



California Common Core State Standards Correlations

English Language Arts

- English Language Development Standards
- Next Generation Science Standards
- History-Social Science Standards



College and Career Readiness Anchor Standards for READING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.



California Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
RL	5	1

Reading Standards for Literature		
Key Ideas and Details	<i>McGraw-Hill California Wonders</i>	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>READING/WRITING WORKSHOP: Unit 1: 26, 40, 41 Unit 2: 113, 142 Unit 3: 170, 171, 212 Unit 4: 242, 243, 256, 257 Unit 5: 315, 329 Unit 6: 386, 387, 401, 402</p> <p>LITERATURE ANTHOLOGY: Unit 1: 14, 18, 20, 25, 33, 35, 39, 41, 89 Unit 2: 129, 133, 137, 155, 169, 171, 179, 181 Unit 3: 185, 190, 192, 195, 202, 207, 213 Unit 4: 275, 277, 291, 293, 297, 343 Unit 5: 359, 377, 379 Unit 6: 434, 437, 443, 445, 454, 457, 461, 463, 509, 511</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Parker's Plan</i> (A), <i>Can-do Canines</i> (O), <i>Cleaning Up the Competition</i> (B) Unit 1, Week 2: <i>Dog Gone</i> (A), <i>Shhh! It's a Surprise!</i> (O), <i>Lost and Found</i> (B) Unit 2, Week 4: <i>The Lion's Whiskers</i> (A), <i>The Riddle of the Drum: A Tale from Mexico</i> (O), <i>Clever Manka</i> (B) Unit 3, Week 2: <i>Over the Top</i> (A), <i>In Drama Valley</i> (O), <i>Welcome to the Wilds</i> (B) Unit 4, Week 2: <i>The Mysterious Teacher</i> (A), <i>The Unusually Clever Dog</i> (O), <i>The Surprise Party</i> (B) Unit 5, Week 2: <i>The Picture Palace</i> (A), <i>Hard Times</i> (O), <i>Woodpecker Warriors</i> (B) Unit 6, Week 2: <i>Winning Friends</i> (A), <i>Enemy or Ally?</i> (O), <i>Jamayla to the Rescue</i> (B)</p> <p>CLOSE READING COMPANION: 8-10, 11-13, 67-69, 74-76, 133-135, 157-159</p> <p>YOUR TURN PRACTICE BOOK: 3-5, 13-15, 63-65, 83-85, 103-105, 113-115, 163-165, 203-205, 213-215, 223-225, 263-265</p> <p>READING WORKSTATION ACTIVITY CARDS: 22</p> <p>TEACHER'S EDITION: Unit 1: T25P, T39, T89L, T103 Unit 2: T89P, T103, T217G, T217P, T231 Unit 3: T25N, T89G, T89P, T103 Unit 4: T25P, T39, T89L, T103 Unit 5: T25G, T25N, T89G, T89P, T103 Unit 6: T25H, T25M, T25P, T89K, T89N</p>
RL.5.2	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>READING/WRITING WORKSHOP: Unit 2: 141, 155 Unit 3: 170, 171, 184, 185 Unit 4: 299 Unit 6: 387, 400, 401</p> <p>LITERATURE ANTHOLOGY: Unit 1: 25, 41 Unit 2: 133, 171, 179 Unit 3: 185, 190, 195, 207, 213 Unit 4: 275, 277, 293, 343 Unit 5: 359, 377, 379 Unit 6: 434, 437, 445, 454, 457, 463, 509, 511</p> <p>LEVELED READERS: Unit 2, Week 4: <i>The Lion's Whiskers</i> (A), <i>The Riddle of the Drum: A Tale from Mexico</i> (O, EL), <i>Clever Manka</i> (B) Unit 2, Week 5: <i>Clearing the Jungle</i> (A), <i>I Want to Ride!</i> (O, EL), <i>Changing Goals</i> (B) Unit 3, Week 1: <i>All the Way from Europe</i> (A), <i>Dancing the Flamenco</i> (O, EL), <i>A Vacation in Minnesota</i> (B) Unit 3, Week 2: <i>Over the Top</i> (A), <i>In Drama Valley</i> (O, EL), <i>Welcome to the Wilds</i> (B) Unit 4, Week 5: <i>Tell Me the Old, Old Stories</i> (A), <i>From Me to You</i> (O, EL), <i>Every Picture Tells a Story</i> (B) Unit 6, Week 1: <i>Mrs. Gleeson's Records</i> (A), <i>Norberto's Hat</i> (O, EL), <i>The Victory Garden</i> (B) Unit 6, Week 2: <i>Winning Friends</i> (A), <i>Enemy or Ally?</i> (O, EL), <i>Jamayla to the Rescue</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 83-85, 93-94, 103-105, 113-115, 193-194, 200, 253-255, 260, 263-265</p> <p>READING WORKSTATION STUDY CARDS: 6</p> <p>TEACHER'S EDITION: Unit 1: T25L Unit 2: T153P, T153Q, T212, T217M, T217P, T239, T243, T247, T249, T276, T281B, T281D, T294-T295, T303, T307, T311, T313 Unit 3: T20, T25K, T25N, T47, T51, T55, T57, T84, T89C, T89F, T89P Unit 4: T25S, T276, T281B, T281D, T295, T303, T307, T311, T313 Unit 5: T25H, T25J, T25L, T89D, T89H, T89N Unit 6: T20, T25L, T25N, T25P, T84, T89K, T89N, T111, T115, T119, T121</p>

Reading Standards for Literature

Key Ideas and Details		McGraw-Hill California Wonders
RL.5.3	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>READING/WRITING WORKSHOP: Unit 2: 113 Unit 5: 315, 329</p> <p>LITERATURE ANTHOLOGY: Unit 2: 133 Unit 4: 293 Unit 5: 359, 379 Unit 6: 463</p> <p>LEVELED READERS: Unit 2, Week 2: <i>The Bird of Truth</i> (A), <i>The Talking Eggs</i> (O, EL), <i>Three Golden Oranges</i> (B) Unit 5, Week 1: <i>King of the Board</i> (A), <i>Snap Happy</i> (O, EL), <i>No Place Like Home</i> (B) Unit 5, Week 2: <i>The Picture Palace</i> (A), <i>Hard Times</i> (O, EL), <i>Woodpecker Warriors</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 62-65, 202-205, 212-215</p> <p>READING WORKSTATION ACTIVITY CARDS: 3, 4, 5</p> <p>TEACHER'S EDITION: Unit 1: T25J Unit 2: T84, T89C, T89G, T89J, T89P Unit 5: T20, T25B, T25F, T25I, T25K, T84, T89E, T89I, T89K, T89M Unit 6: T89D, T89F, T89J</p>
Craft and Structure		McGraw-Hill California Wonders
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.)	<p>READING/WRITING WORKSHOP: Unit 1: 43 Unit 2: 115 Unit 3: 173 Unit 4: 301 Unit 5: 331 Unit 6: 389</p> <p>LITERATURE ANTHOLOGY: Unit 1: 41 Unit 2: 133 Unit 3: 195 Unit 4: 343 Unit 5: 379 Unit 6: 445</p> <p>YOUR TURN PRACTICE BOOK: 17, 67, 107, 197, 217</p> <p>TEACHER'S EDITION: Unit 1: T25B, T88, T89B, T89F, T89K, T89L, T89N, T109, T114, T118, T125, T153F Unit 2: T88, T89F, T89N, T109, T114, T118, T125, T217D, T217J Unit 3: T24, T25D, T25F, T25H, T25I Unit 4: T25O, T280, T28I, T28IC, T30I, T306, T310, T317 Unit 5: T25L, T25M, T88, T89E, T89G, T89S, T109, T114, T118, T125 Unit 6: T24, T25F, T89H, T89L, T89M, T281B, T281C</p>
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>READING/WRITING WORKSHOP: Unit 4: 300</p> <p>LITERATURE ANTHOLOGY: Unit 2: 132 Unit 4: 343</p> <p>LEVELED READERS: Unit 4, Week 2: <i>The Mysterious Teacher</i> (A), <i>The Unusually Clever Dog</i> (O, EL), <i>The Surprise Party</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 99, 166, 196</p> <p>READING WORKSTATION ACTIVITY CARDS: 26, 27</p> <p>TEACHER'S EDITION: Unit 2: T8I, T281B Unit 4: T86, T89B, T89E-T89G, T89K, T104, T105, T112, T113, T116, T117, T121-T123, T278, T281B, T281C, T350 Unit 6: T281C, T281E</p>
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	<p>READING/WRITING WORKSHOP: Unit 4: 243, 257 Unit 5: 316 Unit 6: 443</p> <p>LITERATURE ANTHOLOGY: Unit 4: 277, 293 Unit 5: 358 Unit 6: 462</p> <p>LEVELED READERS: Unit 4, Week 1: <i>Paul Bunyan</i> (A), <i>Pecos Bill</i> (O, EL), <i>An Extraordinary Girl</i> (B) Unit 4, Week 2: <i>The Mysterious Teacher</i> (A), <i>The Unusually Clever Dog</i> (O, EL), <i>The Surprise Party</i> (B) Unit 6, Week 5: <i>Your World, My World</i> (A), <i>Flying Home</i> (O, EL), <i>Helping Out</i> (B)</p> <p>YOUR TURN PRACTICE BOOK: 153-155, 159, 163-165</p> <p>READING WORKSTATION ACTIVITY CARDS: 7</p> <p>TEACHER'S EDITION: Unit 1: T89H, T89J Unit 2: T89S Unit 3: T25M Unit 4: T20, T25C-T25E, T25I, T25M, T25P, T39, T47, T5I, T55, T57, T84, T89C-T89E, T89I, T89J, T89L, T111, T115, T119, T121, T274, T281E Unit 5: T22, T25D, T25E, T89D, T89H, T89N Unit 6: T153T, T276, T281B-T281F, T303, T307, T311, T313</p>
Integration of Knowledge and Ideas		McGraw-Hill California Wonders
RL.5.7	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).	<p>READING/WRITING WORKSHOP: Unit 2: 114</p> <p>YOUR TURN PRACTICE BOOK: 6, 9, 66</p> <p>READING WORKSTATION ACTIVITY CARDS: 8</p> <p>TEACHER'S EDITION: Unit 1: T22, T23, T25F, T89K Unit 2: T86, T89O, T89R, T217I, T294 Unit 3: T25B, T25L, T89B, T103 Unit 4: T25O, T38</p> <p>www.connected.mcgraw-hill.com: RESOURCES</p> <p>READING/WRITING WORKSHOP: Unit 2: 108-115, 136-143 Unit 6: 438-445</p> <p>LITERATURE ANTHOLOGY: Unit 2: 118-133, 156-171 Unit 3: 198-213</p> <p>STUDENT PRACTICE: Approaching Reproducibles: 6, 9, 66 Beyond Reproducibles: 6, 9, 66 EL Reproducibles: 6, 9, 66</p> <p>MEDIA: Video, Images</p>
RL.5.8	(Not applicable to Literature)	

Reading Standards for Literature		
Integration of Knowledge and Ideas		<i>McGraw-Hill California Wonders</i>
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p>LITERATURE ANTHOLOGY: Unit 1: 45 Unit 2: 137, 155 Unit 4: 281, 297 Unit 5: 363 Unit 6: 489</p> <p>LEVELED READERS: Unit 1, Week 2: <i>Dog Gone (A)</i>, <i>Shhh! It's a Surprise! (O, EL)</i>, <i>Lost and Found (B)</i></p> <p>READING WORKSTATION ACTIVITY CARDS: 9</p> <p>TEACHER'S EDITION: Unit 1: T39, T89M, T89P, T103, T105, T113, T117, T123 Unit 2: T89Q, T89T, T103, T105, T113, T117, T123, T231 Unit 3: T39, T103 Unit 4: T39, T25Q, T25T, T103 Unit 5: T25O, T25R</p>
Range of Reading and Level of Text Complexity		<i>McGraw-Hill California Wonders</i>
RL.5.10	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>READING/WRITING WORKSHOP: These Units reflect the range of text complexity found throughout the book.</p> <p>Unit 1, Week 1: "A Fresh Idea," 22; Unit 2, Week 2: "A Modern Cinderella," 108; Unit 2, Week 4: "The Magical Lost Brocade," 136; Unit 3, Week 1: "A Reluctant Traveler," 166; Unit 3, Week 2: "Survivaland," 180; Unit 4, Week 1: "How Mighty Kate Stopped the Train," 238; Unit 4, Week 2: "Where's Brownie?," 252; Unit 5, Week 1: "Miguel in the Middle," 310; Unit 5, Week 2: "The Day the Rollets Got Their Moxie Back," 324; Unit 6, Week 2: "The Bully," 396; Unit 6, Week 5: "To Travell!," 438</p> <p>LITERATURE ANTHOLOGY: These Units reflect the range of text complexity found throughout the book.</p> <p>Unit 1, Week 1: <i>One Hen</i>, 10; Unit 2, Week 2: <i>Where the Mountain Meets the Moon</i>, 118; Unit 2, Week 4: <i>Blancaflor</i>, 156; Unit 2, Week 5: <i>Stage Fright</i>, 176; Unit 3, Week 2: <i>Weslandia</i>, 198; Unit 4, Week 1: <i>Davy Crockett Saves the World</i>, 262; Unit 4, Week 2: <i>A Window Into History</i>, 282; Unit 5, Week 2: <i>Bud, Not Buddy</i>, 364; Unit 6, Week 1: <i>The Unbreakable Code</i>, 430; Unit 6, Week 2: <i>The Friend Who Changed My Life</i>, 450; Unit 6, Week 5: <i>You Are My Music</i>, 506</p> <p>LEVELED READERS: Unit 1, Week 1: <i>Parker's Plan (A)</i>, <i>Can-do Canines (O, EL)</i>, <i>Cleaning Up the Competition (B)</i> Unit 2, Week 2: <i>The Bird of Truth (A)</i>, <i>The Talking Eggs (O, EL)</i>, <i>Three Golden Oranges (B)</i> Unit 2, Week 4: <i>The Lion's Whiskers (A)</i>, <i>The Riddle of the Drum: A Tale from Mexico (O, EL)</i>, <i>Clever Manka (B)</i> Unit 3, Week 1: <i>All the Way from Europe (A)</i>, <i>Dancing the Flamenco (O, EL)</i>, <i>A Vacation in Minnesota (B)</i> Unit 3, Week 2: <i>Over the Top (A)</i>, <i>In Drama Valley (O, EL)</i>, <i>Welcome to the Wilds (B)</i> Unit 4, Week 1: <i>Paul Bunyan (A)</i>, <i>Pecos Bill (O, EL)</i>, <i>An Extraordinary Girl (B)</i> Unit 4, Week 2: <i>The Mysterious Teacher (A)</i>, <i>The Unusually Clever Dog (O, EL)</i>, <i>The Surprise Party (B)</i> Unit 4, Week 5: <i>Tell Me the Old, Old Stories (A)</i>, <i>From Me to You (O, EL)</i>, <i>Every Picture Tells a Story (B)</i> Unit 5, Week 2: <i>The Picture Palace (A)</i>, <i>Hard Times (O, EL)</i>, <i>Woodpecker Warriors (B)</i> Unit 6, Week 1: <i>Mrs. Gleeson's Records (A)</i>, <i>Norberto's Hat (O, EL)</i>, <i>The Victory Garden (B)</i> Unit 6, Week 5: <i>Your World, My World (A)</i>, <i>Flying Home (O, EL)</i>, <i>Helping Out (B)</i></p> <p>YOUR TURN PRACTICE BOOK: 16, 86, 106, 116, 266</p> <p>READING WORKSTATION ACTIVITY CARDS: 24, 26, 27, 30</p> <p>TEACHER'S EDITION: Unit 1: T22, T25A-T25P Unit 2: T86, T89A-T89T, T214, 217A-T217P, T274, T281A-T281F Unit 3: T22, T25A-T25N, T86, T89A-T89P Unit 4: T22, T25A-T25T, T86, T89A-T89L, T104-T105, T112-T113, T116-T117, T274, T281A-T281F Unit 5: T22, T25A-T25R, T86, T89A-T89P Unit 6: T86, T89A-T89N, T274, T281A-T281F</p>

