 148–149, 149a, 150–151, 151a, 152–153, 153a, 154–155, 155a, 169h–169i, SG•68, SG•69, SG•72, SG•73, SG•78, SG•79, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43, UR•50–UR•51, UR•52–UR•53</p> <p>TE 2: 180e, 190–191, 191a, 201a, 201h, SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 237a, 254b, SG•36, SG•46, 262e, 266–267, 267a, 273a, 287h, SG•52, SG•62, 289a–289b, 306–307, SG•68, SG•69, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•40–UR•41, UR•43</p> <p>TE 3: 328e, 332–333, 333a, 353h–353i, 392e, 400–401, 401a, 402–403, 403a, 423a, 423h–423i, SG•46, SG•47, 428e, 428–429, 447a, 460a–460b, UR•10–UR•11, UR•12–UR•13, UR•30–UR•31, UR•32–UR•33</p> <p>TE 4: 34a–34b, SG•9, SG•14, 47a–47b, 49a, 50e, 60–61, 61c, 64–65, 72a, 75a, SG•24, SG•25, SG•30, SG•31, 80e, 80–81, 84–85, 103a, SG•36, SG•37, SG•41, SG•46, 105a–105b, 108e, 115a, 122–123, 123a, 135a, 135h, SG•52, SG•57, SG•62, 140e, 140–141, 145a, SG•68, SG•73, SG•78, UR•21, UR•22, UR•30–UR•31, UR•32–UR•33, UR•36–UR•37, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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.</p>	<p>(Continued) TE 5: SG•4, SG•14, 231a, 232e, 255a, 260e, 260–261, 268–269, 269a, 282–283, 283a, UR•30–UR•31, UR•40–UR•41, UR•42–UR•43 TE 6: 322a–322b, 340a–340b, SG•4, SG•9, SG•14, 348c–348d, 353a, SG•20, 371a–371b, 398a–398b, SG•41, 406e, 414–415, 415a, 418–419, 422–423, 433a, 433h, 438e, 441a, 449c, 450c, 450–451, 451a, 467a, 467h, SG•68, SG•73, SG•78, UR•40–UR•41, UR•43, UR•50–UR•51, UR•52–UR•53</p>
<p>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>).</p>	<p>SE 1: 234, 256, 358, 386 SE 2: 172, 196</p> <p>TE 1: 49h–49i, 54c–54d, 81i, 104a TE 2: 234c–234d, 234e, 234–235, 240–241, 241a, 254a, 257a, 257h, 257i, UR•30–UR•31, UR•33 TE 3: 358c–358d, 358e, 358–359, 364–365, 376–377, 386–387, 387a, 387h–387i, 428c–428d, 451d, 452e, 462–463, 473a, 473h–473i, UR•20–UR•21, UR•23, UR•50–UR•51, UR•53 TE 4: 42a–42b, 61c, 69e, 75c, 75o, 80c–80d, 103i, 108c–108d, 140e, 140–141, 150–151, 161a, 161h, UR•24, UR•44, UR•50–UR•51, UR•53 TE 5: 172c–172d, 172e, 172–173, 178–179, 179a, 196–197, 197a, 197h–197i, 231c, 232c–232d, 255i, 259c–259d, 269c, 283c, 287c, 288e. 288–289, 294–295, 311a, 311h, 311i, UR•10–UR•11, UR•12–UR•13, UR•34, UR•50–UR•51, UR•52–UR•53 TE 6: 373c, 374e, 383c, 388–389, 389a, 401a, 401h, UR•14, UR•30–UR•31, UR•33</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>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.</p>	<p>SE 1: 86, 108, 206, 228 SE 2: 202, 226, 322, 342</p> <p>TE 1: 43b–43c, SG•4, SG•5, SG•6, SG•7, SG•12, SG•13, 54c, 75c, 81h, 86c, 86e, 89a, 109a, 109h, SG•36, SG•37, SG•44, SG•45, 114c–114d, 124–125, SG•72, SG•73, UR•30–UR•31, UR•32–UR•33 TE 2: 180c, 206e, 209a, 214–215, 215a, 218–219, 229a, 234e, UR•11, UR•20–UR•21, UR•23, UR•30–UR•31 TE 3: 400–401, 401d–401e, 405a, 428e, 428–429, 447d–447e, UR•10–UR•11, UR•20–UR•21, UR•31, UR•32–UR•33, UR•40–UR•41 TE 4: SG•4, 80c–80d, 88–89, SG•36, 108c–108d, 127c, 161a TE 5: 196–197, 197a, 202d, 202e, 202–203, 210–211, 211a, 226–227, 227a, 232c–232d, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23 TE 6: 322e, 322–323, 