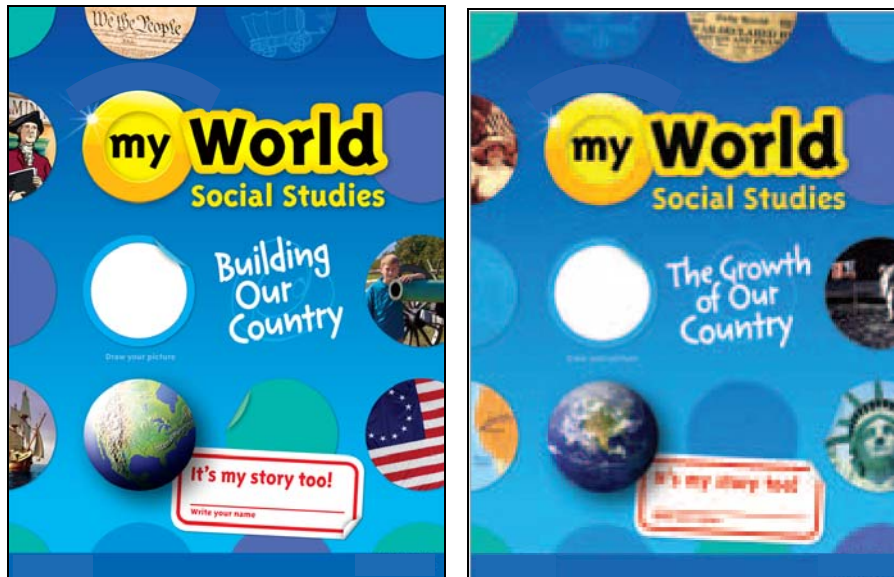


A Correlation of

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Building Our Country
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to the

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Reading Standards for Informational Texts	
Key Ideas and Details	
<p>5.RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p><u>Building Our Country</u> SE: Make Inferences, 255; also see: Review and Assessment, 27–28, 59–60, 97–98, 137–138, 181–182, 219–220, 259–260, 299–300; Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151 TG: Draw Inferences/Infer, SSH2, SSH4, SSH5, SSH6, SSH10, SSH11, SSH13, SSH15, SSH16, 3, 17, 19, 28, 29, 31, 35, 38, 40, 41, 48, 55, 57, 69, 80, 81, 90, 112, 114, 117, 119, 121, 122, 126, 138, 150, 153, 155, 161, 175, 179, 201, 210, R3, R5, R7, R8, R10, R11, R12, R13</p> <p><u>The Growth of Our Country</u> SE: Review and Assessment, 345–346, 381–382, 413–414, 443–444, 483–484, 529–530, 567–568, 601–602, 631–632; also see: Draw Conclusions, SSH1, 388, 392, 403, 414, 473, 551 TG: Draw Inferences/Infer, SSH1, SSH4, SSH9, SSH10, SSH12, SSH14, SSH15, 218, 222, 233, 244, 250, 263, 265, 303, 305, 311, 313, 324, 330, 331, 353, 360, 363, 366, 381, 400, 402, 408, 413, 419, 421, 425, 426, 436</p>
<p>5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p><u>Building Our Country</u> SE: Main Ideas and Details, SSH3, 45, 107, 111, 114, 119, 121, 126, 127, 131, 135, 138; Summarize, SSH5, 165, 189, 193, 208, 209, 211, 217, 220 TG: Summarize, 3, 6, 51, 52, 53, 55, 56, 57, 60, 63, 67, 68, 69, 85, 118,</p>

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5.RI.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><u>Building Our Country</u> SE: Cause and Effect, SSH4, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181, 245, 273, 276; Compare and Contrast, SSH1, 9, 17, 20, 25, 28, 47, 79, 123, 203, 291; Critical Thinking: Compare Viewpoints, 128–129; also see: Review and Assessment, 27–28, 59–60, 97–98, 137–138, 181–182, 219–220, 259–260, 299–300 TG: Recognize/Identify Cause and Effect, SSH8, SSH9, SSH10, 3, 18, 25, 28, 30, 36, 37, 41, 51, 52, 53, 55, 57, 58, 62, 63, 69, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 123, 128, 138, 154, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, 243, 244, R1, R4, R11; Differentiated Instruction: Cause-and-effect chart, 122: L3, 128: L2; also see Differentiated Instruction activities in every lesson that allow students to learn social studies knowledge at their own level. Key: L1: Special Needs; L2: Extra Support; L3: On-level; L4: Challenge</p>