Reading Standards for Informational Text

Key Ideas and Details	McGraw-Hill California Wonders
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>READING/WRITING WORKSHOP: Unit 1: 54, 55, 68 Unit 2: 98, 99, 126, 128 Unit 3: 198, 199, 212, 213 Unit 4: 271 Unit 5: 342, 356 Unit 6: 414, 428 LITERATURE ANTHOLOGY: Unit 1: 49, 54, 61, 63, 72, 78, 81, 85 Unit 2: 100, 103, 109, 113, 141, 145, 147, 151 Unit 3: 220, 223, 227, 231, 241, 246, 249, 251 Unit 4: 303, 307, 311, 315, 319, 324, 328, 332, 337 Unit 5: 388, 393, 397, 399, 409, 417, 419, 421 Unit 6: 473, 478, 485, 495, 497, 501, 503, 505 LEVELED READERS: Unit 1, Week 3: <i>Save This Space!</i> (A, O, B) Unit 2, Week 1: <i>The Bill of Rights</i> (A, O, B) Unit 3, Week 4: <i>The Power of a Team</i> (A, O, B) Unit 4, Week 3: <i>Jane Addams: A Woman of Action</i> (A, O, B) Unit 5, Week 4: <i>Mars</i> (A, O, B) Unit 6, Week 3: <i>Cave Creatures</i> (A, O, B) CLOSE READING COMPANION: 34-36, 48-50, 117-119, 121-123, 124-126, 169-171 YOUR TURN PRACTICE BOOK: 23-25, 33-35, 53-55, 73-75, 123-125, 133-135, 173-175, 183-185, 223-225, 233-235, 273-275, 283-285 READING WORKSTATION ACTIVITY CARDS: 22 TEACHER'S EDITION: Unit 1: T153J, T153R, T217K, T217R, T231, T281D Unit 2: T25R, T153F, T153N, T167 Unit 3: T89Q, T153N, T153P, T217L, T217P, T231 Unit 4: T153I, T153M, T153R, T167, T217R Unit 5: T153H, T153P, T217R, T231, T295 Unit 6: T153K, T153R, T217J, T217N, T231</p>
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>READING/WRITING WORKSHOP: Unit 3: 199, 213, 226 Unit 4: 270, 284 LITERATURE ANTHOLOGY: Unit 3: 231, 251 Unit 4: 315, 337 LEVELED READERS: Unit 3, Week 3: <i>Weather Patterns</i> (A, O, B, EL) Unit 3, Week 4: <i>The Power of a Team</i> (A, O, B, EL) Unit 4, Week 3: <i>Jane Addams: A Woman of Action</i> (A, O, B, EL) Unit 4, Week 4: <i>The Delta</i> (A, O, B, EL) YOUR TURN PRACTICE BOOK: 123-125, 133-135 READING WORKSTATION ACTIVITY CARDS: 10 TEACHER'S EDITION: Unit 1: T153T, T281C Unit 2: T25R, T217S Unit 3: T148, T153C, T153E, T153G, T53J, T153K, T153M, T153P, T239, T243, T247, T249, T274, T281D Unit 4: T146, T210, T217K, T217Q Unit 5: T217M, T274</p>
<p>RI.5.3 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>READING/WRITING WORKSHOP: Unit 1: 55 Unit 5: 357 Unit 6: 415 LITERATURE ANTHOLOGY: Unit 1: 63 Unit 5: 388, 399, 403, 409, 417 Unit 6: 473, 483, LEVELED READERS: Unit 1, Week 3: <i>Save This Space!</i> (A, O, B, EL) Unit 5, Week 4: <i>Mars</i> (A, O, B, EL) Unit 6, Week 3: <i>Cave Creatures</i> (A, O, B, EL) YOUR TURN PRACTICE BOOK: 23-25, 233-235, 273-275 READING WORKSTATION ACTIVITY CARDS: 11 TEACHER'S EDITION: Unit 1: T153D, T153E, T153H, T153I, T153K, T153M, T153O, T153U Unit 2: T25E, T25J, T153C, T153E, T153H, T153K, T217T Unit 3: T89R, T217O, T217P, T281A, T281F Unit 4: T153R, T153V, T217E, T217Q, T217R, T217S Unit 5: T217D, T217E, T217H, T217K, T217P, T281E, T281F Unit 6: T153C, T153E, T153G, T153I, T153L, T153R, T212, T217E, T217N, T217O</p>

Reading Standards for Informational Text

Craft and Structure		McGraw-Hill California Wonders
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4–6 for additional expectations.)	LITERATURE ANTHOLOGY: Unit 1: 63, 85, 93 Unit 2: 113, 151 Unit 3: 231, 251, 259 Unit 4: 315, 337 Unit 5: 399, 427 Unit 6: 485, 503 YOUR TURN PRACTICE BOOK: 37, 57, 77, 127, 137, 147, 187, 227, 237, 247, 277 TEACHER'S EDITION: Unit 1: T216, T217C Unit 2: T24, T25H, T25I, T153G Unit 3: T153A, T153D, T153O, T216, T217J Unit 4: T153K, T216, T217E Unit 5: T152, T153O, T153R, T217B, T217N Unit 6: T153D, T173, T178, T182, T185
RI.5.5	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.	LITERATURE ANTHOLOGY: Unit 1: 95 YOUR TURN PRACTICE BOOK: 290 READING WORKSTATION ACTIVITY CARDS: 15 TEACHER'S EDITION: Unit 1: T212 Unit 2: T148 Unit 5: T212 Unit 6: T212, T231
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	READING/WRITING WORKSHOP: Unit 1: 56, 82 Unit 3: 226 Unit 5: 372 LITERATURE ANTHOLOGY: Unit 1: 93 Unit 3: 259 Unit 5: 427 LEVELED READERS: Unit 1, Week 5: <i>What About Robots?</i> (A, O, B, EL) YOUR TURN PRACTICE BOOK: 43-45, 143-145, 243-245, 250 READING WORKSTATION ACTIVITY CARDS: 16 TEACHER'S EDITION: Unit 1: T150, T274, T276, T281A-T281F, T296-T297, T304-T305, T308-T309, T314-T315 Unit 3: T274, T276, T281B-T281F Unit 5: T278, T279, T281B-T281F, T295
Integration of Knowledge and Ideas		McGraw-Hill California Wonders
RI.5.7	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.	READING WORKSTATION ACTIVITY CARDS: 19 TEACHER'S EDITION: Unit 1: T167, T295, T328, T329 Unit 2: T39, T167, T328, T329 Unit 3: T167, T295, T328, T329 Unit 4: T167, T231, T328, T329 Unit 5: T166, T231, T295, T328, T329 Unit 6: T39, T103, T328, T329 www.connected.mcgraw-hill.com : RESOURCES: READING/WRITING WORKSHOP: Unit 4: 272 RESEARCH & INQUIRY: Weekly Lessons: Units 1–6 Research Roadmaps: Units 1–6 CARDS: Reading Workstation Activity Cards: 19
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	READING/WRITING WORKSHOP: Unit 1: 83, 84 Unit 3: 227, 228 Unit 4: 271, 285 Unit 5: 371 LITERATURE ANTHOLOGY: Unit 1: 62, 93 Unit 3: 259 Unit 4: 337 Unit 5: 427 LEVELED READERS: Unit 3, Week 5: <i>The Anasazi</i> (A, O, B, EL), Unit 5, Week 5: <i>The Great Plains</i> (A, O, B, EL) YOUR TURN PRACTICE BOOK: 43-45, 46, 143-145, 146, 150, 173-175, 183-185, 190, 243-245 READING WORKSTATION ACTIVITY CARDS: 20 TEACHER'S EDITION: Unit 1: T274, T276, T281, T281A-T281F Unit 2: T153F, T153L Unit 3: T276, T278, T281B-T281F, T303, T307, T311, T313 Unit 4: T148, T212, T217B, T217H, T217I, T217R, T231 Unit 5: T153B, T153F, T153L, T153N, T153S, T217D, T217J, T217L, T217Q, T276, T281B-T281F, T303, T307, T311, T313
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	LITERATURE ANTHOLOGY: Unit 1: 95 READING WORKSTATION ACTIVITY CARDS: 21 TEACHER'S EDITION: Unit 1: T153S, T153V, T167, T230, T231, T281E, T281F Unit 2: T25S, T25V, T38, T39, T166, T167, T329 Unit 3: T166, T167, T217Q, T217T, T230, T231, T281E, T281F, T329 Unit 4: T102, T153S, T153V, T167, T230, T231, T329 Unit 5: T166, T167, T230, T281E, T281F, T329 Unit 6: T39, T166, T167, T217O, T217P, T231, T329

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity	McGraw-Hill California Wonders
<p>RI.5.10 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>READING/WRITING WORKSHOP: These Units reflect the range of text complexity found throughout the book. Unit 1, Week 3: “A Life in the Woods,” 50; Unit 1, Week 4: “Fantasy Becomes Fact,” 64 Unit 2, Week 1: “Creating a Nation,” 94; Unit 2, Week 3: “Growing in Place: The Story of E. Lucy Braun,” 122; Unit 3, Week 3: “Patterns of Change,” 194; Unit 4, Week 3: “Frederick Douglass: Freedom’s Voice,” 266; Unit 4, Week 4: “Power from Nature,” 280; Unit 5, Week 4: “Changing Views of Earth,” 352; Unit 5, Week 5: “Should Plants and Animals from Other Places Live Here?,” 366; Unit 6, Week 3: “Mysterious Oceans,” 410; Unit 6, Week 4: “Words to Save the World: The Work of Rachel Carson,” 424 LITERATURE ANTHOLOGY: These Units reflect the range of text complexity found throughout the book. Unit 1, Week 3: <i>Camping with the President</i>, 46; Unit 1, Week 4: <i>The Boy Who Invented TV</i>, 68; Unit 2, Week 1: <i>Who Wrote the U.S. Constitution?</i>, 96; Unit 2, Week 3: <i>The Boy Who Drew Birds</i>, 138; Unit 3, Week 3: <i>The Story of Snow</i>, 216; Unit 3, Week 5: <i>Machu Picchu: Ancient City</i>, 256; Unit 4, Week 3: <i>Rosa</i>, 298; Unit 4, Week 4: <i>One Well</i>, 320; Unit 5, Week 4: <i>When Is a Planet Not a Planet?</i>, 404; Unit 6, Week 3: <i>Survival at 40 Below</i>, 468; Unit 6, Week 4: <i>Planting the Trees of Kenya</i>, 490 LEVELED READERS: Unit 1, Week 4: <i>Snapshot! The Story of George Eastman</i> (A, O, B, EL) Unit 2, Week 1: <i>The Bill of Rights</i> (A, O, B, EL) Unit 2, Week 3: <i>Norman Borlaug and the Green Revolution</i> (A, O, B, EL) Unit 3, Week 3: <i>Weather Patterns</i> (A, O, B, EL) Unit 3, Week 4: <i>The Power of a Team</i> (A, O, B, EL) Unit 4, Week 3: <i>Jane Addams: A Woman of Action</i> (A, O, B, EL) Unit 4, Week 4: <i>The Delta</i> (A, O, B, EL) Unit 5, Week 3: <i>Ocean Threats</i> (A, O, B, EL) Unit 5, Week 4: <i>Mars</i> (A, O, B, EL) Unit 6, Week 3: <i>Cave Creatures</i> (A, O, B, EL) YOUR TURN PRACTICE BOOK: 26, 36, 76, 125, 136, 176, 226, 276, 286 READING WORKSTATION ACTIVITY CARDS: 25, 30 TEACHER’S EDITION: Unit 1: T150, T153A–T153V, T214, T217A–T217R, T281E–T281F Unit 2: T22, T25A–T25V, T150, T153A–T153N Unit 3: T150, T153A–T153T, T278, T281A–T281F Unit 4: T150, T153A–T153V, T214, T217A–T217T Unit 5: T214, T217A–T217R, T278, T281A–T281F Unit 6: T150, T153A–T153R, T214, T217A–T217P</p>

