



Treasuries

Grade 5

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STANDARDS	PAGE REFERENCES
<p align="center">Early Reading Strategies (R-9) All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p align="center">End of Grade 5 LOCAL ONLY</p>	
<p>No GLE at this grade level</p>	
<p align="center">READING FLUENCY and ACCURACY (R-11)</p>	
<p>R-5-11 Reads grade-level appropriate material with...</p>	
<p>•R-5-11.1 Accuracy: reading material appropriate for grade 5 with 90-94% accuracy (See Appendix F for sample titles.) (Local)</p>	<p>Teacher Edition: Unit 1 F 47N, 47Q, 47S, 77N, 77Q, 77S Unit 2 F 169N, 169Q, 169S, 191N, 191Q, 191S Unit 3 F 289N, 289Q, 289S, 313N, 313Q, 313S Unit 4 F 419N, 419Q, 419S, 447N, 447Q, 447S Unit 5 F 541N, 541Q, 541S, 565N, 565Q, 565S Unit 6 F 667N, 667Q, 667S, 697N, 697Q, 697S</p>
<p>•R-5-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading (See Appendix C for suggested rates.) (Local)</p>	<p>Teacher Edition: Unit 1 F 47N, 47Q, 47S, 77N, 77Q, 77S Unit 2 F 169N, 169Q, 169S, 191N, 191Q, 191S Unit 3 F 289N, 289Q, 289S, 313N, 313Q, 313S Unit 4 F 419N, 419Q, 419S, 447N, 447Q, 447S Unit 5 F 535A, 541N, 541Q, 541S, 565N, 565Q, Unit 6 F 667N, 667Q, 667S, 697N, 697Q, 697S</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—11.3 Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue (Local) 	<p>Teacher Edition: Unit 1 CF 47N, 77N; F 41A, 47Q, 48I, 71A, 77Q Unit 2 CF 169N, 227N; F 163A, 169Q, 187A, 191Q, 191S Unit 3 CF 289N, 387N; F 283A, 289Q, 289S, 290I, 307A Unit 4 CF 419N, 459N; F 413A, 419Q, 419S, 441A, 447S Unit 5 CF 565N, 577N; F 561A, 565N, 573A, 577N, 577Q Unit 6 CF 667N, 697N; F 661A, 667N, 691A, 697N, 697Q</p>
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.1 to R-1.3)	
<p>R-5-1 Applies word identification/ decoding strategies by ...</p>	
<ul style="list-style-type: none"> R-5-1.1 Identifying multi-syllabic words by using knowledge of sounds, six syllable types*/ syllable division, and word patterns (including prefixes, and suffixes) (Local) 	<p>Teacher Edition: Unit 1 P 47M, 77E, 77M, 89M, 111E, 111M, 139E Unit 2 P 169E, 191E, 191M, 203E, 203M, 227E, 227M Unit 3 P 289E, 289M, 313E, 313M, 325E, 325M, 355E Unit 4 P 419E, 419M, 447E, 447M, 459E, 481E; St 451 Unit 5 P 577E, 577M, 603E, 603M, 633M; St 527, 541D Unit 6 P 697E, 697M, 709E, 709M, 735E, 735M, 759E</p>
<ul style="list-style-type: none"> R – 5-1.2 Reading multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (Local) 	<p>Teacher Edition: Unit 1 P 47M, 77E, 77M, 89M, 111E, 111M Unit 2 P 169E, 191E, 191M, 203E, 203M, 227E Unit 3 P 289E, 289M, 313E, 313M, 325E, 325M Unit 4 P 419E, 419M, 447E, 447M, 459E, 481E Unit 5 P 541E, 541M, 565M, 577E, 577M, 603E Unit 6 P 697E, 709E, 709M, 735E, 735M, 759E</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—1.3 Reading grade-level appropriate words (in connected text) with automaticity (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Vocabulary</i> 18, 50, 80</p> <p>Unit 2 <i>Vocabulary</i> 146, 172, 194</p> <p>Unit 3 <i>Vocabulary</i> 262, 292, 316</p> <p>Unit 4 <i>Vocabulary</i> 394, 422, 450</p> <p>Unit 5 <i>Vocabulary</i> 516, 544, 568</p> <p>Unit 6 <i>Vocabulary</i> 640, 670, 700</p> <p>Teacher Edition:</p> <p>Unit 1 DT 89M, 111M; V 18, 50, 80</p> <p>Unit 2 DT 169M, 203M, 227M; V 146, 172, 194</p> <p>Unit 3 DT 289M, 313M, 325M; V 262, 292, 316</p> <p>Unit 4 DT 419M, 447M, 459M; V 394, 422, 450</p> <p>Unit 5 DT 541M, 565M, 577M; V 516, 544, 568</p> <p>Unit 6 DT 667M, 697M, 709M; V 640, 670, 700</p>

STANDARDS	PAGE REFERENCES
WORD IDENTIFICATION SKILLS and STRATEGIES (R-1.4 to R-1.6)	
R-5-1 Applies word identification/ decoding strategies by ...	