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Craft and Structure	
<p>5.RI.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><u>Building Our Country</u> SE: Vocabulary, 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293 TG: Academic Vocabulary (examples), SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 48, 51, 52, 58, 60, 67, 75, 78, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 164, 165, 171, 172, 174, 201, 211, 221, 237, R1–R7, R9–R14; Content and Language, 6, 12, 16, 28, 35, 40, 51, 55, 60, 67, 78, 82, 88, 95, 106, 112, 117, 121, 126, 137, 143, 148, 152, 164, 170, 174, 178, 182, 193, 200, 205, 210</p>

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5.RI.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><u>Building Our Country</u> SE: Cause and Effect, SSH4, 51, 53, 79, 95, 145, 148, 149, 157, 173, 176, 181, 245, 273, 276; Compare and Contrast, SSH1, 9, 17, 20, 25, 28, 47, 79, 123, 203, 291; Sequence, SSH7, 239; Graph Skills: Use Timelines, 42–43; Timelines, 72–73, 206–207, 280–281, 296 TG: Recognize/Identify Cause and Effect, SSH8, SSH9, SSH10, 3, 18, 25, 28, 30, 36, 37, 41, 51, 52, 53, 55, 57, 58, 62, 63, 69, 78, 79, 83, 85, 86, 90, 91, 106, 107, 108, 112, 114, 115, 117, 121, 123, 128, 138, 154, 161, 165, 170, 176, 178, 179, 190, 194, 196, 201, 202, 203, 206, 207, 211, 212, 243, 244, R1, R4, R11; Compare and Contrast, 3, 6, 8, 13, 14, 17, 19,</p>

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<p>5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129; also see: Use Primary Sources, 150–151</p> <p><u>The Growth of Our Country</u> SE: Critical Thinking: Recognize Bias, 544–545; also see: Media and Technology: Analyze Historical Visuals, 498–499</p>
Integration of Knowledge and Ideas	
<p>5.RI.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><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p> <p><u>The Growth of Our Country</u> SE: Media and Technology: Analyze Historical Visuals, 498–499; Analyze Media Content, 614–615 TG: Differentiated Instruction: Research Activities, 229: L3, 239: L2–L3, 254: L3, 264: L3, 277: L4, 280: L4, 287: L3–L4, 310: L3–L4, 330: L3–L4, 342: L4, 353: L4, 385: L4, 400: L4, 424: L3–L4</p>

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<p>5.RI.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><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129; Fact and Opinion, SSH6, 268, 283, 289, 297, 300; also see: Main Ideas and Details, SSH3, 45, 107, 111, 114, 119, 121, 126, 127, 131, 135, 138; Use Primary Sources, 150–151 TG: Author’s Purpose, 6; Analyze Primary Sources, 35, R2, R3, R5, R9, R11; Differentiated Instruction: Primary and secondary sources, identify, 110: L2</p> <p><u>The Growth of Our Country</u> SE: Main Idea and Details, SSH2, 321, 337, 577, 581, 586, 601; Fact and Opinion, SSH5, 540, 547, 555, 557, 562, 564, 567; also see: Critical Thinking: Recognize Bias, 544–545 TG: Differentiated Instruction: Analyze a cartoon, 389: L2–L3; also see: Present a debate, 270: L4, 325: L3</p>
<p>5.RI.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><u>Building Our Country</u> SE: Critical Thinking: Compare Viewpoints, 128–129, Use Primary Sources, 150–151; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p> <p><u>The Growth of Our Country</u> SE: Media and Technology: Analyze Historical Photos, 498–499, Analyze Media Content, 614–615 TG: Differentiated Instruction:</p>