Reading Standards: Foundational Skills		
Phonics and Word Recognition		McGraw-Hill California Wonders
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.5.3a	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.	<p>LITERATURE ANTHOLOGY: Unit 1: 85, 93 Unit 2: 151 Unit 3: 231, 251 Unit 4: 315 Unit 5: 421, 427</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 16-30</p> <p>YOUR TURN PRACTICE BOOK: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 198, 208, 218, 228, 238, 248, 258, 268, 278, 288, 298</p> <p>TEACHER'S EDITION: Unit 1: T26-T27, T40-T41, T48-T49, T52-T53, T90-T91, T154-T155, T218-T219, T282-T283 Unit 2: T26-T27, T90-T91, T104-T105, T112-T113, T116-T117, T154-T155, T218-T219, T282-T283 Unit 3: T26-T27, T90-T91, T154-T155, T168-T169, T176-T177, T180-T181, T218-T219, T282-T283 Unit 4: T26-T27, T90-T91, T154-T155, T218-T219, T232-T233, T240-T241, T244-T245, T282-T283 Unit 5: T26-T27, T154-T155, T218-T219, T282-T283, T296-T297, T304-T305, T308-T309 Unit 6: T26-T27, T40-T41, T48-49, T52-T53, T90-T91, T154-T155, T218-T219, T282-T283</p>
Fluency		McGraw-Hill California Wonders
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	
RF.5.4a	Read on-level text with purpose and understanding.	<p>LEVELED READERS: Unit 1, Week 2: <i>Dog Gone</i> (A), <i>Shhh! It's a Surprise!</i> (O, EL), <i>Lost and Found</i> (B); Unit 2, Week 3: <i>Norman Borlaug and the Green Revolution</i> (A, O, B, EL); Unit 3, Week 1: <i>All the Way from Europe</i> (A), <i>Dancing the Flamenco</i> (O, EL), <i>A Vacation in Minnesota</i> (B); Unit 4, Week 5: <i>Tell Me the Old, Old Stories</i> (A), <i>From Me to You</i> (O, EL), <i>Every Picture Tells a Story</i> (B); Unit 5, Week 3: <i>Ocean Threats</i> (A, O, B, EL); Unit 6, Week 2: <i>Winning Friends</i> (A), <i>Enemy or Ally?</i> (O, EL), <i>Jamayla to the Rescue</i> (B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 29</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 25, 26</p> <p>TEACHER'S EDITION: Unit 1: T27, T91, T155, T219, T283 Unit 2: T27, T91, T155, T219, T283 Unit 3: T27, T91, T155, T219, T283 Unit 4: T27, T91, T155, T219, T283 Unit 5: T27, T91, T155, T219, T283 Unit 6: T27, T91, T155, T219, T283</p>
RF.5.4b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>LEVELED READERS: Unit 1, Week 2: <i>Dog Gone</i> (A), <i>Shhh! It's a Surprise!</i> (O, EL), <i>Lost and Found</i> (B); Unit 2, Week 3: <i>Norman Borlaug and the Green Revolution</i> (A, O, B, EL); Unit 3, Week 1: <i>All the Way from Europe</i> (A), <i>Dancing the Flamenco</i> (O, EL), <i>A Vacation in Minnesota</i> (B); Unit 4, Week 5: <i>Tell Me the Old, Old Stories</i> (A), <i>From Me to You</i> (O, EL), <i>Every Picture Tells a Story</i> (B); Unit 5, Week 3: <i>Ocean Threats</i> (A, O, B, EL); Unit 6, Week 2: <i>Winning Friends</i> (A), <i>Enemy or Ally?</i> (O, EL), <i>Jamayla to the Rescue</i> (B)</p> <p>READING WORKSTATION ACTIVITY CARDS: 28</p> <p>YOUR TURN PRACTICE BOOK: 5, 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 195, 205, 215, 225, 235, 245, 255, 265, 275, 285, 294</p> <p>TEACHER'S EDITION: Unit 1: T27, T155, T219 Unit 2: T27, T91, T155, T169, T177, T181, T219, T283 Unit 3: T91, T155, T219, T233, T241, T245, T283 Unit 4: T27, T91, T219, T283, T297, T305, T309 Unit 5: T27, T91, T155, T219, T283 Unit 6: T27, T155, T219, T283</p>
RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>LEVELED READERS: Unit 1, Week 2: <i>Dog Gone</i> (A), <i>Shhh! It's a Surprise!</i> (O, EL), <i>Lost and Found</i> (B); Unit 2, Week 3: <i>Norman Borlaug and the Green Revolution</i> (A, O, B, EL); Unit 3, Week 1: <i>All the Way from Europe</i> (A), <i>Dancing the Flamenco</i> (O, EL), <i>A Vacation in Minnesota</i> (B); Unit 4, Week 5: <i>Tell Me the Old, Old Stories</i> (A), <i>From Me to You</i> (O, EL), <i>Every Picture Tells a Story</i> (B); Unit 5, Week 3: <i>Ocean Threats</i> (A, O, B, EL); Unit 6, Week 2: <i>Winning Friends</i> (A), <i>Enemy or Ally?</i> (O, EL), <i>Jamayla to the Rescue</i> (B)</p> <p>TEACHER'S EDITION: Unit 1: T27, T41, T49, T53, T59 Unit 2: T27, T41, T49, T53, T91 Unit 3: T155, T169, T177, T181, T187 Unit 4: T91, T105, T219, T241, T245 Unit 5: T219, T233, T241, T245, T251 Unit 6: T155, T169, T177, T181, T187</p>

College and Career Readiness Anchor Standards for WRITING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of 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 tasks, purposes, and audiences.



California Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
W	5	1

Writing Standards		
Text Types and Purposes	McGraw-Hill California Wonders	
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.5.1a	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.	READING/WRITING WORKSHOP: Unit 4: 288-289 Unit 5: 318-319 Unit 6: 404-405, 432-433 YOUR TURN PRACTICE BOOK: 209 WRITING WORKSTATION ACTIVITY CARDS: 26, 27 TEACHER’S EDITION: Unit 3: T230-T231, T345, T347, T351 Unit 4: T220 Unit 5: T222, T223 Unit 6: T92, T220, T329, T345, T346, T347, T351
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 3: 188-189, 216-217 Unit 4: 288-289 Unit 5: 318-319, 374-375 Unit 6: 432-433 YOUR TURN PRACTICE BOOK: 289 TEACHER’S EDITION: Unit 1: T284 Unit 3: T92, T220, T345, T346, T351, T353 Unit 4: T220 Unit 5: T28, T284 Unit 6: T220 T329, T345, T351
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	READING/WRITING WORKSHOP: Unit 4: 288-289 Unit 5: 318-319, 374-375 Unit 6: 432-433 YOUR TURN PRACTICE BOOK: 49, 189 TEACHER’S EDITION: Unit 3: T39, T349, T352 Unit 4: T220, Unit 5: T28, T231, T284, Unit 6: T220, T352, T353, T355
W.5.1d	Provide a concluding statement or section related to the opinion presented.	READING/WRITING WORKSHOP: Unit 1: 86-87 Unit 3: 188-189, 216-217 Unit 5: 374-375 Unit 6: 404-405 YOUR TURN PRACTICE BOOK: 139, 249 WRITING WORKSTATION ACTIVITY CARDS: 9 TEACHER’S EDITION: Unit 1: T284 Unit 3: T92 T220, T347, T353 Unit 5: T284, T318 Unit 6: T92, T295, T329, T346, T347, T353
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.5.2a	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.	READING/WRITING WORKSHOP: Unit 1: 58-59 Unit 2: 102-103, 130-131 Unit 3: 202-203 Unit 5: 346-347 WRITING WORKSTATION ACTIVITY CARDS: 2, 8, 10, 11 TEACHER’S EDITION: Unit 1: T156 Unit 2: T28, T156, T230-T231, T345, T346, T348, T351, T352, T354 Unit 3: T102, T156, T329 Unit 4: T295 Unit 5: T156, T254, T345, T346, T348, T351, T352, T354, T355 Unit 6: T38 www.connected.mcgraw-hill.com : RESOURCES Student Resources: Writer’s Workspace; Inquiry Space Teacher Resources: Writer’s Workspace; Inquiry Space
W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	READING/WRITING WORKSHOP: Unit 1: 58-59, 72-73 Unit 2: 130-131 Unit 3: 202-203, 230-231 Unit 4: 274-275 Unit 5: 346-347, 360-361 Unit 6: 418-419 LITERATURE ANTHOLOGY: Unit 4: 337 YOUR TURN PRACTICE BOOK: 59, 79, 129, 229 WRITING WORKSTATION ACTIVITY CARDS: 3, 6, 30 TEACHER’S EDITION: Unit 1: T156, T220 Unit 2: T62, T156, T190, T329, T346, T351-T353, T355 Unit 3: T102, T156, T284, T329 Unit 4: T156, T230 Unit 5: T156, T190, T220, T254, T295, T346, T349, T351, T353 Unit 6: T156

Writing Standards

Text Types and Purposes		McGraw-Hill California Wonders
W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	READING/WRITING WORKSHOP: Unit 1: 72-73 Unit 2: 102-103 Unit 3: 230-231 Unit 4: 274-275 Unit 6: 418-419 YOUR TURN PRACTICE BOOK: 39, 149, 179, 279 WRITING WORKSTATION ACTIVITY CARDS: 13, 17, 19 TEACHER'S EDITION: Unit 1: T220 Unit 2: T28 Unit 3: T284 Unit 4: T156, T167 Unit 5: T347 Unit 6: T39, T156
W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	READING/WRITING WORKSHOP: Unit 1: 58-59, 72-73 Unit 3: 230-231 YOUR TURN PRACTICE BOOK: 29 WRITING WORKSTATION ACTIVITY CARDS: 15 TEACHER'S EDITION: Unit 1: T156, T190, T220 Unit 2: T230-T231, T347, T355 Unit 3: T284 Unit 5: T346, T349
W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	READING/WRITING WORKSHOP: Unit 2: 130-131, T156 Unit 3: T156, 202-203 Unit 4: T156, 274-275 Unit 6: 418-419 TEACHER'S EDITION: Unit 2: T156, T346, T353 Unit 3: T102, T156, T254, T329 Unit 4: T156, T230-T231 Unit 5: T347, T352 Unit 6: T39, T156, T231
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	READING/WRITING WORKSHOP: Unit 1: 30-31 Unit 2: 116-117, 144-145, 158-159 YOUR TURN PRACTICE BOOK: 69 WRITING WORKSTATION ACTIVITY CARDS: 5, 7, 22 TEACHER'S EDITION: Unit 1: T28, T254, T345, T351 Unit 2: T92, T126, T220, T254, T284 Unit 4: T230-T231, T345, T347
W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	READING/WRITING WORKSHOP: Unit 1: 30-31, 44-45 Unit 2: 116-117, 144-145, 158-159 Unit 3: 174-175 Unit 4: 246-247, 260-261, 302-303 Unit 5: 332-333 Unit 6: 390-391, 446-447 YOUR TURN PRACTICE BOOK: 19, 109, 169 WRITING WORKSTATION ACTIVITY CARDS: 1, 5, 22, 28 TEACHER'S EDITION: Unit 1: T28, T92, T345, T347, T351 Unit 2: T92, T220 T284 Unit 3: T28 Unit 4: T28, T92, T94, T95, T126, T230-T231, T284, T346 Unit 5: T92 Unit 6: T28, T284
W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	READING/WRITING WORKSHOP: Unit 1: 44-45 Unit 2: 144-145 Unit 5: 332-333 Unit 6: 390-391 YOUR TURN PRACTICE BOOK: 89, 219, 259 WRITING WORKSTATION ACTIVITY CARDS: 7, 17, 19 TEACHER'S EDITION: Unit 1: T347, T351 Unit 2: T220 Unit 4: T345 Unit 5: T92, T126 Unit 6: T28, T94, T95, T126
W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	READING/WRITING WORKSHOP: Unit 1: 30-31 Unit 3: 174-175 Unit 4: 246-247, 260-261, 302-303 Unit 5: 332-333 Unit 6: 390-391, 446-447 YOUR TURN PRACTICE BOOK: 9, 159 WRITING WORKSTATION ACTIVITY CARDS: 1, 14, 18 TEACHER'S EDITION: Unit 1: T62, T346, T352 Unit 2: T318 Unit 4: T28, T92, T284, T318, T351, T353 Unit 5: T92 Unit 6: T28, T284, T318
W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	READING/WRITING WORKSHOP: Unit 1: 30-31 WRITING WORKSTATION ACTIVITY CARDS: 23 TEACHER'S EDITION: Unit 1: T28, T92, T351, T353 Unit 3: T28 Unit 4: T345, T347
Production and Distribution of Writing		McGraw-Hill California Wonders
W.5.4	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	WRITING WORKSTATION ACTIVITY CARDS: 12, 24 TEACHER'S EDITION: Unit 1: T31, T95, T159, T225, T287, T344-T355 Unit 2: T31, T95, T159, T225, T344-T355 Unit 3: T31, T95, T159, T225, T287, T344-T355 Unit 4: T31, T95, T159, T225, T344-T355 Unit 5: T31, T95, T159, T225, T287, T344-T355 Unit 6: T31, T95, T159, T225, T344-T355 www.connected.mcgraw-hill.com : RESOURCES Student Resources: Writer's Workspace; Inquiry Space Teacher Resources: Writer's Workspace; Inquiry Space