326–327, 327a, 343a, 348c, 438c, UR•10–UR•11, UR•13</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE 1: 24, 48, 54, 114, 138, 234, 256 SE 2: 80, 102, 232, 254</p> <p>TE 1: 54c–54d, 58–59, 59a, 65d–65e, 68–69, 69a, 77b–77c, 86d, 94–95, 95a, 114c–114d, 120–121, 121a, 144c–144d, 154–155, 155a, 156–157, 157a, 169a, 169h–169i</p> <p>TE 2: 180d, 206d, 229i, 234a, 257d–257e, 257i, 287a, 304–305, 312a–312b, 317i, SG•68, UR•51</p> <p>TE 3: 328c–328d, 348–349, 349a, 350–351, 351a, 353h–353i, SG•20, SG•21, SG•30, SG•31, 402c, 408–409, 409a, SG•36, SG•37, 428d, 433a, 442c–442d, 443a, 444–445, 445a, 447d–447e, SG•51, SG•56, SG•57, 452d</p> <p>TE 4: 42c–42d, 42–43, 43a, SG•15, 72c, 75a, 80d, 86–87, 140c–140d, 145a, 161i, 162–163, 163a, 164–165, 165a, SG•78</p> <p>TE 5: 172d, 190–191a, 197i, SG•4, SG•14, 260d, 283i, 283o, SG•52, 312–313, 313a, 314–315, 315a, SG•68, UR•50–UR•51</p> <p>TE 6: 322d, 341a, 343i, 369i, 406d, 433i, 438e, 441a, 468–469, 469a, 470–471, 471a, UR•50–UR•51</p> <p>Writing to Sources: Unit 1: 10–11</p>
<p>Language 5.a. Interpret figurative language, including similes and metaphors, in context.</p>	<p>SE 1: 442–443 SE 2: 312–313, 468</p> <p>TE 1: 64–65, 66–67, 92–93, 93a, 117a, 135a, UR•12–UR•13</p> <p>TE 2: 234d, 244a</p> <p>TE 3: 428d, 431a, 447d–447e, 447i</p> <p>TE 4: 50d, 75i, 80d, 86–87, 103i, 128–129, 140d, 145a, 161i, 164–165, 165a, SG•78</p> <p>TE 5: 171e–171f, 260d, 283i, 288d, 311i</p> <p>TE 6: 470–471, 471a</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>Language 5.b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>SE 1: 80, 168, 286, 352, 422 SE 2: 74</p> <p>TE 1: 81a, 114c–114d, 126–127, 127a, 139i, 169a TE 2: 287a TE 3: 332–333, 351a, 353a, 423a TE 4: 24d, 45i, 50d, 75a, 114–115, 115a, 140c–140d, 161i TE 5: 181a, 232d, 255i TE 6: 444–445</p>
<p>Language 5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>SE 1: 24, 48, 54–55, 114–115, 138, 428–429, 446 SE 2: 80, 102</p> <p>TE 1: 24e, 24–25, 32–33, 33a, 48–49, 49a, 49h–49i, SG•2, SG•3, SG•4, SG•5, SG•6, SG•7, SG•8, SG•9, SG•12, SG•13, 54e, 57a, 62–63, 63a, 81h, 96a–96b, 114c–114d, 114e, 114–115, 124–125, 125a, 139a, 139i, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•40–UR•41, UR•42–UR•43 TE 2: SG•12, 234a, SG•60 TE 3: 328c–328d, 339a, 401d–401e, 428e, 428–429, 431a, 432–433, 447a, 447i, UR•40–UR•41, UR•43 TE 4: 34a, 42a–42b, 62a–62b, 80e, 80–81, 88–89, 89c, 103a, 103h, 103o, 130a–130b, UR•30–UR•31, UR•33 TE 6: 322b, SG•12, 374a, 384a, 438e, 450a, 450–451, 451a, 467a, 467h, UR•50–UR•51, UR•52–UR•53</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<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>TE 1: 21a–21b, 24a–24b, 34a–34b, 46a–46b, 51a–51b, 54a–54b, 66a–66b, 78a–78b, SG•18, SG•19, SG•20, SG•21, SG•28, SG•29, 83a–83b, 86a–86b, 96a–96b, 104a–104b, SG•34, SG•35, SG•38, SG•39, SG•42, SG•43, SG•46, SG•47, 111a–111b, 114a–114b, 126a–126b, 134a–134b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•58, SG•59, SG•60, SG•61, SG•62, SG•63, 141a–141b, 144a–144b, 154a–154b, 164a–164b, SG•66, SG•67, SG•68, SG•69, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 2: 177a–177b, 179a, 