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Range of Reading and Level of Text Complexity	
5.RI.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><u>Building Our Country</u> SE: Chapter opening story, 1–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265; Review and Assessment, 27–28, 59–60, 97–98, 137–138, 181–182, 219–220, 259–260, 299–300; Got It? 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; Reading Skills, SSH1–SSH7; Critical Thinking, 88–89, 128–129, 150–151 TG: Check Comprehension, SSH2, SSH3, SSH4, SSH6, SSH8, SSH9, SSH10, SSH11, SSH13, SSH15, SSH16, 78, 80, 91, 95, 103, 106, 107, 108, 119, 122, 123, 144, 145, 152, 153, 176, 195, 196, 200, 202, 205, 206, 207, 212, R1, R2, R3, R4, R7, R8, R9, R11, R12, R13, R14</p> <p><u>The Growth of Our Country</u> SE: Chapter opening story, 303–305, 349–351, 385–387, 417–419, 447–449, 487–489, 533–535, 571–573, 605–607; Review and Assessment, 345–346, 381–382, 413–414, 443–444, 483–484, 529–530, 567–568, 601–602, 631–632; Got It? 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 427, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; Reading Skills,</p>

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Writing Standards	
Text Types and Purposes	
<p>5.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p><u>Building Our Country</u> SE: Writing process, SSH8; myStory Spark, 62, 140, 222, 262, myStory Ideas, 71, 87, 135, 149, 159, 165, 173, 179, 209, 245, 257, myStory Book, 61, 183, 261, 301 TG: Differentiated Instruction: Persuasive speech, 26: L4, 38: L3, 144: L4; Persuasive pamphlet, 56: L3; Persuasive letter, 93: L2–L4, 135: L4; Persuasive idea, 155: L4; Plea to Congress, 179: L3</p> <p><u>The Growth of Our Country</u> SE: Writing process, SSH8; myStory Spark, 570; myStory Ideas: Opinion, 621, 629, Reasons, 519, 527, Political Cartoon, 565; myStory Book, 531; myStory Book (poster) 347, 383, 445 TG: Differentiated Instruction: Write and deliver speech, 239: L4, Write persuasive letter, 264: L4, Write a slogan, 350: L1, Prepare persuasive speech, 389: L4, Create an advertisement, 447: L3</p>

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<p>5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>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>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p><u>Building Our Country</u> SE: Writing process, SSH8; myStory Spark, 62, 100, 184, 222; myStory Ideas, 9, 17, 25, 71, 79, 87, 95, 111, 119, 127, 179, 193, 203, 209, 217, 231, 239, 251, 273, 283, 291, 297; myStory Book, 29, 61, 99, 139, 221, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Write directions, 29: L4, Newspaper article, 42: L3, Essay, 107: L4</p> <p><u>The Growth of Our Country</u> SE: Writing process, SSH8; myStory Spark, 302, 384, 416, 486, 532, 604; myStory Ideas, 337, 357, 365, 373, 379, 403, 411, 441, 473, 497, 505, 513, 527, 543, 551, 557, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 569, 603, 633 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Write newsprint, 229: L3, Write interview, 234: L4, Write a list of tasks, 251: L2–L3, Write summaries, 396: L3, Create written plan to change a rule or law, 409: L4</p>
<p>5.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show</p>	<p><u>Building Our Country</u> SE: Writing process, SSH8; myStory Spark, 30; myStory Ideas, 9, 17, 41, 51, 57, 111, 119, 127, 149, 179, 193, 203, 217, 231, 239, 251, 273, 283, 291, 297; myStory Book 29, 61, 99 TG: Differentiated Instruction: Journal entry, 26: L3, 107: L4, 162: L4, 172: L4, Point of view letter, 61: L3, Children’s book, 84: L3</p>