Writing Standards		
Production and Distribution of Writing		McGraw-Hill California Wonders
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T158-T159, T286-T287, T345, T346, T347, T348 Unit 2: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T294-T295, T351, T352, T353, T354 Unit 3: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T351, T352, T353, T354 Unit 4: T30-T31, T94-T95, T126 T158-T159, T222-T223, T286-T287, T294-T295, T345, T346, T347, T348 Unit 5: T345, T346, T347, T348 Unit 6: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T345, T346, T347, T348
W.5.6	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.	TEACHER'S EDITION: Unit 1: T330-T331, T348, T354 Unit 2: T166, T330-T331, T348, T354 Unit 3: T330-T331, T348, T354 Unit 4: T330-T331, T333, T348, T354 Unit 5: T166, T330-T332, T348, T354 Unit 6: T330-T331, T348, T354 www.connected.mcgraw-hill.com : RESOURCES Student Resources: Writer's Workspace; Inquiry Space Teacher Resources: Writer's Workspace; Inquiry Space
Research to Build and Present Knowledge		McGraw-Hill California Wonders
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	WRITING WORKSTATION ACTIVITY CARDS: 30 TEACHER'S EDITION: Unit 1: T38, T102, T230, T330, T331, T332 Unit 2: T38, T102, T167, T332 Unit 3: T38, T102, T166, T230, T330, T331, T332 Unit 4: T38, T102, T230, T330, T331, T332 Unit 5: T102, T166, T230, T294, T351, T352, T353, T354 Unit 6: T38, T230, T330, T331, T332
W.5.8	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.	WRITING WORKSTATION ACTIVITY CARDS: 30 TEACHER'S EDITION: Unit 1: S35, S36, T230, T329, T330, T331, T332 Unit 2: T102, T167, T294 Unit 3: T38, T102, T230, T294 Unit 4: T38, T102, T230, T294, T330, T331, T332 Unit 5: T38, T102, T230, T351, T354 Unit 6: T38, T102, T330, T331, T332 www.connected.mcgraw-hill.com : RESOURCES Student Resources: Writer's Workspace; Inquiry Space Teacher Resources: Writer's Workspace; Inquiry Space
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
W.5.9a	Apply <i>grade 5 Reading standards</i> 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]").	LITERATURE ANTHOLOGY: Unit 1: 25, 41 Unit 2: 133, 171 Unit 3: 213, 277 Unit 4: 293 Unit 5: 359, 379 Unit 6: 445, 463 CLOSE READING COMPANION: 3, 69, 76, 135, 142 YOUR TURN PRACTICE BOOK: 10, 20, 70, 80, 110, 120, 160, 170, 210, 220, 260, 270 TEACHER'S EDITION: Unit 1: T25P, T30-T31, T89L, T94-T95 Unit 2: T89P, T94-T95, T217P, T222-T223, T231, T286-T287 Unit 3: T25N, T30-T31, T89P Unit 4: T25P, T30-T31, T39, T89L, T94-T95, T103, T158-T159, T222-T223, T286-T287 Unit 5: T25N, T89P, T94-T95 Unit 6: T25P, T30-T31, T89N, T286-T287
W.5.9b	Apply <i>grade 5 Reading standards</i> 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]").	LITERATURE ANTHOLOGY: Unit 1: 63, 85 Unit 2: 113, 151 Unit 3: 231, 251 Unit 4: 315, 337 Unit 5: 399, 421 Unit 6: 485, 503 CLOSE READING COMPANION: 36, 50, 116, 123, 182, 189 YOUR TURN PRACTICE BOOK: 30, 40, 60, 90, 130, 140, 150, 280, 290 TEACHER'S EDITION: Unit 1: T153R, T158-T159, T217R, T222-T223, T231, T286-T287 Unit 2: T25R, T30-T31, T153N, T158-T159 Unit 3: T94-T95, T153P, T158-T159, T222-T223, T286-T287 Unit 4: T153R, T158-T159, T167, T217R, T222-T223, T231, T286-T287 Unit 5: T153P, T217R, T231, T295 Unit 6: T94-T95, T153R, T158-T159, T217N, T222-T223, T231
Range of Writing		McGraw-Hill California Wonders
W.5.10	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.	LITERATURE ANTHOLOGY: Unit 1: 25, 41, 63, 85 Unit 2: 113, 133, 171, 179 Unit 3: 195, 213, 231, 251, 277 Unit 4: 293, 315, 337, 343 Unit 5: 353, 379, 399, 429 Unit 6: 445, 485, 503, 509 TEACHER'S EDITION: Unit 1: T29, T93, T157, T223, T285, T344-T355 Unit 2: T29, T93, T157, T223, T285, T294, T295, T344-T355 Unit 3: T29, T93, T157, T223, T285, T294, T295, T344-T355 Unit 4: T29, T93, T157, T223, T285, T294, T295, T351, T352, T353, T354 Unit 5: T29, T93, T157, T223, T285, T344-T355 Unit 6: T29, T93, T157, T223, T285, T344-T355

College and Career Readiness Anchor Standards for SPEAKING AND LISTENING

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



California Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
SL	5	1

Speaking and Listening Standards	
Comprehension and Collaboration	McGraw-Hill California Wonders
SL.5.1	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.
SL.5.1a	<p>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>LITERATURE ANTHOLOGY: Unit 1: 25, 29, 41, 63, 67, 85, 89 Unit 2: 113, 117, 133, 137, 151, 171 Unit 3: 195, 213, 231, 251 Unit 4: 277, 293, 315, 337 Unit 5: 359, 379, 403 Unit 6: 445, 463, 485, 503</p> <p>TEACHER'S EDITION: Unit 1: S5, S19, T25P, T25T, T30-T31, T89L, T94-T95, T158-T159, T222-T223, T286-T287 Unit 2: T30-T31, T39, T94-T95, T103, T158-T159, T167, T222-T223, T231, T286-T287, T295 Unit 3: T25N, T30-T31, T39, T89P, T94-T95, T103, T153P, T158-T159, T222-T223, T286-T287, T294-T295 Unit 4: T25P, T30-T31, T39, T89L, T94-T95, T103, T158-T159, T167, T222-T223, T286-T287, T294-T295 Unit 5: T30-T31, T89P, T89T, T94-T95, T103, T158-T159, T167, T222-T223, T231, T286-T287 Unit 6: T25P, T30-T31, T89N, T94-T95, T103, T158-T159, T167, T222-T223, T231, T286-T287</p>
SL.5.1b	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>TEACHER'S EDITION: Unit 1: S6, T10, T30-T31, T94-T95, T102, T138, T158-T159, T202, T222-T223, T266, T286-T287 Unit 2: T10, T30-T31, T94-T95, T138, T158-T159, T202, T222-T223, T266, T286-T287 Unit 3: T30-T31, T74, T94-T95, T138, T158-T159, T222-T223, T230, T266, T286-T287 Unit 4: T30-T31, T74, T94-T95, T138, T158-T159, T222-T223, T266, T286-T287, T330-T331 Unit 5: T30-T31, T94-T95, T74, T138, T158-T159, T222-T223, T266, T286-T287 Unit 6: T30-T31, T94-T95, T158-T159, T166, T222-T223, T266, T286-T287</p>
SL.5.1c	<p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>READING/WRITING WORKSHOP: Unit 1: 19, 33, 47, 54, 61, 68, 75 Unit 2: 91, 105, 119, 133, 147 Unit 3: 163, 177, 191, 198, 205, 212, 219 Unit 4: 235, 249, 263, 277, 291 Unit 5: 307, 321, 335, 342, 349, 356, 363, 370 Unit 6: 379, 393, 407, 414, 421, 428, 435</p> <p>LITERATURE ANTHOLOGY: Unit 1: 25, 29, 41, 63, 67, 85, 89 Unit 2: 113, 117, 133, 137, 151, 171 Unit 3: 195, 213, 231, 251 Unit 4: 277, 293, 315, 337 Unit 5: 359, 379, 403 Unit 6: 445, 463, 485, 503</p> <p>TEACHER'S EDITION: Unit 1: S5-S6, T10, T74, T138, T146, T202, T210, T266 Unit 2: T10, T74, T138, T202, T266, T331 Unit 3: T10, T74, T138, T146, T202, T210, T266, T331 Unit 4: T10, T74, T138, T202, T266, T331 Unit 5: T10, T74, T138, T146, T202, T210, T266, T274 Unit 6: T10, T74, T138, T146, T202, T210, T266</p>
SL.5.1d	<p>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>TEACHER'S EDITION: Unit 1: S6, S19, S35, T30-T31, T94-T95, T138, T158-T159, T222-T223, T286-T287, T295 Unit 2: T30-T31, T38, T94-T95, T102, T158-T159, T167, T222-T223, T231, T286-T287, T295, T330-T331 Unit 3: T30-T31, T39, T94-T95, T103, T158-T159, T167, T222-T223, T231, T286-T287, T295, T330-T331 Unit 4: T30-T31, T39, T94-T95, T103, T158-T159, T167, T222-T223, T231, T286-T287, T295 Unit 5: T30-T31, T39, T94-T95, T103, T158-T159, T167, T222-T223, T231, T266, T286-T287, T295 Unit 6: T30-T31, T39, T94-T95, T103, T158-T159, T167, T222-T223, T231, T295</p>

Speaking and Listening Standards

Comprehension and Collaboration		McGraw-Hill California Wonders
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CLOSE READING COMPANION: I4, 40, 99, I27, I39, I72 TEACHER'S EDITION: Unit 1: T12, T76, T140, T204, T268, T296-T297, T304-T305, T308-T309, T326 Unit 2: T12, T17, T76, T140, T166-T167, T204, T230-T231, T268, T326, T330-T331 Unit 3: T12, T76, T102-T103, T140, T204, T230-T231, T268, T326 Unit 4: T12, T38-T39, T76, T140, T166-T167, T204, T268, T326, T330-T331 Unit 5: T12, T76, T140, T204, T268, T326 Unit 6: T12, T76, T140, T204, T268, T326
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies.	TEACHER'S EDITION: Unit 1: T268, T335 Unit 2: T331, T335 Unit 3: T268, T331, T335 Unit 4: T328, T331, T335 Unit 5: T268, T335 Unit 6: T335
Presentation of Knowledge and Ideas		McGraw-Hill California Wonders
SL.5.4	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.	TEACHER'S EDITION: Unit 1: T30-T31, T94-T95, T102, T158-T159, T166, T222-T223, T286-T287, T294, T333, T334 Unit 2: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T333, T334 Unit 3: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T330-T331, T334 Unit 4: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T333, T334 Unit 5: T30-T31, T94-T95, T158-T159, T222-T223, T286-T287, T295, T333, T334 Unit 6: T30-T31, T94-T95, T102, T158-T159, T166, T222-T223, T286-T287, T333, T334
SL.5.4a	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., <i>consequently</i> and <i>therefore</i>), and provides a concluding statement related to the speaker's position.	TEACHER'S EDITION: Unit 3: T294-T295, T330, T344-T355 Unit 6: T344-T355 www.connected.mcgraw-hill.com : RESOURCES Student Resources: Writer's Workspace; Research and Inquiry; Inquiry Space Teacher Resources: Writer's Workspace; Research and Inquiry; Inquiry Space
SL.5.4b	Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selections.	CLOSE READING COMPANION: I31, I97 TEACHER'S EDITION: Unit 4: T281C, T354 Unit 6: xii, T281F Student Resources: Writer's Workspace; Research and Inquiry; Inquiry Space Teacher Resources: Writer's Workspace; Research and Inquiry; Inquiry Space
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TEACHER'S EDITION: Unit 1: T102, T166, T230, T354 Unit 2: T330-T331, T354 Unit 3: T330-T331, T348, T354 Unit 4: T329, T330-T331, T348, T354 Unit 5: T102, T166 Unit 6: T38, T166, T230, T294, T348
SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	TEACHER'S EDITION: Unit 1: S35, T333, T334 Unit 2: T333, T334 Unit 3: T230, T333, T334 Unit 4: T333, T334 Unit 5: T333, T334 Unit 6: T333, T334

College and Career Readiness Anchor Standards for LANGUAGE

The K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



California Common Core State Standards English Language Arts

Grade 5

Each standard is coded in the following manner:

Strand	Grade Level	Standard
L	5	1

Language Standards

Conventions of Standard English

McGraw-Hill California Wonders

L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	READING/WRITING WORKSHOP: Unit 1: 58-59, 72-73 Unit 2: 158-159 Unit 3: 174-175 Unit 6: Grammar Handbook: 452, 453, 457, 471, 472 TEACHER'S EDITION: Unit 1: T33, T96, T97, T156, T160, T161, T191, T220, T224, T225, T231, T255, T284, T319 Unit 2: T284, T288, T289, T319 Unit 3: T28, T284 Unit 4: T336 Unit 5: T32, T33, T96, T127 Unit 6: T222, T224-T225, T255, T295, T284, T288-T289, T318, T319
L.5.1b	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	READING/WRITING WORKSHOP: Grammar Handbook: 461 TEACHER'S EDITION: Unit 3: T92, T160, T288, T289
L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	READING/WRITING WORKSHOP: Unit 3: 188-189 Grammar Handbook: 458, 461 TEACHER'S EDITION: Unit 1: T348, T354 Unit 2: T153J, T154, T155, T170, T171, T348, T354 Unit 3: T32, T33, T63, T92, T96, T97, T103, T127, T160, T161, T167, T191, T288, T289, T319, T348, T354 Unit 4: T348 Unit 5: T354 Unit 6: T354
L.5.1d	Recognize and correct inappropriate shifts in verb tense.	READING/WRITING WORKSHOP: Unit 3: 189 Grammar Handbook: 459 TEACHER'S EDITION: Unit 1: T348, T354 Unit 2: T348, T354 Unit 3: T103, T96-T97, T127, T288, T289, T319, T348, T354 Unit 4: T348 Unit 5: T354 Unit 6: T354
L.5.1e	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	TEACHER'S EDITION: Unit 1: T96 Unit 3: T284 Unit 6: T224
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.5.2a	Use punctuation to separate items in a series.	TEACHER'S EDITION: Unit 1: T97 Unit 4: T289 Unit 6: T225
L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	TEACHER'S EDITION: Unit 1: T97, T224, T225, T284 Unit 5: T32, T96, T97, T127
L.5.2c	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>).	READING/WRITING WORKSHOP: Grammar Handbook: 479 TEACHER'S EDITION: Unit 1: T33, T97, T284