<ul style="list-style-type: none"> R—5—1.4 Reading grade-appropriate words (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Vocabulary</i> 18, 50, 80, 92, 114</p> <p>Unit 2 <i>Vocabulary</i> 146, 172, 194, 206, 230</p> <p>Unit 3 <i>Vocabulary</i> 262, 292, 316, 328, 358</p> <p>Unit 4 <i>Vocabulary</i> 394, 422, 450, 462, 484</p> <p>Unit 5 <i>Vocabulary</i> 516, 544, 568, 580, 606</p> <p>Unit 6 <i>Vocabulary</i> 640, 670, 700, 712, 738</p> <p>Teacher Edition:</p> <p>Unit 1 V 18, 50, 80, 92, 114</p> <p>Unit 2 V 146, 172, 194, 206, 230</p> <p>Unit 3 V 262, 292, 316, 328, 358</p> <p>Unit 4 V 394, 422, 450, 462, 484</p> <p>Unit 5 V 516, 544, 568, 580, 606</p> <p>Unit 6 V 640, 670, 700, 712, 738</p>
<ul style="list-style-type: none"> R-5-1.5 <p>No GLE at this grade level</p>	
<ul style="list-style-type: none"> R-5-1.6 <p>No GLE at this grade level</p>	

STANDARDS	PAGE REFERENCES
VOCABULARY STRATEGIES (R-2)	
R-5-2 Students identify the meaning of unfamiliar vocabulary by...	
<ul style="list-style-type: none"> R-5-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge) (State) 	<p>Student Edition: Unit 3 <i>Word Families</i> 262 Unit 5 <i>Word Parts</i> 516, 606 Unit 6 <i>Word Parts</i> 712, 738</p> <p>Teacher Edition: Unit 1 T6-T9 WCM 26 Unit 2 T7 WCM 159, 185 Unit 3 T6 St 317; WCM 271, 336 Unit 4 T6-T8 St 451; WCM 429, 470, 499 Unit 5 T6, T9, T10 St 527, 607; WCM 524, 550 Unit 6 T6-T9 St 701, 739; WCM 655, 685, 748</p>
BREADTH of VOCABULARY (R-3)	
R-5-3 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...	
<ul style="list-style-type: none"> R-5-3.1 Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning (State) EXAMPLE (of shades of meaning): tired, exhausted 	<p>Teacher Edition: Unit 1 ELL 139D; St 19, 47D, 139D; V 47Q, 120, 139Q Unit 2 St 231, 255D; V 255O; WS 228I Unit 3 ELL 387D; St 374, 387D; V 387Q; WS 356I Unit 4 509I-509J St 395, 401, 419D; V 419O, 419Q; WS 192R Unit 5 565E, 565G-565H St 569, 577D; V 577O, 577Q; WS 542I, 566I Unit 6 St 641, 667D; V 667O; WS 638R</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–5–3.2 Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary (State) EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know 	<p>Teacher Edition: Unit 1 T6, T9 CC 24, 101, 111D; St 93; V 23; WCM 26; WS 90I Unit 2 T5 St 173, 179 Unit 4 T6, T8 St 423; V 431; WS 460I Unit 5 T9 St 581, 591, 603D; V 603O, 603Q Unit 6 T6, T7 St 701, 709D, 709O, 709Q</p>
<ul style="list-style-type: none"> R–5–3.3 No GLE at this grade level 	
<p style="text-align: center;">INITIAL UNDERSTANDING of LITERARY TEXTS (R-4)</p> <p style="text-align: center;">All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. A list of suggested literary texts for instructional and assessment purposes is included in the Appendix A.</p>	
<ul style="list-style-type: none"> R–5–4 Demonstrate initial understanding of elements of literary texts by... 	