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<p>the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><u>The Growth of Our Country</u> SE: myStory Spark, 348, 446; myStory Ideas, 329, 343, 395, 435, 457, 465, 481; Write a Dialogue, 321; myStory Book, 485 TG: Differentiated Instruction: Write poem or short story, 243: L3, Write poem or letter, 251: L4, Write journal entry or short story, 280: L3, Write and read aloud short story, 392: L4</p>
Production and Distribution of Writing	
<p>5.W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p><u>Building Our Country</u> SE: Writing process & Writing traits, SSH8; myStory Spark, 1, 30, 62, 100, 140, 184, 222, 262, Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Write directions, 29: L4, Newspaper article, 42: L3, Essay, 107: L4</p> <p><u>The Growth of Our Country</u> SE: myStory Spark, 302, 348, 384, 416, 446, 486, 532, 570, 604; myStory Ideas, 313, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Write</p>

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5.W.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><u>Building Our Country</u> SE: Writing process, SSH8; also see: Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4</p> <p><u>The Growth of Our Country</u> SE: Writing process, SSH8; also see: Write & myStory Ideas, 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Writing Activities, 234: L4, 239: L4, 243: L3, 243: L4, 251: L2-L3, 251: L4, 260: L2-L3, 260: L4, 264: L4, 270: L3, 292: L4, 314: L2-L3, 335: L3, 350: L1, 369: L2-L3, 392: L3, 392: L4, 396: L3, 396: L4</p>

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<p>5.W.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><u>Building Our Country</u> SE: myStory Book 29, 61, 99, 139, 183, 221, 261, 301; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p> <p><u>The Growth of Our Country</u> SE: myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633; Media and Technology: Analyze Media Content, 614–615 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Research Activities, 229: L3, 239: L2–L3, 254: L3, 264: L3, 277: L4, 280: L4, 287: L3–L4, 310: L3–L4, 330: L3–L4, 342: L4, 353: L4, 385: L4, 400: L4, 424: L3–L4</p>
Research to Build and Present Knowledge	
<p>5.W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><u>Building Our Country</u> SE: Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p>

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Continued	<p><u>The Growth of Our Country</u> SE: Media and Technology: Analyze Media Content, 614–615 TG: Differentiated Instruction: Research Activities, 229: L3, 239: L2–L3, 254: L3, 264: L3, 277: L4, 280: L4, 287: L3–L4, 310: L3–L4, 330: L3–L4, 342: L4, 353: L4, 385: L4, 400: L4, 424: L3–L4</p>
<p>5.W.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><u>Building Our Country</u> SE: myStory Book 29, 61, 99, 139, 183, 221, 261, 301; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233; also see: Summarize, SSH5, 165, 189, 193, 208, 209, 211, 217, 220 TG: Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p> <p><u>The Growth of Our Country</u> SE: myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633; Media and Technology: Analyze Historical Visuals, 498–499; Analyze Media Content, 614–615; also see: Summarize, SSH4, 331, 341, 395, 411, 425, 430, 441, 444 TG: Differentiated Instruction: Research Activities, 229: L3, 239: L2–L3, 254: L3, 264: L3, 277: L4, 280: L4, 287: L3–L4, 310: L3–L4, 330: L3–L4, 342: L4, 353: L4, 385: L4, 400: L4, 424: L3–L4</p>

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5.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<p>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>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><u>Building Our Country</u> SE: Write/myStory Ideas (based on lesson content), 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; myStory Book 29, 61, 99, 139, 183, 221, 261, 301; Media and Technology: Search for Information on the Internet, 194–195, Evaluate Web Sites, 232–233 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4; Differentiated Instruction: Research Activities, 29: L2-L4, 38: L1, L4, 42: L2-L4, 79: L4, 141: L1-L3, 168: L1-L3, 183: L4, 194: L4, 201: L4, 211: L4; Reliability of Internet sites, 141: L2-L3, 168: L1-L3</p> <p><u>The Growth of Our Country</u> SE: Write/myStory Ideas (based on lesson content), 313, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Writing Activities, 234: L4, 239: L4, 243: L3, 243: L4, 251: L2–L3, 251: L4, 260: L2–L3, 260: L4, 264: L4, 270: L3, 292:</p>