Language Standards		
Conventions of Standard English		McGraw-Hill California Wonders
L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	READING/WRITING WORKSHOP: Grammar Handbook: 480 TEACHER'S EDITION: Unit 2: T289 Unit 3: T225 Unit 5: T161
L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	TEACHER'S EDITION: Unit 1: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291 Unit 2: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291 Unit 3: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291 Unit 4: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291 Unit 5: T34-T37, T98-T101, T162-T163, T226-T227, T290-T291 Unit 6: T34-T35, T98-T99, T162-T163, T226-T227, T290-T291
Knowledge of Language		McGraw-Hill California Wonders
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.5.3a	Expand, combine, and reduce sentences for meaning, reading/listener interest, and style.	READING/WRITING WORKSHOP: Unit 1: 72-73, 86-87 Unit 3: 216-217 Unit 6: Grammar Handbook: 452, 453, 468 TEACHER'S EDITION: Unit 1: T31, T220, T284, T288, T289, T319, T347, T353 Unit 2: T347, T353 Unit 3: T220, T347, T353 Unit 4: T347, T353 Unit 5: T33, T97, T347, T353 Unit 6: T156, T158, T159, T224, T225, T347, T353
L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	READING/WRITING WORKSHOP: Unit 5: 330 TEACHER'S EDITION: Unit 5: T86, T89C, T89I, T89M, T89O
Vocabulary Acquisition and Use		McGraw-Hill California Wonders
L.5.4	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.	
L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	READING/WRITING WORKSHOP: Unit 1: 29 Unit 2: 101 Unit 3: 173, 187, 229 Unit 4: 287 Unit 5: 317, 345 Unit 6: 389, 417 LITERATURE ANTHOLOGY: Unit 1: 25, 63 Unit 2: 113, 179 Unit 3: 195, 213, 259 Unit 5: 359, 399 Unit 6: 445, 485 YOUR TURN PRACTICE BOOK: 7, 57, 107, 147, 187, 207, 227, 277 WORD STUDY WORKSTATION ACTIVITY CARDS: 1-3 TEACHER'S EDITION: Unit 1: T25D, T25H, T25L, T153C, T217E, T217H, T217K Unit 2: T24, T25E, T25G, T25I, T37, T153E, T164 Unit 3: T24, T25K, T37, T88, T89D, T89E, T89H, T89I, T153A, T153B, T153I, T164, T217I, T228, T280, Unit 4: T25, T88, T152, T153I, T153O, T164, T216, T217C, T217E, T217M, T229 Unit 5: T24, T25C, T25M, T25N, T37, T152, T153B, T153I, T165, T217E, T217K Unit 6: T24, T89C, T89K, T89Q, T152, T153C, T153G, T153K
L.5.4b	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>).	READING/WRITING WORKSHOP: Unit 1: 71, 85 Unit 2: 129 Unit 3: 201, 215 Unit 5: 359, 373 LITERATURE ANTHOLOGY: Unit 1: 85, 93 Unit 2: 151 Unit 3: 231, 251 Unit 5: 421 YOUR TURN PRACTICE BOOK: 37, 47, 77, 127, 137, 237, 247 WORD STUDY WORKSTATION ACTIVITY CARDS: 7-II TEACHER'S EDITION: Unit 1: T216, T217C, T229, T280, T281B, T293 Unit 2: T36, T152, T153F, T153G, T165 Unit 3: T152, T153D, T216, T217J, T229 Unit 4: T36, T228 Unit 5: T216, T217B, T229, T280, T293 Unit 6: T36, T89K
L.5.4c	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 and to identify alternate word choices in all content areas.	WORK STUDY WORKSTATION ACTIVITY CARDS: 5 TEACHER'S EDITION: Unit 1: T24, T37, T165, T216, T217E, T217F, T217K, T229, T280, T293, T352 Unit 2: T24, T37, T25E, T152, T165, T293, T351 Unit 3: TT37, 89E, T101, T152, T165, T228, T229 Unit 4: T24, T100, T153O, T164, T217C, T229 Unit 5: T36, T101, T152, T153I, T160, T293 Unit 6: T88, T89Q, T101, T153C, T153K, T165, T217G, T292

Language Standards

Vocabulary Acquisition and Use

McGraw-Hill California Wonders

L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.5.5a	Interpret figurative language, including similes and metaphors, in context.	<p>READING/WRITING WORKSHOP: Unit 2: I44-I45, I58-I59 Unit 4: 246-247, 260-261 Unit 5: 316, 332-333 Unit 6: 390-391, 446-447</p> <p>LITERATURE ANTHOLOGY: Unit 2: I33, I71 Unit 4: 343, 345 Unit 6: 509</p> <p>YOUR TURN PRACTICE BOOK: 67, 87, 197, 297</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: I3, I4</p> <p>TEACHER'S EDITION: Unit 1: T89N, I53K Unit 2: T25P, T88, T89F, T89K, T89O, T10I, T216, T217B, T217J, T220, T228, T229, T281E, T284, T292 Unit 4: T25O, T28, T92, T153B, T153Q, T280, T281C, T352 Unit 5: T25L, T25M, T92, T100, T217N Unit 6: T25F, T25O, T28, T89M, T153H, T217D, T217L, T217M, T280, T281B, T281C, T284, T293</p>
L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>READING/WRITING WORKSHOP: Unit 1: 43 Unit 4: 259 Unit 5: 331, 360-361</p> <p>LITERATURE ANTHOLOGY: Unit 1: 41 Unit 4: 293 Unit 5: 379</p> <p>YOUR TURN PRACTICE BOOK: 17, 167, 217</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: I2</p> <p>TEACHER'S EDITION: Unit 1: T89A, T89B, T228 Unit 2: T217J Unit 3: T36 Unit 4: T88, T89D, T10I Unit 5: T88, T89C, T89E, T89G, T89S, T10I, T220 Unit 6: T89L, T100</p>
L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>READING/WRITING WORKSHOP: Unit 1: 57 Unit 2: I57 Unit 4: 245 Unit 6: 389, 431</p> <p>LITERATURE ANTHOLOGY: Unit 1: 63 Unit 2: I79 Unit 4: 277 Unit 6: 503</p> <p>YOUR TURN PRACTICE BOOK: 27, 97, I57, 287</p> <p>WORD STUDY WORKSTATION ACTIVITY CARDS: 4-6</p> <p>TEACHER'S EDITION: Unit 1: T89F, T292, T293 Unit 2: T10I, T195, T229, T280, T281C, T293 Unit 4: T24, T25K, T37, T100, T165, T293 Unit 5: T36, T165, T229 Unit 6: T25G, T216, T217G, T217I</p>
L.5.6	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</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	<p>READING/WRITING WORKSHOP: Unit 1: 55, 69, 72 Unit 2: 99 Unit 3: 230, 231 Unit 4: 288, 289 Unit 5: 318-319, 360-361</p> <p>YOUR TURN PRACTICE BOOK: I, II, 21, 31, 41, 51, 81, 91, 101, III, 121, 131, 141, 171, 191, 241, 251, 261, 271, 281, 291</p> <p>TEACHER'S EDITION: Unit 1: T14, T36, T78, T100, T142, T148, T153L, T164, T206, T212, T220-T223, T228, T270, T273, T292, T344, T346-T348, T350-T352, T354 Unit 2: T14, T20, T36, T78, T100, T142, T164, T206, T228, T270, T292, T344, T346, T348, T350, T352, T354 Unit 3: T14, T36, T78, T89J, T100, T142, T153J, T164, T206, T228, T270, T284-T287, T292, T344, T346, T348, T350, T352, T354 Unit 4: T14, T36, T78, T100, T142, T164, T206, T220-T223, T228, T270, T292, T344, T346, T348, T350, T352, T354 Unit 5: T14, T28, T36, T78, T92-97, T100, T142, T164, T206, T220, T228, T270, T292, T332, T344, T346-T348, T350, T352, T354 Unit 6: T14, T32, T36, T78, T92, T100, T142, T164, T206, T228, T270, T292, T344, T346, T348, T350, T352, T354</p>



Language Progressive Skills

Below are the grades 3 and 4 Language standards indicated by CCSS to be particularly likely to require continued attention in grade 5 as they are applied to increasingly sophisticated writing and speaking.

Language Standards		
Standard		McGraw-Hill California Wonders
L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.	TEACHER'S EDITION: Unit 1: T348 Unit 2: T348 Unit 3: T32, T33, T63, T255, T348 Unit 4: T32, T33, T63, T96, T97, T160, T161, T167, T225, T348 Unit 5: T96, T97, T348 Unit 6: T348
L.3.3a	Choose words and phrases for effect.	READING/WRITING WORKSHOP: Unit 1: 44 Unit 2: 143 Unit 3: 174, 188 Unit 4: 302 Unit 5: 403, 445 YOUR TURN PRACTICE BOOK: 9, 19, 29, 99, 119, 199 WRITING WORKSTATION ACTIVITY CARDS: 14, 16, 18, 21 TEACHER'S EDITION: Unit 1: T28, T30, T31, T156, T158, 345, T346, T350, T352 Unit 2: T126 Unit 3: T92, T94, T126, Unit 4: T284, T286, T287, T318, T350, T351, T352 Unit 6: T284, T286, T287, T318, T350, T352
L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	TEACHER'S EDITION: Unit 1: T32, T33, T63, T160, T161, T288, T289, T319, T348, T354 Unit 2: T63, T252, T348, T354 Unit 3: T348, T354 Unit 4: T84, T286, T287, T348, T354 Unit 5: T348, T354 Unit 6: T348, T354
L.4.1g	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	READING/WRITING WORKSHOP: Unit 6: 389 WORD STUDY WORKSTATION ACTIVITY CARDS: 6 TEACHER'S EDITION: Unit 1: T25L Unit 2: T226 Unit 4: T288, T289, T295, T319 Unit 5: T90, T91, T98, T99, T106, T107, T126 Unit 6: T24, T25, T37, T45, T50, T54, T61, T228
L.4.3a	Choose words and phrases to convey ideas precisely.	READING/WRITING WORKSHOP: Unit 1: 58 Unit 2: 158 Unit 6: 446 YOUR TURN PRACTICE BOOK: 29, 79, 99, 299 WRITING WORKSTATION ACTIVITY CARDS: 15 TEACHER'S EDITION: Unit 1: T25B, T89F, T156, T158, T159, T190, T217F, T349, T353 Unit 2: T25H, T25U, T89N, T158, T167, T217D, T284, T286, T287, T318, T344, T347, T350, T352 Unit 3: T25F, T25H, T153O, T295 Unit 4: T284, T353 Unit 5: T153O, T295, T346 Unit 6: T89H, T284, T318
L.4.3b	Choose punctuation for effect.	TEACHER'S EDITION: Unit 1: T25G, T32, T33, T217G Unit 2: T89I, T217C Unit 3: T153J Unit 4: T289 Unit 5: T217E Unit 6: T217C, T225

California

English Language Development Standards

Grade 5

Each standard is coded in the following manner:

Part Number	Grade Level	Standard Number	Proficiency Level
PII	5	5	Ex

Part I: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information/ideas	<i>McGraw-Hill California Wonders</i>
<p>PI.5.1.Em Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.</p>	<p>TEACHER'S EDITION: Unit 1: T11, T15, T56-T57, T75, T79, T87, T120-T121, T139, T143, T153, T184-T185, T203, T207, T215, T248-T249, T267, T271, T275, T279, T312-T313; Unit 2: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 3: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 4: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T248-T249, T267, T271, T312-T313; Unit 5: T11, T15, T32, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T32, T56-T57, T120-T121, T184-T185, T248-T249, T312-T313</p>
<p>PI.5.1.Ex Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.</p>	<p>TEACHER'S EDITION: Unit 1: T11, T15, T56-T57, T75, T79, T87, T120-T121, T139, T143, T153, T184-T185, T203, T207, T215, T248-T249, T267, T271, T275, T279, T312-T313; Unit 2: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 3: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 4: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T248-T249, T267, T271, T312-T313; Unit 5: T11, T15, T32, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T32, T56-T57, T120-T121, T184-T185, T248-T249, T312-T313</p>
<p>PI.5.1.Br Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.</p>	<p>TEACHER'S EDITION: Unit 1: T11, T15, T56-T57, T75, T79, T87, T120-T121, T139, T143, T153, T184-T185, T203, T207, T215, T248-T249, T267, T271, T275, T279, T312-T313; Unit 2: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 3: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T203, T207, T267, T271, T312-T313; Unit 4: T11, T15, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T248-T249, T267, T271, T312-T313; Unit 5: T11, T15, T32, T56-T57, T75, T79, T120-T121, T139, T143, T184-T185, T203, T207, T224, T248-T249, T267, T271, T312-T313; Unit 6: T32, T56-T57, T120-T121, T184-T185, T248-T249, T312-T313</p>

This correlation is for Integrated ELD instruction in *CA Wonders*. Correlations for Designated ELD instruction can be found in *CA Wonders For English Learners Teacher's Edition*.

Part I: Interacting in Meaningful Ways		
2. Interacting via written English		McGraw-Hill California Wonders
PI.5.2.Em	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TEACHER'S EDITION: Unit 1: T157; Unit 5: T351; Unit 6: T21, T79, T139, T143, T207, T285
PI.5.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TEACHER'S EDITION: Unit 1: T157; Unit 5: T351; Unit 6: T21, T79, T139, T143, T207, T285
PI.5.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TEACHER'S EDITION: Unit 1: T157; Unit 5: T351; Unit 6: T21, T79, T139, T143, T207, T285
3. Offering opinions		McGraw-Hill California Wonders
PI.5.3.Em	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think...</i>), as well as open responses, in order to gain and/or hold the floor.	EL REPRODUCIBLES: 299 TEACHER'S EDITION: Unit 1: T318; Unit 4: T221, T312; Unit 6: T11, T75, T203, T267, T271
PI.5.3.Ex	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	EL REPRODUCIBLES: 299 TEACHER'S EDITION: Unit 1: T318; Unit 4: T221, T312; Unit 6: T11, T75, T203, T267, T271
PI.5.3.Br	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	EL REPRODUCIBLES: 299 TEACHER'S EDITION: Unit 1: T318; Unit 4: T221; Unit 6: T11, T75, T203, T267, T271
4. Adapting language choices		McGraw-Hill California Wonders
PI.5.4.Em	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	EL REPRODUCIBLES: 100, 110, 120, 130, 140, 160, 170, 180, 200, 230, 240, 250, 290, 300 TEACHER'S EDITION: Unit 1: T93, T292; Unit 2: T29, T93, T157, T211, T285, T292, T345, T351; Unit 3: T29, T62, T93, T126, T292; Unit 4: T29, T62, T93, T157, T285, T292; Unit 5: T93, T157, T221, T285, T292, T345; Unit 6: T29, T292
PI.5.4.Ex	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	EL REPRODUCIBLES: 100, 110, 120, 130, 140, 160, 170, 180, 200, 230, 240, 250, 290, 300 TEACHER'S EDITION: Unit 1: T93, T292; Unit 2: T29, T93, T157, T211, T285, T292, T345, T351; Unit 3: T29, T62, T93, T126, T292; Unit 4: T29, T62, T93, T157, T285, T292; Unit 5: T93, T157, T221, T285, T292, T345; Unit 6: T29, T292
PI.5.4.Br	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	EL REPRODUCIBLES: 100, 110, 120, 130, 140, 160, 170, 180, 200, 230, 240, 250, 290, 300 TEACHER'S EDITION: Unit 1: T93, T292; Unit 2: T29, T93, T157, T211, T285, T292, T345, T351; Unit 3: T29, T62, T93, T126, T292; Unit 4: T29, T62, T93, T157, T285, T292; Unit 5: T93, T157, T221, T285, T292, T345; Unit 6: T29, T292

Part I: Interacting in Meaningful Ways

B. Interpretive

5. Listening actively

McGraw-Hill California Wonders

PI.5.5.Em	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	TEACHER'S EDITION: Unit 1: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327, T351; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327
PI.5.5.Ex	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	TEACHER'S EDITION: Unit 1: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327, T351; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327
PI.5.5.Br	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	TEACHER'S EDITION: Unit 1: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 2: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 3: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 4: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327, T351; Unit 5: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327; Unit 6: T16-T17, T80-T81, T144-T145, T208-T209, T272-T273, T327