<ul style="list-style-type: none"> R–5–4.1 Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State) 	<p>Teacher Edition: Unit 1 Ch 22, 32, 36, 127; CS 119; M 26; MS 41B, 133B; PI 23, 30; Set 26 Unit 2 Ch 158; PI 154; PS 211, 218; Sk 207A-207B Unit 3 AC 282; CPS 266 Unit 4 Co 410; CS 398, 408; Set 405; Sk 395A-395B, 419O, 419P Unit 5 Ch 587; PI 554; Set 584 Unit 6 AC 660; Ch 646, 653, 658; Co 659; MS 661B</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) 	<p>Student Edition: Unit 1 <i>Summarize</i> 41, 133 Unit 2 <i>Summarize</i> 163, 221 Unit 3 <i>Summarize</i> 349, 383 Unit 4 <i>Summarize</i> 413, 441 Unit 5 <i>Summarize</i> 561, 599 Unit 6 <i>Summarize</i> 661, 691</p> <p>Teacher Edition: Unit 1 Su 25, 32, 122, 133 Unit 2 St 217; Su 155 Unit 3 Su 272, 341, 370 Unit 4 Su 407, 430 Unit 5 Su 558, 592 Unit 6 MCAT 667R; MS 691B; Sk 667O, 667P, 667R</p>
<ul style="list-style-type: none"> R—5—4.3 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local) 	<p>Teacher Edition: Unit 1 PP 47R, 77R; St 115A, 118, 123, 126, 139O, 139P Unit 3 PP 387P, 387R Unit 4 PP 419P, 419R, 509P Unit 5 St 517A, 581A, 582, 585, 593, 594, 607A, 608, 610, 616, 622 Unit 6 PP 667P</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—4.4 Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, <u>mysteries</u>) (Local) 	<p>Student Edition: Unit 1 <i>Genre</i> 20, 52, 116 Unit 2 <i>Genre</i> 148, 208 Unit 3 <i>Genre</i> 264, 360 Unit 4 <i>Genre</i> 396, 486 Unit 5 <i>Genre</i> 546 Unit 6 <i>Connect and Compare</i> 757 #2 <i>Genre</i> 642</p> <p>Teacher Edition: Unit 1 Fi 118; G 56, 108; LE 108 Unit 2 G 148, 152, 159, 189, 217 Unit 3 G 279, 369 Unit 4 G 393, 405, 483, 501 Unit 5 G 515, 558, 605 Unit 6 G 639, 644, 699, 737</p>
<ul style="list-style-type: none"> R—5—4.5 Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, <u>imagery, or simple metaphors</u> (Local) 	<p>Student Edition: Unit 1 <i>Connect and Compare</i> 109 #1 Unit 2 <i>Connect and Compare</i> 189 #1 Unit 3 <i>Connect and Compare</i> 287 #1 Unit 4 <i>Connect and Compare</i> 479 #1 Unit 5 <i>Connect and Compare</i> 601 #1 Unit 6 <i>Connect and Compare</i> 733#1, 757 #1</p> <p>Teacher Edition: Unit 1 Co 25, 27, 101, 118; FL 121; LD 102; LE 108 Unit 2 Co 152; LD 155 Unit 3 AC 382; FL 343, 367; LE 286; LT 279 Unit 4 AC 412; FL 404, 410; LE 479 Unit 5 AC 560; Co 611; FL 615; LE 601; WC 614 Unit 6 LE 732, 755, 756; P/A 754</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.1 to R-5.4) All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix A for a list of suggested literary texts for instructional and assessment purposes.</p>	
<p>R-5-5 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R-5-5.1 Making logical predictions (State) EXAMPLE: Which event is most likely to happen next? 	<p>Teacher Edition: Unit 1 MP 29, 35, 57, 62, 121, 125 Unit 2 MP 213, 243, 248 Unit 3 MP 340, 343, 367, 375 Unit 4 MP 399, 429, 492, 495, 499, 500 Unit 5 MP 557, 618 Unit 6 MP 645, 649, 677, 684, 688</p>