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Range of Writing	
5.W.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><u>Building Our Country</u> SE: myStory Spark, 1, 30, 62, 100, 140, 184, 222, 262, Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297, myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4</p> <p><u>The Growth of Our Country</u> SE: myStory Spark, 302, 348, 384, 416, 446, 486, 532, 570, 604; Write & myStory Ideas, 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633 TG: Chapter Review and Assessment: Writing Activity, 245, 271, 294, 344, 376; Differentiated Instruction: Writing Activities, 234: L4, 239: L4, 243: L3,</p>

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Speaking and Listening Standards	
Comprehension and Collaboration	
<p>5.SL.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>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>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>Many opportunities exist in Savvas <i>myWorld Social Studies</i> for academic discussion in individual, small group, and whole class settings. These discussion activities allow students to explain their own ideas and understand the ideas of others.</p> <p><u>Building Our Country</u> SE: Collaboration and Creativity: Work in Teams, 10–11 TG: Big Question, 22, 45, 72, 100, 131, 158, 187, 215; Differentiated Instruction: Discuss, 4: L1–L4, 7: L1, L4, 49: L3–L4, 52: L2–L3, 65: L4, 68: L2–L4, 79: L2–L3, 104: L1–L4, 122: L2, L4, 135: L1–L3, 139: L2, 141: L2–L3, 144: L2, 162: L1–L2, 172: L3, 183: L2, 194: L2, Talk about school government, 18: L1, Interview, 42: L3, 68: L4, Group work, 107: L3</p> <p><u>The Growth of Our Country</u> SE: Collaboration and Creativity: Generate New Ideas, 474–475, Make a Difference, 582–583 TG: Big Question, 218, 247, 273, 296, 299, 318, 346, 378, 405, 429, 432, 451; Differentiated Instruction: Discuss, 219: L3, 223: L2–L4, 234: L2–L4, 239: L2–L4, 243: L2–L4, 257: L1–L4, 260: L1–L4, 264: L1–L4, 270: L1–L4, 277: L2, 280: L2–L4, 300: L1–L4, 303: L1–L4, 314: L4, 322: L1–L4, 324: L1–L4, 330: L1–L4, 335: L2–L4,</p>

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5.SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><u>Building Our Country</u> SE: myStory Video (illustrations, photos, and connection to online video), 1–3, 31–33, 63–65, 101–103, 141–143, 185–187, 223–225, 263–265; Summarize, SSH5, 165, 189, 193, 208, 209, 211, 217, 220 TG: Analyze Images, SSH8, SSH9, SSH14, 26, 48, 53, 56, 61, 62, 103, 112, 123; Analyze Visuals, 3, 6, 7, 18, 19, 25, 30, 35, 36, 42, 75, 81, 85, 89, 90, 96, 103, 113, 114, 127, 138, 161, 165, 166, 172, 180, 184, 190, 195, 196, 202; also see: Summarize, 3, 6, 51, 52, 53, 55, 56, 57, 60, 63, 67, 68, 69, 85, 118, 137, 138, 143, 144, 145, 149, 152, 153, 161, 170, 171, 174, 176, 178, 180, 182, 183, 184, 193, 195, 201, 205, 207, 208, 210, 211</p> <p><u>The Growth of Our Country</u> SE: myStory Video (illustrations, photos, and connection to online video), 303–305, 349–351, 385–387, 417–419, 447–449, 487–489, 533–535, 571–573, 605–607; Summarize, SSH4, 331, 341, 395, 411, 425, 430, 441, 444 TG: Analyze Images, SSH8, SSH9, SSH13, 305, 354, 368, 370, 412, 436, 442; Analyze Visuals, 235, 276, 334, 336, 337, 370; also see: Summarize, 282, 304, 305, 310, 315, 365</p>