180a–180b, 190a–190b, 198a–198b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 203a–203b, 206a–206b, 214a–214b, 224a–224b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•31, 231a–231b, 233a, 234a–234b, 244a–244b, 254a–254b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•45, SG•47, 259a–259b, 261a, 262a–262b, 272a–272b, 282a–282b, SG•50, SG•51, SG•53, SG•55, SG•58, SG•60, SG•61, SG•63, 289a–289b, 292a–292b, 302a–302b, 312a–312b, SG•66, SG•67, SG•70, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p> <p>TE 3: 325a–325b, 327a, 328a–328b, 328c–328d, 338a–338b, 348a–348b, 355a–355b, 358a–358b, 372a–372b, 382a–382b, SG•20, SG•21, SG•26, SG•27, SG•30, SG•31, 389a–389b, 391a, 392a–392b, 402a–402b, 416a–416b, SG•34, SG•35, SG•42, SG•43, 425a–425b, 428a–428b, 434a–434b, 442a–442b, 442c–442d, 444–445, 445a, SG•58, SG•63, 449a–449b, 452a–452b, 468a–468b, 473c, SG•66, SG•67, SG•72, SG•73, SG•76, SG•77, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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>(Continued) TE 4: 21a–21b, 23a, 24a–24b, 34a–34b, 42a–42b, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•15, 47a–47b, 50a–50b, 50d, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•22, SG•23, SG•24, SG•25, SG•26, SG•27, SG•28, SG•29, SG•30, SG•31, 77a–77b, 79a, 80a–80b, 90a–90b, 98a–98b, SG•34, SG•35, SG•36, SG•37, SG•39, SG•40, SG•41, SG•42, SG•44, SG•45, SG•46, SG•47, 105a–105b, 107a, 108a–108b, 118a–118b, 130a–130b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•57, SG•59, SG•60, SG•61, SG•63, 137a–137b, 140a–140b, 148a–148b, 156a–156b, SG•66, SG•67, SG•68, SG•69, SG•71, SG•72, SG•73, SG•74, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47 TE 5: 169a–169b, 171a, 172a–172b, 182a–182b, 192a–192b, SG•3, SG•8, SG•10, SG•13, SG•15, 199a–199b, 201a, 202a–202b, 202c, 212a–212b, 220a–220b, 227h–227i, SG•19, SG•24, SG•27, SG•29, 229a–229b, 231a–231b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•43, SG•44, SG•45, SG•46, SG•47, 257a–257b, 260a–260b, 270a–270b, 278a–278b, SG•51, SG•58, SG•61, SG•63, 285a–285b, 287a, 287c, 288a–288b, 298a–298b, 306a–306b, 311a, SG•67, SG•72, SG•77, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>

**Scott Foresman Reading Street Common Core, ©2013
to the
Common Core State Standards for English Language Arts
Grade 5**

Common Core State Standards for English Language Arts	Scott Foresman Reading Street Common Core Edition, ©2013
<p>(Continued) 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>(Continued) TE 6: 319a–319b, 322a–322b, 330a–330b, 340a–340b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•14, SG•15, 345a–345b, 348a–348b, 356a–356b, 364a–364b, SG•18, SG•19, SG•23, SG•24, SG•25, SG•26, SG•28, SG•29, SG•30, SG•31, 371a–371b, 374a–374b, 384a–384b, 398a–398b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 418a–418b, 428a–428b, SG•50, SG•51, SG•52, SG•53, SG•54, SG•55, SG•56, SG•57, SG•58, SG•60, SG•61, SG•62, SG•63, 435a–435b, 437a, 438a–438b, 450a–450b, 462a–462b, SG•66, SG•67, SG•70, SG•71, SG•74, SG•75, SG•76, SG•77, SG•78, SG•79, UR•6–UR•7, UR•16–UR•17, UR•26–UR•27, UR•36–UR•37, UR•46–UR•47</p>