<ul style="list-style-type: none"> R-5-5.2 <u>Describing characters</u>' physical characteristics, personality traits, or <u>interactions</u>; or providing examples of thoughts, words, or actions that reveal characters' personality traits or <u>their changes over time</u> (State) 	<p>Student Edition: Unit 1 <i>Character</i> 32 <i>Think and Compare</i> 41 #1 Unit 3 <i>Think and Compare</i> 349 #2 Teacher Edition: Unit 1 Ch 22, 28, 30, 32, 34, 36, 127; ELL 30 Unit 2 Ch 158 Unit 3 AC 282, 382; Ch 279, 338, 364; DC 342 Unit 4 Ch 401; CS 398, 408 Unit 5 Ch 587; St 555 Unit 6 AC 660; Ch 646, 653, 658</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–5–5.3 Making inferences about problem, conflict, solution, or <u>the relationship among elements (plot, character, setting) within text</u> (e.g., how the setting affects a character or plot development) (State) 	<p>Student Edition: Unit 2 <i>Make Inferences</i> 150, 156 <i>Reread for Comprehension</i> 147 <i>Think and Compare</i> 163 #1</p> <p>Teacher Edition: Unit 1 T2 M 124 Unit 2 APS 239; ES 155; M 210; MI 150, 152, 156, 160; Sk 147A-147B Unit 3 St 271 Unit 4 T1 Ch 401; CS 398, 408; ES 403; Set 403; Sk 395A-395B, 419O, 419R, 419T Unit 5 Set 531, 623 Unit 6 MS 661B</p>
<ul style="list-style-type: none"> R–5–5.4 Identifying the narrator (State) 	<p>Narrator or point of view is addressed on the following pages:</p> <p>Student Edition: Unit 3 <i>Writer’s Checklist</i> 289</p> <p>Teacher Edition: Unit 1 AC 132; FPN 46, 76; PV 38 Unit 3 FCS 288 Unit 6 AC 690</p>
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-5.5 to R-5.7, and R-6)	
<ul style="list-style-type: none"> R–5–5.5 Identifying author’s message or theme (implied or stated, as in a fable) (State) 	<p>Student Edition: Unit 2 <i>Connect and Compare</i> 189 #2 Unit 5 <i>Reread for Comprehension</i> 545 <i>Theme</i> 546 <i>Think and Compare</i> 561 #1</p> <p>Teacher Edition: Unit 3 Co 274; T 277, 346 Unit 5 T2 Co 556; ELL 545A; ES 555; MCAT 565R; MS 599B; Sk 545A-545B, 565O, 565P, 565R, 565T; T 549, 553, 556</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—5.6 Identifying causes or effects, including possible motives of characters (Local) 	<p>Student Edition: Unit 1 <i>Cause and Effect</i> 120, 126 <i>Think and Compare</i> 133 #1 Unit 3 <i>Think and Compare</i> 283 #2</p> <p>Teacher Edition: Unit 1 T5 CE 120, 122, 130; ELL 120; Sk 115A-115B, 116, 139O, 139P, 139R, 139T Unit 2 M 159; MS 163B Unit 3 CE 269, 346; MS 307B</p>
<ul style="list-style-type: none"> R—5—5.7 No GLE at this grade level 	
<p>R—5—6 Analyze and interpret author’s craft, citing evidence where appropriate by...</p>	
<ul style="list-style-type: none"> R—5—6.1_Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration) to <u>analyze literary works</u> (State) 	<p>Student Edition: Unit 6 <i>Connect and Compare</i> 733 #2</p> <p>Teacher Edition: Unit 1 AC 40, 70; Co 57; FL 121; LE 64; Set 63 Unit 3 AC 348; Co 338; FL 367; LD 373; P/A 284 Unit 4 AC 412, 504; FL 404; P/A 478 Unit 5 AC 534, 560, 626; Co 611; FL 615; P/A 600; WC 614 Unit 6 AC 660, 690; Co 678</p>

STANDARDS	PAGE REFERENCES
ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (R-16)	
R—5--16 Generates a personal response to what is read through a variety of means ...	