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<p>5.SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><u>Building Our Country</u> SE: For related material see: Summarize, SSH5, 165, 189, 193, 208, 209, 211, 217, 220 TG: Differentiated Instruction: Discuss, 4: L1–L4, 7: L1, L4, 49: L3–L4, 52: L2–L3, 65: L4, 68: L2–L4, 79: L2–L3, 104: L1–L4, 122: L2, L4, 135: L1–L3, 139: L2, 141: L2–L3, 144: L2, 162: L1–L2, 172: L3, 183: L2, 194: L2, Talk about school government, 18: L1, Interview, 42: L3, 68: L4, Group work, 107: L3, Constructive feedback on presentation, 198: L3; also see: Summarize, 3, 6, 51, 52, 53, 55, 56, 57, 60, 63, 67, 68, 69, 85, 118, 137, 138, 143, 144, 145, 149, 152, 153, 161, 170, 171, 174, 176, 178, 180, 182, 183, 184, 193, 195, 201, 205, 207, 208, 210, 211</p> <p><u>The Growth of Our Country</u> SE: For related material see: Summarize, SSH4, 331, 341, 395, 411, 425, 430, 441, 444 TG: Differentiated Instruction: Discuss, 219: L3, 223: L2–L4, 234: L2–L4, 239: L2–L4, 243: L2–L4, 257: L1–L4, 260: L1–L4, 264: L1–L4, 270: L1–L4, 277: L2, 280: L2–L4, 300: L1–L4, 303: L1–L4, 314: L4, 322: L1–L4, 324: L1–L4, 330: L1–L4, 335: L2–L4, 342: L1–L4, 350: L1–L4, 353: L2–L4, 360: L2–L4, 364: L2–L4, 382: L1–L4, 385: L2–L4, 392: L2–L4, 396: L2–L4, 400: L2–L4, 409: L1–L4, 413: L2–L4, 416: L1–L4, 419: L2–L4, 433: L2–L4, 442: L1–L4, 447: L1–L4; Defend an Issue, 219: L4, Present a debate, 270: L4, 325: L3, Lead a class discussion, 437: L4; also see: Summarize, 282, 304, 305, 310, 315, 36</p>

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Presentation of Knowledge and Ideas	
<p>5.SL.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><u>Building Our Country</u> SE: Collaboration and Creativity: Give an Effective Presentation, 274–275; also see: Writing process: share, SSH8 TG: Differentiated Instruction: Debate, 7: L3, 52: L4, Talk about school government, 18: L1, Persuasive speech, 26: L4, 38: L3, 144: L4; Research, 79: L4, 194: L4, 201: L4, 211: L4, Presentation, 38: L3, 84: L4, 198: L3–L4, Speech, 84: L4, Explain in own words, 118: L2</p> <p><u>The Growth of Our Country</u> SE: For related material see: Collaboration and Creativity: Make a Difference, 582–583; also see: Writing process: share, SSH8 TG: Differentiated Instruction: , Defend an Issue, 219: L4, Deliver newscast, 229: L3, Write and deliver speech, 239: L4, Power Point presentation, 254: L3, 277: L4, Write and give farewell speech, 260: L4, Present a debate, 270: L4, 325: L3, Discuss solutions to a problem, 416: L4, Share persuasive speech, 419: L4, Lead a class discussion, 437: L4</p>
<p>5.SL.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><u>Building Our Country</u> SE: Collaboration and Creativity: Give an Effective Presentation, 274–275; 21st Century Learning Online Tutor, SSH9 TG: Hands-on Activity: Museum Exhibit, 20, Help wanted ad for explorers, 43, Business plan and advertisement, 213</p>

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Continued	<p><u>The Growth of Our Country</u> SE: For related material see: Media and Technology: Analyze Media Content, 614–615; 21st Century Learning Online Tutor, SSH7 TG: Differentiated Instruction: Informational presentation (various formats), 234: L2–L3, Power Point presentation, 254: L3, 277: L4, Problem-solution charts, 307: L1–L3, Write and illustrate storyboard (historical), 335: L3, Create an advertisement, 447: L3</p>
5.SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<p><u>Building Our Country</u> SE: Collaboration and Creativity: Give an Effective Presentation, 274–275; also see: Writing process: share, SSH8 TG: Differentiated Instruction: Debate, 7: L3, 52: L4, Talk about school government, 18: L1, Persuasive speech, 26: L4, 38: L3, 144: L4; Research, 79: L4, 194: L4, 201: L4, 211: L4, Presentation, 38: L3, 84: L4, 198: L3–L4, Speech, 84: L4, Explain in own words, 118: L2</p> <p><u>The Growth of Our Country</u> SE: Collaboration and Creativity: Generate New Ideas, 474–475; Make a Difference, 582–583; also see: Writing process: share, SSH8 TG: Differentiated Instruction: Defend an Issue, 219: L4, Deliver newscast, 229: L3, Write and deliver speech, 239: L4, Power Point presentation, 254: L3, 277: L4, Write and give farewell speech, 260: L4, Present a debate, 270: L4, 325: L3, Discuss solutions to a problem, 416: L4, Share persuasive speech, 419: L4, Lead a class discussion, 437: L4</p>