6. Reading/viewing closely

McGraw-Hill California Wonders

PI.5.6a.Em	Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.	EL REPRODUCIBLES: 2, 3-5, 6, 12, 13-15, 16, 22, 23-25, 26, 32, 33-35, 36, 42, 43-45, 46, 52, 53-55, 56, 62, 63-65, 66, 72, 73-75, 82, 83-85, 86, 92, 93-95, 96, 102, 103-105, 106, 112, 113-115, 116, 122, 123-125, 126, 132, 133-135, 136, 142, 143-145, 146, 152, 153-155, 156, 162, 163-165, 166, 172, 173-175, 176, 182, 183-185, 186, 192, 193-194, 195, 196, 202, 203-205, 206, 212, 213-215, 216, 222, 223-225, 226, 232, 233-235, 236, 242, 243-245, 246, 252, 253-255, 256, 262, 263-265, 266, 272, 273-275, 276, 282, 283-285, 286, 292-294, 295, 296 TEACHER'S EDITION: Unit 1: T16-T17, T19, T21, T25A-T25P, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T184-T185, T186-T187; Unit 2: T16-T17, T19, T21, T23, T25A-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153N, T184-T185, T186-T187; Unit 3: T16-T17, T19, T23, T25A-T25N, T25O-T25P, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T23, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153R, T153S-T153V, T184-T185; Unit 5: T16-T17, T19, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T151, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 6: T16-T17, T19, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T153S-T153V, T184-T185, T186-T187
PI.5.6b.Em	Use knowledge of frequently-used affixes (e.g., <i>un-</i> , <i>mis-</i>), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.	EL REPRODUCIBLES: 7, 17, 27, 37, 47, 77, 97, 107, 117, 127, 137, 147, 167, 168, 177, 187, 198, 207, 208, 217, 218, 227, 228, 237, 238, 247, 248, 249, 257, 258, 267, 268, 277, 278, 288, 298 TEACHER'S EDITION: Unit 1: T25, T25A-T25P, T56-T57, T61, T89A-T89L, T125, T153, T153A-T153R, T153S-T153V, T184-T185, T189, T217A-T217R, T253, T281, T312-T313, T317; Unit 2: T25A-T25R, T56-T57, T61, T89Q-T89T, T106, T107, T153, T153A-T153N, T153O-T153R, T171, T184-T185, T189, T234, T235, T281, T317; Unit 3: T25, T25A-T25N, T56-T57, T61, T89, T120-T121, T125, T153, T184-T185, T189, T248-T249, T253, T281, T314-T315, T317; Unit 4: T56-T57, T61, T89, T106, T107, T125, T153, T184-T185, T189, T217, T248-T249, T253, T298; Unit 5: T25, T42, T43, T56-T57, T61, T89, T153A-T153P, T170, T171, T184-T185, T189, T217, T234, T235, T248-T249, T250-T251, T253, T281, T298, T299, T312-T313, T314-T315, T317; Unit 6: T25, T42, T43, T61, T89, T89A-T89N, T106, T107, T125, T153, T170, T171, T184-T185, T189, T234, T235, T248-T249, T253, T298, T299

Part I: Interacting in Meaningful Ways

<p>PI.5.6a.Ex</p>	<p>Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p>	<p>EL REPRODUCIBLES: 2, 3-5, 6, 12, 13-15, 16, 22, 23-25, 26, 32, 33-35, 36, 42, 43-45, 46, 52, 53-55, 56, 62, 63-65, 66, 72, 73-75, 82, 83-85, 86, 92, 93-95, 96, 102, 103-105, 106, 112, 113-115, 116, 122, 123-125, 126, 132, 133-135, 136, 142, 143-145, 146, 152, 153-155, 156, 162, 163-165, 166, 172, 173-175, 176, 182, 183-185, 186, 192, 193-194, 195, 196, 202, 203-205, 206, 212, 213-215, 216, 222, 223-225, 226, 232, 233-235, 236, 242, 243-245, 246, 252, 253-255, 256, 262, 263-265, 266, 272, 273-275, 276, 282, 283-285, 286, 292-294, 295, 296</p> <p>TEACHER'S EDITION: Unit 1: T16-T17, T19, T21, T25A-T25P, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T184-T185, T186-T187; Unit 2: T16-T17, T19, T21, T23, T25A-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153N, T184-T185, T186-T187; Unit 3: T16-T17, T19, T23, T25A-T25N, T25O-T25P, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T23, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153R, T153S-T153V, T184-T185; Unit 5: T16-T17, T19, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T151, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 6: T16-T17, T19, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T153S-T153V, T184-T185, T186-T187</p>
<p>PI.5.6b.Ex</p>	<p>Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>EL REPRODUCIBLES: 7, 17, 27, 37, 47, 77, 97, 107, 117, 127, 137, 147, 167, 168, 177, 187, 198, 207, 208, 217, 218, 227, 228, 237, 238, 247, 248, 249, 257, 258, 267, 268, 277, 278, 288, 298</p> <p>TEACHER'S EDITION: Unit 1: T25, T25A-T25P, T56-T57, T61, T89A-T89L, T125, T153, T153A-T153R, T153S-T153V, T184-T185, T189, T217A-T217R, T253, T281, T312-T313, T317; Unit 2: T25A-T25R, T56-T57, T61, T89Q-T89T, T106, T107, T153, T153A-T153N, T153O-T153R, T171, T184-T185, T189, T234, T235, T281, T317; Unit 3: T25, T25A-T25N, T56-T57, T61, T89, T120-T121, T125, T153, T184-T185, T189, T248-T249, T253, T281, T314-T315, T317; Unit 4: T56-T57, T61, T89, T106, T107, T125, T153, T184-T185, T189, T217, T248-T249, T253, T298; Unit 5: T25, T42, T43, T56-T57, T61, T89, T153A-T153P, T170, T171, T184-T185, T189, T217, T234, T235, T248-T249, T250-T251, T253, T281, T298, T299, T312-T313, T314-T315, T317; Unit 6: T25, T42, T43, T61, T89, T89A-T89N, T106, T107, T125, T153, T170, T171, T184-T185, T189, T234, T235, T248-T249, T253, T298, T299</p>
<p>PI.5.6a.Br</p>	<p>Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p>	<p>EL REPRODUCIBLES: 2, 3-5, 6, 12, 13-15, 16, 22, 23-25, 26, 32, 33-35, 36, 42, 43-45, 46, 52, 53-55, 56, 62, 63-65, 66, 72, 73-75, 82, 83-85, 86, 92, 93-95, 96, 102, 103-105, 106, 112, 113-115, 116, 122, 123-125, 126, 132, 133-135, 136, 142, 143-145, 146, 152, 153-155, 156, 162, 163-165, 166, 172, 173-175, 176, 182, 183-185, 186, 192, 193-194, 195, 196, 202, 203-205, 206, 212, 213-215, 216, 222, 223-225, 226, 232, 233-235, 236, 242, 243-245, 246, 252, 253-255, 256, 262, 263-265, 266, 272, 273-275, 276, 282, 283-285, 286, 292-294, 295, 296</p> <p>TEACHER'S EDITION: Unit 1: T16-T17, T19, T21, T25A-T25P, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T184-T185, T186-T187; Unit 2: T16-T17, T19, T21, T23, T25A-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153N, T184-T185, T186-T187; Unit 3: T16-T17, T19, T23, T25A-T25N, T25O-T25P, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 4: T16-T17, T19, T21, T23, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T147, T149, T153A-T153R, T153S-T153V, T184-T185; Unit 5: T16-T17, T19, T23, T25A-T25N, T25O-T25R, T56-T57, T58-T59, T144-T145, T147, T149, T151, T153A-T153P, T153Q-T153T, T184-T185, T186-T187; Unit 6: T16-T17, T19, T25A-T25P, T25Q-T25T, T56-T57, T58-T59, T144-T145, T149, T151, T153A-T153R, T153S-T153V, T184-T185, T186-T187</p>

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<p>PI.5.6b.Br</p>	<p>Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>EL REPRODUCIBLES: 7, 17, 27, 37, 47, 77, 97, 107, 117, 127, 137, 147, 167, 168, 177, 187, 198, 207, 208, 217, 218, 227, 228, 237, 238, 247, 248, 249, 257, 258, 267, 268, 277, 278, 288, 298 TEACHER'S EDITION: Unit 1: T25, T25A–T25P, T56–T57, T61, T89A–T89L, T125, T153, T153A–T153R, T153S–T153V, T184–T185, T189, T217A–T217R, T253, T281, T312–T313, T317; Unit 2: T25A–T25R, T56–T57, T61, T89Q–T89T, T106, T107, T153, T153A–T153N, T153O–T153R, T171, T184–T185, T189, T234, T235, T281, T317; Unit 3: T25, T25A–T25N, T56–T57, T61, T89, T120–T121, T125, T153, T184–T185, T189, T248–T249, T253, T281, T314–T315, T317; Unit 4: T56–T57, T61, T89, T106, T107, T125, T153, T184–T185, T189, T217, T248–T249, T253, T298; Unit 5: T25, T42, T43, T56–T57, T61, T89, T153A–T153P, T170, T171, T184–T185, T189, T217, T234, T235, T248–T249, T250–T251, T253, T281, T298, T299, T312–T313, T314–T315, T317; Unit 6: T25, T42, T43, T61, T89, T89A–T89N, T106, T107, T125, T153, T170, T171, T184–T185, T189, T234, T235, T248–T249, T253, T298, T299</p>
<p>7. Evaluating language choices</p>		<p>McGraw-Hill California Wonders</p>
<p>PI.5.7.Em</p>	<p>Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.</p>	<p>EL REPRODUCIBLES: 19, 29, 49, 129, 139, 143–145, 149, 159, 179, 189, 219, 243–245 TEACHER'S EDITION: Unit 1: T21, T87, T275, T279; Unit 3: T277; Unit 4: T23; Unit 5: T87, T277</p>
<p>PI.5.7.Ex</p>	<p>Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.</p>	<p>EL REPRODUCIBLES: 19, 29, 49, 129, 139, 143–145, 149, 159, 179, 189, 219, 243–245 TEACHER'S EDITION: Unit 1: T21, T87, T275, T279; Unit 3: T277; Unit 4: T23; Unit 5: T87, T277</p>
<p>PI.5.7.Br</p>	<p>Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.</p>	<p>EL REPRODUCIBLES: 19, 29, 49, 129, 139, 143–145, 149, 159, 179, 189, 219, 243–245 TEACHER'S EDITION: Unit 1: T21, T87, T275, T279; Unit 3: T277; Unit 4: T23; Unit 5: T87, T277</p>
<p>8. Analyzing language choices</p>		<p>McGraw-Hill California Wonders</p>
<p>PI.5.8.Em</p>	<p>Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).</p>	<p>EL REPRODUCIBLES: 67, 87, 116, 197, 297 TEACHER'S EDITION: Unit 1: T36, T89, T153D; Unit 2: T36, T89, T125, T147, T217, T253; Unit 3: T36, T87; Unit 4: T36, T317; Unit 5: T36, T125; Unit 6: T36, T281, T313, T317</p>
<p>PI.5.8.Ex</p>	<p>Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.</p>	<p>EL REPRODUCIBLES: 67, 87, 116, 197, 297 TEACHER'S EDITION: Unit 1: T36, T89, T89J, T120–T121, T153H, T153L; Unit 2: T25H, T36, T89, T89D, T120–T121, T125, T147, T217, T250–T251, T253; Unit 3: T25J, T25L, T36, T87; Unit 4: T36, T120–T121, T312–T313, T314–T315, T317; Unit 5: T25F, T36, T89F, T120–T121, T125; Unit 6: T36, T281, T317</p>
<p>PI.5.8.Br</p>	<p>Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i>, <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.</p>	<p>EL REPRODUCIBLES: 67, 87, 116, 197, 297 TEACHER'S EDITION: Unit 1: T36, T89, T89J, T120–T121, T153H, T153L; Unit 2: T25H, T36, T89, T89D, T120–T121, T125, T147, T217, T250–T251, T253; Unit 3: T25J, T25L, T36, T87; Unit 4: T36, T120–T121, T312–T313, T314–T315, T317; Unit 5: T25F, T36, T89F, T120–T121, T125; Unit 6: T36, T281, T317</p>

Part I: Interacting in Meaningful Ways

C. Productive

9. Presenting		<i>McGraw-Hill California Wonders</i>
PI.5.9.Em	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.	TEACHER'S EDITION: Unit 1: T221; Unit 6: T15, T21, T79, T93, T139, T143, T207, T213
PI.5.9.Ex	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support.	TEACHER'S EDITION: Unit 1: T221; Unit 6: T15, T21, T79, T93, T139, T143, T207, T213
PI.5.9.Br	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.	TEACHER'S EDITION: Unit 1: T221; Unit 6: T15, T21, T79, T93, T139, T143, T207, T213
10. Writing		<i>McGraw-Hill California Wonders</i>
PI.5.10a.Em	Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.	EL REPRODUCIBLES: 9, 59, 60, 69, 89, 99, 199, 229, 239, 259, 269, 289 TEACHER'S EDITION: Unit 1: T62, T122-T123, T126, T186-T187, T190, T250-T251, T314-T315, T345, T351; Unit 2: T62, T126, T190, T318; Unit 3: T186-T187, T190, T250-T251, T254, T314-T315; Unit 4: T126, T318; Unit 5: T62, T190, T254, T318; Unit 6: T190, T254
PI.5.10b.Em	Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 1: T327; Unit 3: T327; Unit 4: T147, T327; Unit 5: T327; Unit 6: T19, T83, T327
PI.5.10a.Ex	Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.	EL REPRODUCIBLES: 9, 59, 60, 69, 89, 99, 199, 229, 239, 259, 269, 289 TEACHER'S EDITION: Unit 1: T62, T122-T123, T126, T186-T187, T190, T250-T251, T314-T315, T345, T351; Unit 2: T62, T126, T190, T318; Unit 3: T186-T187, T190, T250-T251, T254, T314-T315; Unit 4: T126, T318; Unit 5: T62, T190, T254, T318; Unit 6: T190, T254
PI.5.10b.Ex	Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 4: T147; Unit 5: T327; Unit 6: T19, T83, T327
PI.5.10a.Br	Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.	EL REPRODUCIBLES: 9, 59, 60, 69, 89, 99, 199, 229, 239, 259, 269, 289 TEACHER'S EDITION: Unit 1: T62, T122-T123, T126, T186-T187, T190, T250-T251, T314-T315, T345, T351; Unit 2: T62, T126, T190, T318; Unit 3: T186-T187, T190, T250-T251, T254, T314-T315; Unit 4: T126, T318; Unit 5: T62, T190, T254, T318; Unit 6: T190, T254