<ul style="list-style-type: none"> R—5—16.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Connect and Compare</i> 109 #3 <i>Think and Compare</i> 41 #3, 133 #4-#5</p> <p>Unit 2 <i>Connect and Compare</i> 167 #3 <i>Think and Compare</i> 163 #1, 221 #5</p> <p>Unit 3 <i>Connect and Compare</i> 287 #3 <i>Think and Compare</i> 349 #5</p> <p>Unit 4 <i>Think and Compare</i> 413 #5</p> <p>Unit 5 <i>Think and Compare</i> 561 #5</p> <p>Unit 6 <i>Connect and Compare</i> 665 #3 <i>Think and Compare</i> 661 #5</p> <p>Teacher Edition:</p> <p>Unit 1 MCAT 47P, 77P; SAQ 133 Unit 2 MCAT 169P, 227P Unit 4 MCAT 419P, 509P; SAQ 413 Unit 5 MCAT 565P; SAQ 561 Unit 6 G 676; MCAT 667P</p>
<ul style="list-style-type: none"> R—5—16.2 <u>Providing relevant details to support the conclusions made</u> (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Think and Compare</i> 107 #3 Unit 3 <i>Think and Compare</i> 283 #1</p> <p>Teacher Edition:</p> <p>Unit 1 DC 97, 130; PR 105; SAQ 107 Unit 3 DC 267, 273, 278, 280, 333, 338, 371; ES 273; MCAT 289P; MS 349B Unit 4 DC 613, 619, 622, 624; M 407 Unit 5 DC 586, 587, 589, 591, 613, 619, 622, 624 Unit 6 DC 646, 647, 688</p>

STANDARDS	PAGE REFERENCES
<p align="center">INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.1 to R-7.2)</p> <p align="center">All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-5-7 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p>	
<ul style="list-style-type: none"> R-5-7.1a Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations) (State) R-5-7.1b Obtaining information from text features (e.g., maps, diagrams, tables, captions, timelines, <u>citations</u>) (Local) 	<p>Student Edition: Unit 2 <i>Connect and Compare</i> 225 #1 Unit 3 <i>Connect and Compare</i> 311 #1, 353 #1</p> <p>Teacher Edition: Unit 1 T11 PP 111R; TF 135; UTF 99 Unit 2 T9, T10 TF 165, 166, 177, 223; UI 234 Unit 3 T10 TF 351, 355Q, 355S Unit 4 T10 ELL 433; TF 443, 447Q Unit 5 T12 UI 522 Unit 6 AC 752; G 748; UI 726</p>
<ul style="list-style-type: none"> R-5-7.2 Using information from the text to answer questions related to main/central ideas or key details (State) 	<p>Student Edition: Unit 2 <i>Think and Compare</i> 187 #1, 199 #2 Unit 3 <i>Think and Compare</i> 321 #2</p> <p>Teacher Edition: Unit 2 T2 ES 181; MCAT 191P, 191R, 203P, 203R; MID 176, 177, 182, 184, 198; Sk 191O, 191T, 195A-195B, 203O; SSR 191T, 203T Unit 3 P/A 321A Unit 6 MID 725; P/A 705A</p>

STANDARDS	PAGE REFERENCES
INITIAL UNDERSTANDING of INFORMATIONAL TEXT (R-7.3 to R-7.5)	
<ul style="list-style-type: none"> R—5—7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or <u>comparing/contrasting</u>) (State) 	<p>Student Edition: Unit 1 <i>Summarize</i> 94, 107 Unit 2 <i>Reread for Comprehension</i> 173 <i>Summarize</i> 174, 187 Unit 3 <i>Fact and Opinion</i> 294 <i>Summarize</i> 307 Unit 4 <i>Description</i> 464 <i>Summarize</i> 477 Unit 5 <i>Problem and Solution</i> 518 <i>Summarize</i> 535 Unit 6 <i>Make Generalizations</i> 714 <i>Summarize</i> 731</p> <p>Teacher Edition: Unit 1 Co 98; ELL 97; ES 99; Sk 93A-93B; Su 97, 98, 99, 103, 104, 105 Unit 2 MID 176; Sk 173A-173B Unit 3 FO 296, 299, 302; Su 321 Unit 4 Co 472; D 468, 474; Su 469 Unit 5 PS 523, 526, 528 Unit 6 MG 718, 725, 728</p>