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Language Standards	
Conventions of Standard English	
<p>5.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I</i></p> <p>c. Use verb tense to convey various times, sequences, states, and conditions</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p>	<p>Students have many opportunities to practice the conventions of standard English grammar and usage when writing or speaking in Savvas myWorld Social Studies.</p> <p><u>Building Our Country</u> SE: Writing process, SSH8; Writing process & Writing traits, SSH8; also see: Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; myStory Spark, 1, 30, 62, 100, 140, 184, 222, 262, myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4</p> <p><u>The Growth of Our Country</u> SE: Writing process, SSH8; Writing traits, SSH9; also see: myStory Spark, 302, 348, 384, 416, 446, 486, 532, 570, 604; Write & myStory Ideas, 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457, 465, 473, 481, 497, 505, 513, 519, 527, 543, 551, 557, 565, 581, 591, 599, 613, 621, 629; myStoryBook, 347, 383, 415, 445, 485, 531, 569, 603, 633</p>

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<p>5.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.*</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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>).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Students have many opportunities to practice the use of standard English capitalization and punctuation when writing in Savvas <i>myWorld Social Studies</i>.</p> <p><u>Building Our Country</u> SE: Writing process & Writing traits, SSH8; also see: myStory Spark, 1, 30, 62, 100, 140, 184, 222, 262; Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297; myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4</p> <p><u>The Growth of Our Country</u> SE: Writing process, SSH9; Writing traits, SSH9; also see: myStory Spark, 302, 348, 384, 416, 446, 486, 532, 570, 604; Write & myStory Ideas, 313, 321, 329, 337, 343, 357, 365, 373, 379, 395, 403, 411, 435, 441, 457,</p>

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Knowledge of Language	
5.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<u>Building Our Country</u> SE: Vocabulary, 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293; Write & myStory Ideas, 9, 17, 25, 41, 51, 57, 71, 79, 87, 95, 111, 119, 127, 135, 149, 159, 165, 173, 179, 193, 203, 209, 217, 231, 239, 245, 251, 257, 273, 283, 291, 297, myStory Spark, 1, 30, 62, 100, 140, 184, 222, 262, myStory Book 29, 61, 99, 139, 183, 221, 261, 301 TG: Content and Language, 6, 12, 16, 28, 35, 40, 51, 55, 60, 67, 78, 82, 88, 95, 106, 112, 117, 121, 126, 137, 143, 148, 152, 164, 170, 174, 178, 182, 193, 200, 205, 210; Chapter Review and Assessment: Writing Activity, 20, 43, 70, 98, 129, 156, 185, 213; Differentiated Instruction: Writing Activities, 26: L2-L4, 29: L1-L4, 38: L1-L4, 42: L2-L4, 56: L2-L4, 61: L2-L4, 84: L2-L4, 93: L2-L4, 107: L2-L4, 135: L1-L4, 144: L2-L4, 162: L2-L4, 172: L2-L4, 179: L2-L4

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Vocabulary Acquisition and Use	
<p>5.L.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>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>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><u>Building Our Country</u> SE: Vocabulary, 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293 TG: Academic Vocabulary (examples), SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 48, 51, 52, 58, 60, 67, 75, 78, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 164,</p>