Part I: Interacting in Meaningful Ways

PI.5.10b.Br	Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).	TEACHER'S EDITION: Unit 4: T147; Unit 5: T327; Unit 6: T19, T83, T327
11. Supporting opinions		McGraw-Hill California Wonders
PI.5.11a.Em	Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.	EL REPRODUCIBLES: 19, 79, 109, 119, 169, 209, 279 TEACHER'S EDITION: Unit 3: T345, T351; Unit 4: T221; Unit 6: T11, T267, T271, T351
PI.5.11b.Em	Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can</i> , <i>has to</i> , <i>maybe</i>).	TEACHER'S EDITION: Unit 4: T221; Unit 6: T75, T203, T267, T271, T345
PI.5.11a.Ex	Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.	EL REPRODUCIBLES: 19, 79, 109, 119, 169, 209, 279 TEACHER'S EDITION: Unit 3: T345, T351; Unit 4: T221; Unit 6: T11, T267, T271, T351
PI.5.11b.Ex	Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably</i> , <i>can/must</i>).	TEACHER'S EDITION: Unit 4: T221; Unit 6: T75, T203, T267, T271, T345
PI.5.11a.Br	Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.	EL REPRODUCIBLES: 19, 79, 109, 119, 169, 209, 279 TEACHER'S EDITION: Unit 3: T345, T351; Unit 4: T221; Unit 6: T11, T267, T271, T351
PI.5.11b.Br	Express attitude and opinions or temper statements with nuanced modal expressions (e.g., <i>probably/certainly</i> , <i>should/would</i>) and phrasing (e.g., <i>In my opinion...</i>).	TEACHER'S EDITION: Unit 4: T221; Unit 6: T75, T203, T267, T271, T345
12. Selecting language resources		McGraw-Hill California Wonders
PI.5.12a.Em	Use a select number of general academic and domain-specific words to create precision while speaking and writing.	EL REPRODUCIBLES: 1, 11, 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 201, 211, 221, 223-225, 231, 241, 251, 261, 271, 273-275, 281, 291 TEACHER'S EDITION: Unit 1: T11, T15, T25Q-T25T, T56-T57, T60, T61, T139, T143, T184-T185, T188, T189; Unit 2: T11, T15, T19, T25A-T25R, T25S-T25V, T60, T61, T139, T143, T188, T189; Unit 3: T11, T15, T56-T57, T60, T61, T139, T143, T147, T184-T185, T188, T189; Unit 4: T11, T15, T19, T56-T57, T60, T61, T139, T143, T149, T153A-T153R, T153S-T153V, T184-T185, T188, T189; Unit 5: T11, T15, T19, T56-T57, T60, T61, T139, T143, T147, T149, T153A-T153P, T184-T185, T188, T189; Unit 6: T15, T25Q-T25T, T56-T57, T60, T61, T153A-T153R, T184-T185, T188, T189
PI.5.12b.Em	Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>unhappy</i>).	EL REPRODUCIBLES: 168, 228, 248, 288, 298 TEACHER'S EDITION: Unit 1: T228; Unit 2: T127, T228; Unit 3: T228; Unit 4: T106, T228; Unit 5: T42, T228; Unit 6: T228

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PI.5.12a.Ex	Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.	<p>EL REPRODUCIBLES: I, II, 2I, 3I, 4I, 5I, 6I, 7I, 8I, 9I, 10I, III, 12I, 13I, 14I, 15I, 16I, 17I, 18I, 19I, 20I, 21I, 22I, 223-225, 23I, 24I, 25I, 26I, 27I, 273-275, 28I, 29I</p> <p>TEACHER'S EDITION: Unit 1: TII, T15, T25Q-T25T, T56-T57, T60, T6I, T139, T143, T184-T185, T188, T189; Unit 2: TII, T15, T19, T25A-T25R, T25S-T25V, T60, T6I, T139, T143, T188, T189; Unit 3: TII, T15, T56-T57, T60, T6I, T139, T143, T147, T184-T185, T188, T189; Unit 4: TII, T15, T19, T56-T57, T60, T6I, T139, T143, T149, T153A-T153R, T153S-T153V, T184-T185, T188, T189; Unit 5: TII, T15, T19, T56-T57, T60, T6I, T139, T143, T147, T149, T153A-T153P, T184-T185, T188, T189; Unit 6: T15, T25Q-T25T, T56-T57, T60, T6I, T153A-T153R, T184-T185, T188, T189</p>
PI.5.12b.Ex	Select a growing number of frequently used affixes for accuracy and precision (e.g., <i>She walked. He likes..., I'm unhappy.</i>).	<p>EL REPRODUCIBLES: 168, 228, 248, 288, 298</p> <p>TEACHER'S EDITION: Unit 1: T228; Unit 2: T228; Unit 3: T228; Unit 4: T106, T228; Unit 5: T42, T228; Unit 6: T228</p>
PI.5.12a.Br	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.	<p>EL REPRODUCIBLES: I, II, 2I, 3I, 4I, 5I, 6I, 7I, 8I, 9I, 10I, III, 12I, 13I, 14I, 15I, 16I, 17I, 18I, 19I, 20I, 21I, 22I, 223-225, 23I, 24I, 25I, 26I, 27I, 273-275, 28I, 29I</p> <p>TEACHER'S EDITION: Unit 1: TII, T15, T25Q-T25T, T56-T57, T60, T6I, T139, T143, T184-T185, T188, T189; Unit 2: TII, T15, T19, T25A-T25R, T25S-T25V, T60, T6I, T139, T143, T188, T189; Unit 3: TII, T15, T56-T57, T60, T6I, T139, T143, T147, T184-T185, T188, T189; Unit 4: TII, T15, T19, T56-T57, T60, T6I, T139, T143, T149, T153A-T153R, T153S-T153V, T184-T185, T188, T189; Unit 5: TII, T15, T19, T56-T57, T60, T6I, T139, T143, T147, T149, T153A-T153P, T184-T185, T188, T189; Unit 6: T15, T25Q-T25T, T56-T57, T60, T6I, T100, T120-T12I, T124, T125, T153A-T153R, T184-T185, T188, T189</p>
PI.5.12b.Br	Select a variety of appropriate affixes for accuracy and precision (e.g., <i>She's walking. I'm uncomfortable. They left reluctantly.</i>).	<p>EL REPRODUCIBLES: 168, 228, 248, 288, 298</p> <p>TEACHER'S EDITION: Unit 1: T228; Unit 2: T228; Unit 3: T228; Unit 4: T106, T228; Unit 5: T42, T228; Unit 6: T228</p>

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure		<i>McGraw-Hill California Wonders</i>
P.11.5.1.Em	Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.	EL REPRODUCIBLES: 26, 46, 76, 96, 166, 176, 186, 195, 196, 226, 236, 276, 286 TEACHER'S EDITION: Unit 1: T56-T57, T58-T59, T151, T248-T249; Unit 2: T25J, T25O, T184-T185, T186-T187, T248-T249, T279, T314-T315; Unit 3: T184-T185, T215; Unit 4: T87, T89D, T89F, T120-T121, T215, T275, T279; Unit 5: T151; Unit 6: T58-T59, T87, T151, T215, T275
P.11.5.1.Ex	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	EL REPRODUCIBLES: 26, 46, 76, 96, 166, 176, 186, 195, 196, 226, 236, 276, 286 TEACHER'S EDITION: Unit 1: T56-T57, T58-T59, T151, T248-T249; Unit 2: T25J, T25O, T184-T185, T186-T187, T248-T249, T279, T314-T315; Unit 3: T184-T185, T215; Unit 4: T87, T89D, T89F, T120-T121, T215, T275, T279; Unit 5: T151; Unit 6: T58-T59, T87, T151, T215, T275
P.11.5.1.Br	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	TEACHER'S EDITION: Unit 1: T56-T57, T58-T59, T151, T248-T249; Unit 2: T25J, T25O, T184-T185, T186-T187, T248-T249, T279, T314-T315; Unit 3: T184-T185, T215; Unit 4: T87, T89D, T89F, T120-T121, T215, T275, T279; Unit 5: T151; Unit 6: T58-T59, T87, T151, T215, T275
2. Understanding cohesion		<i>McGraw-Hill California Wonders</i>
P.11.5.2a.Em	Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.	EL REPRODUCIBLES: 57, 157, 287 TEACHER'S EDITION: Unit 4: T63, T127, T255, T319; Unit 5: T89H; Unit 6: T25B, T281C
P.11.5.2b.Em	Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.	EL REPRODUCIBLES: 40, 90, 150, 190, 220, 256, 260, 270 TEACHER'S EDITION: Unit 1: T21, T149, T213, T254; Unit 2: T21, T23, T122-T123, T149, T184-T185, T248-T249, T254, T281F; Unit 3: T318; Unit 4: T190, T254; Unit 5: T126, T184-T185; Unit 6: T62, T89F, T89J, T126, T149
P.11.5.2a.Ex	Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.	EL REPRODUCIBLES: 57, 157, 287 TEACHER'S EDITION: Unit 4: T63, T127, T255, T319; Unit 5: T89H; Unit 6: T25B, T281C
P.11.5.2b.Ex	Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.	EL REPRODUCIBLES: 40, 90, 150, 190, 220, 256, 260, 270 TEACHER'S EDITION: Unit 1: T21, T149, T213, T254; Unit 2: T21, T23, T122-T123, T149, T184-T185, T254; Unit 3: T318; Unit 4: T190, T254; Unit 5: T126; Unit 6: T62, T89F, T89J, T126, T149

Part II: Learning About How English Works		
PII.5.2a.Br	Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.	EL REPRODUCIBLES: 57, 157, 287 TEACHER'S EDITION: Unit 4: T63, T127, T255, T319; Unit 5: T89H; Unit 6: T25B, T281C
PII.5.2b.Br	Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently</i> , <i>specifically</i> , <i>however</i>) to comprehending texts and writing cohesive texts	EL REPRODUCIBLES: 40, 90, 150, 190, 220, 256, 260, 270 TEACHER'S EDITION: Unit 1: T21, T149, T213, T254; Unit 2: T21, T23, T149, T184-T185, T254; Unit 3: T318; Unit 4: T190, T254; Unit 5: T126; Unit 6: T62, T89F, T89J, T126, T149
B. Expanding & Enriching Ideas		
3. Using verbs and verb phrases		McGraw-Hill California Wonders
PII.5.3.Em	Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	TEACHER'S EDITION: Unit 1: T127, T164; Unit 2: T164; Unit 3: T63, T127, T164, T191, T255, T319; Unit 4: T164, T191; Unit 6: T160, T164, T191
PII.5.3.Ex	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	TEACHER'S EDITION: Unit 1: T127; Unit 3: T63, T127, T191, T255, T319; Unit 4: T191; Unit 6: T160, T164, T191
PII.5.3.Br	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.	TEACHER'S EDITION: Unit 1: T127; Unit 3: T63, T127, T191, T255, T319; Unit 4: T191; Unit 6: T160, T164, T191
4. Using nouns and noun phrases		McGraw-Hill California Wonders
PII.5.4.Em	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TEACHER'S EDITION: Unit 2: T63, T170, T191, T255; Unit 5: T160, T191, T255, T319
PII.5.4.Ex	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TEACHER'S EDITION: Unit 2: T63, T170, T191, T255; Unit 5: T160, T191, T255, T319

Part II: Learning About How English Works

<p>P11.5.4.Br</p>	<p>Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.</p>	<p>TEACHER'S EDITION: Unit 2: T63, T170, T191, T255; Unit 5: T160, T191, T255, T319</p>
<p>5. Modifying to add details</p>		<p>McGraw-Hill California Wonders</p>
<p>P11.5.5.Em</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 70, 80, 210 TEACHER'S EDITION: Unit 2: T319; Unit 3: T157, T285; Unit 4: T345; Unit 5: T29; Unit 6: T63, T96, T127, T221, T288, T318, T319</p>
<p>P11.5.5.Ex</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 70, 80, 210 TEACHER'S EDITION: Unit 2: T319; Unit 3: T157, T285; Unit 4: T345; Unit 5: T29; Unit 6: T63, T96, T127, T221, T288, T318, T319</p>
<p>P11.5.5.Br</p>	<p>Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.</p>	<p>EL REPRODUCIBLES: 10, 20, 30, 70, 80, 210 TEACHER'S EDITION: Unit 2: T319; Unit 3: T157, T285; Unit 4: T345; Unit 5: T29; Unit 6: T63, T96, T127, T221, T288, T318, T319</p>
<p>C. Connecting & Condensing Ideas</p>		
<p>6. Connecting ideas</p>		<p>McGraw-Hill California Wonders</p>
<p>P11.5.6.Em</p>	<p>Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X <i>because</i> X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>).</p>	<p>EL REPRODUCIBLES: 39, 280 TEACHER'S EDITION: Unit 1: T63, T191, T255, T285, T319; Unit 3: T221; Unit 5: T63, T96, T127, T157, T288; Unit 6: T224</p>
<p>P11.5.6.Ex</p>	<p>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to provide reasons to support ideas (e.g., <i>X is an extremely good book because X.</i>).</p>	<p>EL REPRODUCIBLES: 39, 280 TEACHER'S EDITION: Unit 1: T63, T191, T255, T285, T319; Unit 3: T221; Unit 5: T63, T96, T127, T157, T288; Unit 6: T224</p>

Part II: Learning About How English Works		
PII.5.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>), or to provide reasons to support ideas (e.g., <i>The author persuades the reader by X.</i>).	EL REPRODUCIBLES: 39, 280 TEACHER'S EDITION: Unit 1: T63, T191, T255, T285, T319; Unit 3: T221; Unit 5: T63, T96, T127, T157, T288; Unit 6: T224
7. Condensing ideas		McGraw-Hill California Wonders
PII.5.7.Em	Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine. – The book that is on the desk is mine.</i>) to create precise and detailed sentences.	EL REPRODUCIBLES: 50 TEACHER'S EDITION: Unit 1: T285; Unit 3: T221; Unit 6: T157, T255
PII.5.7.Ex	Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk. – The science book that's on the desk is mine.</i>) to create precise and detailed sentences.	EL REPRODUCIBLES: 50 TEACHER'S EDITION: Unit 1: T285; Unit 3: T221; Unit 6: T157, T255
PII.5.7.Br	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong. – Their strength helped them crush their numerous enemies.</i>) to create precise and detailed sentences.	EL REPRODUCIBLES: 50 TEACHER'S EDITION: Unit 1: T285; Unit 3: T221; Unit 6: T157, T255