<ul style="list-style-type: none"> R—5—7.4 Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information. (Local) 	<p>Teacher Edition: Unit 1 ELL 93A; GQ 104; St 93A, 94, 96, 111O Unit 2 PP 191R, 203R, 255R Unit 3 PP 289R, 313R, 325R, 355R Unit 4 PP 447R, 459P, 481P Unit 5 ELL 517A; St 517A, 518, 520, 525, 530 Unit 6 PP 697R, 709R, 759R</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—7.5 Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, <u>reports</u>, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, <u>Internet websites</u>, <u>biographies</u>; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, <u>recipes</u>, <u>menus</u> (Local) 	<p>Student Edition:</p> <p>Unit 1 <i>Genre</i> 82, 94, 134</p> <p>Unit 2 <i>Genre</i> 174, 196</p> <p>Unit 3 <i>Genre</i> 308, 318, 384</p> <p>Unit 4 <i>Genre</i> 442, 452, 464 <i>Text Features</i> 442</p> <p>Unit 5 <i>Genre</i> 518, 536 <i>Text Features</i> 536</p> <p>Unit 6 <i>Genre</i> 692, 702</p> <p>Teacher Edition:</p> <p>Unit 1 G 102, 134</p> <p>Unit 2 G 179, 196, 224, 248</p> <p>Unit 3 G 352</p> <p>Unit 4 IG 444; TF 459Q, 459S</p> <p>Unit 5 G 529; TF 536, 538</p> <p>Unit 6 G 714; TF 704, 726</p>

STANDARDS	PAGE REFERENCES
<p>ANALYSIS and INTERPRETATION OF INFORMATIONAL TEXTS/CITING EVIDENCE (R-8) All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.</p>	
<p>R-5-8 Analyze and interpret informational text, citing evidence as appropriate by...</p>	
<ul style="list-style-type: none"> R-5-8.1 Connecting information <i>within</i> a text or <i>across</i> texts (State) 	<p>Student Edition: Unit 1 <i>Think and Compare</i> 107 #5 Unit 2 <i>Think and Compare</i> 187 #5, 251 #5 Unit 3 <i>Connect and Compare</i> 311 #3 <i>Think and Compare</i> 307 #5, 321 #4 Unit 4 <i>Think and Compare</i> 477 #5 Unit 5 <i>Problem and Solution</i> 518 <i>Think and Compare</i> 535 #5 Unit 6 <i>Sequence</i> 740 <i>Think and Compare</i> 753 #5 Teacher Edition: Unit 1 MCAT 89P, 111P, 111R Unit 2 MCAT 191P, 203P Unit 3 MCAT 313R Unit 4 MCAT 481P Unit 5 MCAT 541P; PS 523, 526, 528, 530 Unit 6 Se 744, 749, 750</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–5–8.2 Synthesizing information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) (State) 	<p>Student Edition: Unit 3 <i>Think and Compare</i> 307 #4 Unit 6 <i>Think and Compare</i> 731 #5</p> <p>Teacher Edition: Unit 1 MCAT 111R; SSR 89T; Sy 96, 100, 102 Unit 2 MCAT 203P; Sy 181, 239 Unit 3 MCAT 355P, 355R Unit 4 MCAT 459P, 481P; SSR 459T; Sy 471 Unit 5 MCAT 541P, 577P Unit 6 MCAT 697P, 697R, 735P, 735R; SSR 697T; Sy 704, 743</p>
<ul style="list-style-type: none"> R–5–8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, <u>persuade</u>) or message; or forming and supporting opinions/judgments and assertions <u>about central ideas</u> that are relevant (State) 	<p>Student Edition: Unit 1 <i>Author’s Purpose</i> 106 Unit 2 <i>Author’s Purpose</i> 186, 250 Unit 3 <i>Author’s Purpose</i> 282, 306 Unit 4 <i>Author’s Purpose</i> 440, 476 Unit 5 <i>Author’s Purpose</i> 534</p> <p>Teacher Edition: Unit 1 AP 106 Unit 2 AP 186, 250 Unit 3 AP 282, 306 Unit 4 AP 427, 440, 476, 489; M 472; MS 477B Unit 5 AP 534; Co 523; M 524; MS 535B</p>
<ul style="list-style-type: none"> R–5–8.4 Distinguishing fact from opinion (State) 	<p>Student Edition: Unit 3 <i>Think and Compare</i> 307 #1</p> <p>Teacher Edition: Unit 3 T2 ES 299; FO 296, 299, 302, 320; MCAT 313R, 325P, 325R; Sk 293A-293B, 313O, 313P, 313R, 313T, 317A-317B, 325O, 325P, 325R, 325T Unit 4 455A</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R–5–8.5 Making inferences about causes or effects (State) 	<p>Student Edition: Unit 5 <i>Think and Compare</i> 573 #1-#2</p> <p>Teacher Edition: Unit 2 CE 183, 223 Unit 3 T3 CE 309; M 303; MS 307B Unit 5 CE 528, 572; MCAT 577P, 577R; RR 577P, 577R, 577T; Sk 569A-569B, 577O, 577P, 577T; SSR 577T Unit 6 CE 721, 727, 748; Co 743</p>
<p>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<p>R–5–12 Demonstrates ability to monitor comprehension for different types of texts and purposes by...</p>	
<ul style="list-style-type: none"> R—5—12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting upcoming text, monitoring, adjusting, and confirming through use of print, syntax/ language structure, semantics/meaning, or other context cues) (Local) 	<p>Teacher Edition: Unit 1 CI 33; Co 25, 28, 58, 98, 124; MC 28, 58, 129; MP 29, 125 Unit 2 Co 177; St 147A, 150, 153, 234 Unit 3 MC 268, 301, 344 Unit 4 MC 409, 433, 470, 491 Unit 5 MC 525, 595 Unit 6 MC 651, 679, 720, St 697O, 697P, 697R</p>