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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>165, 171, 172, 174, 201, 211, 221, 237, R1–R7, R9–R14; Content and Language, 6, 12, 16, 28, 35, 40, 51, 55, 60, 67, 78, 82, 88, 95, 106, 112, 117, 121, 126, 137, 143, 148, 152, 164, 170, 174, 178, 182, 193, 200, 205, 210</p> <p><u>The Growth of Our Country</u> SE: Vocabulary, 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623 TG: Academic Vocabulary (examples), SSH1, SSH12, 218, 221, 222, 223, 224, 233, 234, 237, 238, 240, 242, 250, 253, 259, 260, 261, 265, 266, 268, 269, 270, 276, 287, 299, 302, 305, 309, 313, 321, 325, 326, 327, 329, 332, 335, 336, 342, 349, 352, 355, 359, 360, 361, 363, 364, 372, 374, 381, 384, 387, 408, 411, 412, 418, 423, 424, 426, 432, 435, 436, 441, 445; Content and Language, 221, 228, 232, 237, 242, 253, 259, 263, 268, 279, 286, 290, 302, 309, 313, 324, 329, 334, 341, 352, 359, 363, 368, 372, 384, 391, 395, 399, 411, 418, 423, 435, 441, 445</p>

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<p>5.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Vocabulary activities in Savvas' <i>myWorld Social Studies</i> reinforce classroom language arts instruction.</p> <p><u>Building Our Country</u> SE: Vocabulary, 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293 TG: Academic Vocabulary (examples), SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 48, 51, 52, 58, 60, 67, 75, 78, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 164, 165, 171, 172, 174, 201, 211, 221, 237, R1–R7, R9–R14; Content and Language, 6, 12, 16, 28, 35, 40, 51, 55, 60, 67, 78, 82, 88, 95, 106, 112, 117, 121, 126, 137, 143, 148, 152, 164, 170, 174, 178, 182, 193, 200, 205, 210</p> <p><u>The Growth of Our Country</u> SE: Vocabulary, 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623 TG: Academic Vocabulary (examples), SSH1, SSH12, 218, 221, 222, 223, 224, 233, 234, 237, 238, 240, 242, 250, 253, 259, 260, 261, 265, 266, 268, 269, 270, 276, 287, 299, 302, 305, 309, 313, 321, 325, 326, 327, 329, 332, 335, 336, 342, 349, 352, 355, 359, 360, 361, 363, 364, 372, 374, 381, 384, 387, 408, 411, 412, 418, 423, 424, 426, 432, 435, 436, 441, 445; Content and Language, 221, 228, 232, 237, 242, 253, 259, 263,</p>

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5.L.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>Students acquire new vocabulary in each lesson of Savvas' <i>myWorld Social Studies</i>. Students are encouraged to apply the new vocabulary through reading, writing, listening, and speaking activities.</p> <p><u>Building Our Country</u> SE: Vocabulary, 5, 13, 19, 35, 45, 53, 67, 73, 81, 91, 105, 113, 121, 131, 145, 153, 161, 167, 175, 189, 197, 205, 211, 227, 235, 241, 247, 253, 267, 277, 285, 293 TG: Academic Vocabulary (examples), SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 48, 51, 52, 58, 60, 67, 75, 78, 80, 85, 88, 90, 103, 106, 107, 108, 113, 114, 117, 118, 119, 124, 134, 137, 143, 146, 150, 164, 165, 171, 172, 174, 201, 211, 221, 237, R1–R7, R9–R14; Content and Language, 6, 12, 16, 28, 35, 40, 51, 55, 60, 67, 78, 82, 88, 95, 106, 112, 117, 121, 126, 137, 143, 148, 152, 164, 170, 174, 178, 182, 193, 200, 205, 210</p> <p><u>The Growth of Our Country</u> SE: Vocabulary, 307, 317, 323, 331, 339, 353, 361, 367, 375, 389, 399, 405, 421, 431, 437, 451, 459, 467, 477, 491, 501, 507, 515, 521, 537, 547, 553, 559, 575, 585, 593, 609, 617, 623 TG: Academic Vocabulary (examples), SSH2, SSH8, SSH13, 7, 12, 13, 17, 18, 25, 28, 37, 40, 48, 51, 52, 58, 60, 67, 75, 78, 80, 85, 88, 90, 103, 106,</p>

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