Part III: Using Foundational Literacy Skills		
Foundational Literacy Skills		McGraw-Hill California Wonders
PIII	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	EL REPRODUCIBLES: 8, 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 178, 188 TEACHER'S EDITION: Unit 1: T42, T43, T62, T106, T107, T126, T170, T171, T190, T234, T235, T254, T298, T299, T318; Unit 2: T42, T43, T62, T126, T190, T254, T298, T299, T318; Unit 3: T43, T62, T106, T107, T126, T170, T171, T190, T234, T235, T254, T298, T299, T318; Unit 4: T42, T43, T62, T126, T170, T171, T190, T234, T235, T254, T298, T299, T318; Unit 5: T62, T106, T107, T126, T190, T254, T318; Unit 6: T62, T126, T190, T254, T318

California

Next Generation Science Standards

Grade 5

Each performance expectation is coded in the following manner:

Grade Level	Discipline	Core Idea	Sub-Idea
5	LS	1	A

Grade 5 Science

5-LS1	From Molecules to Organisms: Structures and Processes	<i>McGraw-Hill California Wonders</i>
5-LS1-1.	Support an argument that plants get the materials they need for growth chiefly from air and water.	SCIENCE WORKSTATION ACTIVITY CARDS: 20
5-LS1.C	Organization for Matter and Energy Flow in Organisms Plants acquire their material for growth chiefly from air and water. (5-LS1-1)	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 20
5-LS2	Ecosystems: Interactions, Energy, and Dynamics	<i>McGraw-Hill California Wonders</i>
5-LS2-1	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	SCIENCE WORKSTATION ACTIVITY CARDS: 21, 23
5-LS2.A	Interdependent Relationships in Ecosystems The food of almost any kind of animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants. Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plants parts and animals) and therefore operate as “decomposers.” Decomposition eventually restores (recycles) some materials back to the soil. Organisms can survive only in environments in which their particular needs are met. A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life. Newly introduced species can damage the balance of an ecosystem. (5-LS2-1)	READING/WRITING WORKSHOP: Unit 5: 362-363, 366-369; Unit 6: 406-407, 410-413 LITERATURE ANTHOLOGY: Unit 3: 214-215; Unit 4: 338-339; Unit 5: 424-427, 428-429; Unit 6: 468-483, 486-489 LEVELED READERS: Unit 3, Week 2: <i>Over the Top</i> (A), In <i>Drama Valley</i> (O, EL), <i>Welcome to the Wild</i> (B); Unit 5, Week 5: <i>The Great Plains</i> (A, O, EL, B); Unit 6, Week 3: <i>Cave Creatures</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 20, 21, 23 TEACHER’S EDITION: Unit 3: T89R, T104, T112, T116, T122; Unit 4: T217S-T217T; Unit 5: T266, T268, T273, T281A, T281B, T296, T304, T308, T312, T314; Unit 6: T138, T145, T153A, T153J, T153S, T156, T168, T176, T180, T184, T186

Grade 5 Science		
5-LS2.B	Cycles of Matter and Energy Transfer in Ecosystems Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die. Organisms obtain gases, and water, from the environment, and release waste matter (gas, liquid, or solid) back into the environment. (5-LS2-1)	READING/WRITING WORKSHOP: Unit 5: 334-335, 338-341; Unit 6: 424-427 LITERATURE ANTHOLOGY: Unit 4: 320-335; Unit 5: 384-397; Unit 6: 490-501 LEVELED READERS: Unit 5, Week 3: <i>Ocean Threats</i> (A, O, EL, B); Unit 6, Week 4: <i>Marjory Stoneman Douglas: Guardian of the Everglades</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 10, 13, 19, 20, 21, 23 TEACHER'S EDITION: Unit 4: T217E-T217J, T217O-T217P; Unit 5: T138, T140, T144, T153A, T153L, T156, T168, T176, T180, T186; Unit 6: T209, T217A, T217L, T220, T232, T240, T244, T250
5-ESS1	Earth's Place in the Universe	McGraw-Hill California Wonders
5-ESS1-2.	Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	SCIENCE WORKSTATION ACTIVITY CARDS: 24
5-ESS1.A	The Universe and its Stars The sun is a star that appears larger and brighter than other stars because it is closer. Stars range greatly in their distance from Earth. (5-ESS1-1)	LITERATURE ANTHOLOGY: Unit 5: 419 SCIENCE WORKSTATION ACTIVITY CARDS: 24 TEACHER'S EDITION: Unit 5: T217P, T328
5-ESS1.B	Earth and the Solar System The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South poles, cause observable patterns. These include day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year. (5-ESS1-2)	SCIENCE WORKSTATION ACTIVITY CARDS: 24
5-ESS2	Earth's Systems	McGraw-Hill California Wonders
5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	LITERATURE ANTHOLOGY: Unit 3: 216-229 SCIENCE WORKSTATION ACTIVITY CARDS: 13, 19, 23 TEACHER'S EDITION: Unit 3: T153C-T153D, T153L
5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.	SCIENCE WORKSTATION ACTIVITY CARDS: 13, 19
5-ESS2.A	Earth Materials and Systems Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather. (5-ESS2-1)	READING/WRITING WORKSHOP: Unit 3: 194-197 LITERATURE ANTHOLOGY: Unit 3: 216-229; Unit 5: 384-397 LEVELED READERS: Unit 3, Week 3: <i>Weather Patterns</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 13, 19, 23 TEACHER'S EDITION: Unit 3: T144-T145, T1534A, T153H, T168, T176, T180, T186; Unit 5: T153A-T153N

Grade 5 Science

5-ESS2.C	<p>The Roles of Water in Earth’s Surface Processes Nearly all of Earth’s available water is in the ocean. Most fresh water is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. (5-ESS2-2)</p>	<p>LITERATURE ANTHOLOGY: Unit 3: 216–229; Unit 4: 320–335 SCIENCE WORKSTATION ACTIVITY CARDS: 13, 19 TEACHER’S EDITION: Unit 3: T38, T39, T102, T103, T153C–T153D, T153L, T166, T167, T230, T231, T294, T295, T330, T331, T332; Unit 4: T217A, T217F, T217O–T217P www.connected.mcgraw-hill.com: RESOURCES: Inquiry Space: Unit 3</p>
5-ESS3	<p>Earth and Human Activity</p>	<p>McGraw-Hill California Wonders</p>
5-ESS3-1.	<p>Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p>	<p>READING/WRITING WORKSHOP: Unit 3: 208–211; Unit 4: 280–283 LITERATURE ANTHOLOGY: Unit 1: 90–93 LEVELED READERS: Unit 4, Week 4: <i>The Delta</i> (A, O, E1, B) SCIENCE WORKSTATION ACTIVITY CARDS: 12, 14, 25, 29 TEACHER’S EDITION: Unit 1: T281A–T281D, T328; Unit 2: T38, T39, T102, T103, T166, T167, T230, T231, T294, T295, T328, T330, T331, T332; Unit 3: T208, T248, T328; Unit 4: T208–T209, T220, T232, T240, T244, T250, T328; Unit 6: T328 www.connected.mcgraw-hill.com: RESOURCES: Inquiry Space: Unit 2</p>
5-PS1	<p>Matter and Its Interactions</p>	<p>McGraw-Hill California Wonders</p>
5-PS1-1.	<p>Develop a model to describe that matter is made of particles too small to be seen.</p>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 7</p>
5-PS1-2.	<p>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 7, 9, 12</p>
5-PS1-3.	<p>Make observations and measurements to identify materials based on their properties.</p>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 7, 9, 12</p>
5-PS1-4.	<p>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<p>SCIENCE WORKSTATION ACTIVITY CARDS: 8, 9, 12</p>

Grade 5 Science		
5-PS1.A	<p>Structure and Properties of Matter</p> <p>Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model shows that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon; the effects of air on larger particles or objects. (5-PS1-1)</p> <ul style="list-style-type: none"> • The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS13) 	SCIENCE WORKSTATION ACTIVITY CARDS: 7, 9
5-PS1.B	<p>Chemical Reactions</p> <ul style="list-style-type: none"> • When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) • No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2) 	LITERATURE ANTHOLOGY: Unit 2: I72-I75 SCIENCE WORKSTATION ACTIVITY CARDS: 8, 9 TEACHER'S EDITION: Unit 2: T217Q, T217T
5-PS3	Energy	McGraw-Hill California Wonders
5-PS3-1.	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 20
5-5-PS3.D	<p>Energy in Chemical Processes and Everyday Life</p> <p>The energy released [from] food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water). (5-PS3-1)</p>	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 20
5-LS1.C	<p>Organization for Matter and Energy Flow in Organisms</p> <p>Food provides animals with the materials they need for body repair and growth and the energy they need to maintain body warmth and for motion. (<i>secondary to 5-PS3-1</i>)</p>	SCIENCE WORKSTATION ACTIVITY CARDS: 10, 20

Grade 5 Science

3-5-ETS1	Engineering Design	McGraw-Hill California Wonders
3-5-ETS1-1.	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	SCIENCE WORKSTATION ACTIVITY CARDS: 4, 5, 12, 14
3-5-ETS1-2.	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	SCIENCE WORKSTATION ACTIVITY CARDS: 4, 5, 12, 14
3-5-ETS1-3.	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	SCIENCE WORKSTATION ACTIVITY CARDS: 4, 5, 12, 14
3-5 ETS1.A	<p>Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. (3-5-ETS1-1)</p>	<p>READING/WRITING WORKSHOP: Unit 2: 118-119 LEVELED READERS: Unit 1, Week 4: <i>Snapshot! The Story of George Eastman</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 12, 14 TEACHER'S EDITION: Unit 1: T232, T240, T244, T250; Unit 2: T138</p>
3-5 ETS1.B	<p>Developing Possible Solutions Research on a problem should be carried out before beginning to design a solution.</p> <ul style="list-style-type: none"> • Testing a solution involves investigating how well it performs under a range of likely conditions. (3-5-ETS1-2) • At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. (3-5-ETS1-2) • Tests are often designed to identify failure points or difficulties, which suggest the elements of the design that need to be improved. (3-5-ETS1-3) 	<p>READING/WRITING WORKSHOP: Unit 1: 78-81 LITERATURE ANTHOLOGY: Unit 1: 68-83, 90-93; Unit 2: 138-149 LEVELED READERS: Unit 1, Week 5: <i>What About Robots?</i> (A, O, EL, B) SCIENCE WORKSTATION ACTIVITY CARDS: 12, 14 TEACHER'S EDITION: Unit 1: T217J, T220, T273, T281A, T296, T304, T308, T314; Unit 2: T153A, T153L; Unit 4: T92; Unit 5: T220</p>
3-5 ETS1.C	<p>Optimizing the Design Solution Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and the constraints. (3-5-ETS1-3)</p>	<p>LITERATURE ANTHOLOGY: Unit 1: 68-83; Unit 3: 236-249, 252-255; Unit 5: 424-427 LEVELED READERS: Unit 3, Week 4: <i>The Power of a Team</i> (A,O, EL, B) TEACHER'S EDITION: Unit 1: T92, T217A, T281B; Unit 3: T217L, T217Q, T232, T240, T244, T250; Unit 5: T281C, T281D</p>

California History-Social Science Standards

Grade 5

Each standard is coded in the following manner:

History-Social Science	Grade Level	Standard
HSS	5	5.1

Grade 5 History-Social Science		
Standard 5.1: Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.		<i>McGraw-Hill California Wonders</i>
HSS 5.1.1	Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.	LEVELED READERS: Unit 3, Week 5: <i>The Anasazi</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 3, II, 15 TEACHER'S EDITION: Unit 3: T296, T304, T308, T314
HSS 5.1.2	Describe their varied customs and folklore traditions.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II, 15, 16
HSS 5.1.3	Explain their varied economies and systems of government.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II, 15
Standard 5.2: Students trace the routes of early explorers and describe the early explorations of the Americas.		<i>McGraw-Hill California Wonders</i>
HSS 5.2.1	Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II
HSS 5.2.2	Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: II

Grade 5 History–Social Science

Standard 5.4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

McGraw-Hill California Wonders

HSS 5.4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).

SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 18
TEACHER'S EDITION: Unit 2: T12

HSS 5.4.5 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems.

SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 18

Standard 5.5: Students explain the causes of the American Revolution.

McGraw-Hill California Wonders

HSS 5.5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).

READING/WRITING WORKSHOP: Unit 2: 94-97
TEACHER'S EDITION: Unit 2: T17

HSS 5.5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.

READING/WRITING WORKSHOP: Unit 2: 94-97
TEACHER'S EDITION Unit 2: T16-T17

HSS 5.5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.

SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 18

HSS 5.5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

READING/WRITING WORKSHOP: Unit 2: 90-91
TEACHER'S EDITION: Unit 2: T10

Standard 5.6: Students understand the course and consequences of the American Revolution.

McGraw-Hill California Wonders

HSS 5.6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

LITERATURE ANTHOLOGY: Unit 2: 96-III
TEACHER'S EDITION: Unit 2: T25C-T25D

HSS 5.6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.

SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6

HSS 5.6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

LITERATURE ANTHOLOGY: Unit 2: 96-III
TEACHER'S EDITION: Unit 2: T25G-T25J

Grade 5 History–Social Science		
Standard 5.7: Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance as the foundation of the American republic.		McGraw-Hill California Wonders
HSS 5.7.2	Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.	LITERATURE ANTHOLOGY: Unit 2: 96-III LEVELED READERS: Unit 2, Week 1: <i>The Bill of Rights</i> (A, O, EL, B) SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 18, 27 TEACHER’S EDITION: Unit 2: T25A, T28, T40, T48, T52, T58
HSS 5.7.3	Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.	LITERATURE ANTHOLOGY: Unit 2: 96-III SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 18, 27 TEACHER’S EDITION: Unit 2: T25E-T25H, T25P
HSS 5.7.4	Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.	LITERATURE ANTHOLOGY: Unit 2: 96-III SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 18
HSS 5.7.5	Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 6, 18, 27
Standard 5.8: Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.		McGraw-Hill California Wonders
HSS 5.8.2	Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2
HSS 5.8.3	Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).	LEVELED READERS: Unit 1, Week 3: <i>Save This Space</i> (A, O, EL, B) TEACHER’S EDITION: Unit 1: T168, T176, T180, T186; Unit 2: T140; Unit 4: T38, T39, T102, T103, T166, T167, T230, T231, T294, T295, T330, T331, T332 www.connected.mcgraw-hill.com: RESOURCES: Inquiry Space: Unit 4
HSS 5.8.4	Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2
HSS 5.8.6	Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	SOCIAL STUDIES WORKSTATION ACTIVITY CARDS: 2