<p>R-5-12.2 Subsumed in R--12.1</p>	

STANDARDS	PAGE REFERENCES
<p>READING STRATEGIES: Strategies for Monitoring and Adjusting (R-12) and Reading Comprehension Strategies (R-12 and R-13)</p> <p>All students need ongoing opportunities to apply and practice reading strategies with many different types of texts.</p>	
<ul style="list-style-type: none"> R—5—13 Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text. (Local) EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, <u>and inferential questions</u>; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); <u>taking notes</u>; locating, using, and analyzing text features (e.g. transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g. chronological, cause/effect, compare/contrast, proposition, description classification, support, and <u>logical/sequential</u>) 	<p>Student Edition:</p> <p>Unit 1 <i>Reread for Comprehension</i> 19</p> <p>Unit 2 <i>Reread for Comprehension</i> 147</p> <p>Unit 3 <i>Reread for Comprehension</i> 263, 329, 359</p> <p>Unit 4 <i>Reread for Comprehension</i> 463</p> <p>Unit 5 <i>Reread for Comprehension</i> 545, 607</p> <p>Unit 6 <i>Reread for Comprehension</i> 641, 671, 713</p> <p>Teacher Edition:</p> <p>Unit 1 Sk 82, 115A-115B, 116; St 19A, 20, 84; Su 25, 41</p> <p>Unit 2 Sk 147A-147B; MI 150, 152</p> <p>Unit 3 MC 345, 376; Vi 378</p> <p>Unit 4 Co 472; MI 407; MP 399; St 398, 406, 410; Su 407</p> <p>Unit 5 Co 584; MC 553; St 585, 593</p> <p>Unit 6 Co 653, 743; MS 691B</p>

STANDARDS	PAGE REFERENCES
<p>READING EXTENSIVELY* and IN DEPTH (R-14 and R-17) All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.</p>	
<p>R—5—14 Demonstrates the habit of reading widely and extensively* by...</p>	
<ul style="list-style-type: none"> R—5—14.1 Reading with frequency, including in-school, out-of-school, and summer reading (Local) 	<p>Teacher Edition: Unit 1 R 16R, 48I, 78I; SSR 47T, 77T, 89T Unit 2 R 144R, 170I, 192I; SSR 169T, 191T, 203T Unit 3 R 260R, 290I, 314I; SSR 289T, 313T, 325T Unit 4 R 392R, 420I, 448I; SSR 419T, 447T, 459T Unit 5 R 514R, 542I, 566I; SSR 541T, 565T, 577T Unit 6 R 638R, 668I, 698I; SSR 667T, 697T, 709T</p>
<ul style="list-style-type: none"> R—5—14.2 Reading from a wide range of genres/kinds of text and a variety of authors (e.g., literary, informational, and practical texts) (Local) (See Appendix A) 	<p>Teacher Edition: Unit 1 16J, 16K, 48A, 48B, 78A, 78B, 90A, 90B, 112A, 112B Unit 2 144J, 144K, 170A, 170B, 192A, 192B, 204A, 204B, 228A, 228B Unit 3 260J, 260K, 290A, 290B, 314A, 314B, 326A, 326B, 356A, 356B Unit 4 392J, 392K, 420A, 420B, 448A, 448B, 460A, 460B, 482A, 482B Unit 5 514J, 514K, 542A, 542B, 566A, 566B, 578A, 578B, 614A, 604B Unit 6 638J, 638K, 668A, 668B, 698A, 698B, 710A, 710B, 736A, 736B</p>
<ul style="list-style-type: none"> R—5—14.3 Reading multiple texts for depth of understanding an author, a <u>subject</u>, a <u>theme</u>, or genre (Local) 	<p>Teacher Edition: Unit 1 16J, 16K, 48A, 48B, 78A, 78B, 90A, 90B, 112A, 112B Unit 2 144J, 144K, 170A, 170B, 192A, 192B, 204A, 204B, 228A, 228B Unit 3 260J, 260K, 290A, 290B, 314A, 314B, 326A, 326B, 356A, 356B Unit 4 392J, 392K, 420A, 420B, 448A, 448B, 460A, 460B, 482A, 482B Unit 5 514J, 514K, 542A, 542B, 566A, 566B, 578A, 578B, 614A, 604B Unit 6 638J, 638K, 668A, 668B, 698A, 698B, 710A, 710B, 736A, 736B</p>

STANDARDS	PAGE REFERENCES
READING EXTENSIVELY* and IN DEPTH (R-14 and R-17) All students need ongoing opportunities to read many different types of texts. See Appendix A for list of suggested texts.	
R—5—17 Demonstrates participation in a literate community by...	
<ul style="list-style-type: none"> R—5—17.1 Self-selecting reading materials aligned with reading ability and personal interests (Local) 	Teacher Edition: Unit 1 SSR 47T, 77T, 89T, 111T, 139T Unit 2 SSR 169T, 191T, 203T, 227T, 255T Unit 3 SSR 289T, 313T, 325T, 355T, 387T Unit 4 SSR 419T, 447T, 459T, 481T, 509T Unit 5 SSR 541T, 565T, 577T, 603T, 633T Unit 6 SSR 667T, 697T, 709T, 735T, 759T
<ul style="list-style-type: none"> R—5—17.2 Participating in <u>in-depth</u> discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others (Local) 	Teacher Edition: Unit 1 RR 47P, 47R, 77P, 77R, 89P, 89R Unit 2 BB 170; RR 169P, 169R; SSR 169T, 191T Unit 3 BB 260, 290; RR 289P, 313P, 325P; SSR 289T Unit 4 RR 419P, 447P, 459P, 481P; SSR 419T, 447T Unit 5 BB 566; RR 541P, 541R, 577R, 633R; SSR 565T Unit 6 RR 667R, 697P, 709R, 759P; SSR 697T, 709T
BREADTH OF READING: Reading for Research Across Content Areas (R-15)	
R—5—15 Research* by reading multiple sources (including print and non-print texts) to report information, solve a problem, or to formulate a judgment by...	
<ul style="list-style-type: none"> R—5—15.1 <u>Identifying potential sources of information from those provided</u> (Local) 	Teacher Edition: Unit 1 16H, 89A CCC 62, 66; S 48J; SA 137 Unit 2 144H, 203A S 144S, 228J; SSA 144I, 167 Unit 3 260H, 325A S 314J Unit 4 392H, 459A A 392I; RI 417, 473 Unit 5 514H, 577A CP 595; RT 577B Unit 6 638H, 709A RI 695; SSA 638I; WR 763C

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—15.2 Evaluating information presented, in terms of relevance (Local) 	<p>Teacher Edition: Unit 1 16H RS 16H; RT 89B; TN 89B Unit 2 RT 203B Unit 3 RT 325B Unit 4 459A RT 459B Unit 5 RT 577B Unit 6 RT 709B; SSA 638I</p>
<ul style="list-style-type: none"> R—5—15.3 Gathering, <u>organizing, and interpreting</u> the information (Local) 	<p>Student Edition: Unit 3 <i>Science Activity</i> 353 <i>Social Studies Activity</i> 311 Unit 4 <i>Science Activity</i> 445 <i>Social Studies Activity</i> 417 Unit 5 <i>Science Activity</i> 631 Unit 6 <i>Science Activity</i> 695 Teacher Edition: Unit 1 16H, 89A-89B RI 45; SS 16S Unit 2 144H S 144S, 192J, 228J; W 170J Unit 3 260H, 325A-325B RI 353; S 290J; SS 326J; SSA 260I Unit 4 392H, 459A-459B RI 417 Unit 5 514H, 577A-577B CP 595 Unit 6 638H, 709A-709B SSA 638I</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> R—5—15.4 Using evidence to support conclusions (Local) 	<p>Teacher Edition: Unit 1 S 16I, 48J Unit 2 RS 144H; SSA 167 Unit 3 SS 356J Unit 4 A 392I; RI 417; RT 459B Unit 5 SS 566J Unit 6 RI 695</p>