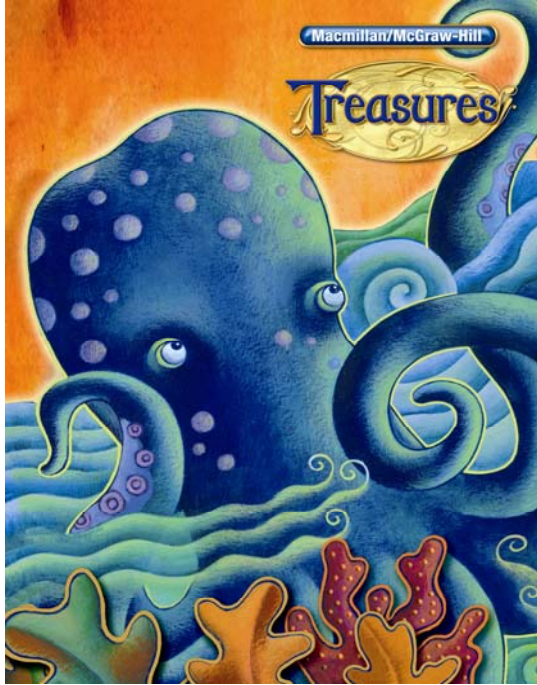




Macmillan/McGraw-Hill

Reading  
Grade-Level Expectations  
Grade 5



Grade 5  
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STANDARDS

PAGE REFERENCES

Reading—Grade 5

*In fifth grade, students broaden and deepen their understanding of informational and literary text. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. Students discuss, reflect, and respond, using evidence from text, to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.*

**EALR 1: The student understands and uses different skills and strategies to read.**

**Note: Each grade-level expectation assumes the student is reading grade-level text. Since reading is a process, some grade-level indicators and evidence of learning apply to multiple grade-levels. What changes is the text complexity as students move through the grade levels.**

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| <b>Component 1.2 Use vocabulary (word meaning) strategies to comprehend text.</b>  |   |
| <p><b>1.2.1 Understand and apply dictionary skills and other reference skills.</b></p> <ul style="list-style-type: none"> <li>Use dictionaries, thesauruses, and glossaries to find or confirm word meanings, pronunciations, <u>syllabication</u>, <u>synonyms</u>, <u>antonyms</u>, parts of speech, and/or clarify shades of meaning.</li> <li>Use text evidence to verify dictionary or glossary meaning.</li> </ul>   | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Word Study</i> 131<br/> Unit 3 <i>Homophones</i> 280<br/> Unit 4 <i>Dictionary</i> 486<br/> Unit 5 <i>Dictionary</i> 622<br/> <i>Thesaurus</i> 526<br/> <i>Word Parts</i> 592<br/> Unit 6 <i>Dictionary</i> 728</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 V S13-S14, 36, 42, 48, 110<br/> Unit 2 FYI T6; St 226<br/> Unit 3 St 284; V 262<br/> Unit 4 D2 513C; DR 513U; FYI T4; V 486<br/> Unit 5 D2 549C; DR 549U; FYI T6; St 534, 538; Th 545; V 526, 580, 622<br/> Unit 6 St 736; V 728</p> |
| <p><b>1.2.2 Apply a variety of strategies to comprehend words and ideas in complex text.</b></p> <ul style="list-style-type: none"> <li>Use word origins to determine the meaning of unknown words.</li> <li>Use abstract, derived <u>root words</u>, <u>prefixes</u>, and <u>suffixes</u> from Greek and Latin to analyze the meaning of complex words (e.g., collide, collision).</li> <li>Use <u>structural analysis</u> and concept-building <u>vocabulary strategies</u> to understand new words and concepts in <u>informational/expository text</u> and <u>literary/narrative text</u>.</li> <li>Use <u>prior knowledge</u>, the text, <u>context clues</u>, and <u>graphic features</u> of text to predict, clarify, and/or expand word meanings and concepts.</li> <li>Self-correct, re-read, read on, and/or slow down to gain meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u>.</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Context Clues</i> 8<br/> Unit 2 <i>Context Clues</i> 160<br/> <i>Word Parts</i> 194<br/> <i>Word Study</i> 244<br/> Unit 5 <i>Word Parts</i> 592<br/> Unit 6 <i>Word Parts</i> 752</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 St 15; V 112<br/> Unit 2 MoC 164; St 167, 194; V 143, 172, 230; WS 245<br/> Unit 3 MoC 256, 259; V 265, 267, 328, 361<br/> Unit 4 ES 397; MoC 392; V 395, 396<br/> Unit 5 MoC 596; V 630<br/> Unit 6 C 734; MoC 756; V 740</p>                                    |

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| <b>Component 1.3 Build vocabulary through wide reading.</b>  |  |
| <p><b>1.3.1 Understand and apply new vocabulary.</b></p> <ul style="list-style-type: none"> <li>Integrate new vocabulary from <u>informational/expository text</u> and <u>literary/narrative text</u>, including text from a variety of cultures and communities, into written and oral communication.</li> </ul>  | <p><b>Teacher Edition:</b></p> <p>Unit 1 V 33S, 59W, 71AA, 95W, 125W<br/> Unit 2 V 157W, 179W, 191AA, 217W, 239W<br/> Unit 3 V 277W, 307W, 319W, 349W, 375S<br/> Unit 4 D2 437C; V 413W, 437S, 437W, 449AA<br/> Unit 5 V 549W, 577W, 589AA, 619S, 619W<br/> Unit 6 V 685W, 713W, 725AA, 749W, 779S, 779W</p>   |
| <p><b>1.3.2 Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text. <b>W</b></b></p> <ul style="list-style-type: none"> <li>Identify and define content area vocabulary critical to the meaning of the text and use that knowledge to interpret the text.</li> <li>Identify words that have different meanings in different content areas and determine the correct meaning from the context (e.g., <i>property</i> in science and social studies).</li> <li>Select, from multiple choices, the meaning of words necessary to understand content area text.</li> <li>Use new vocabulary in oral and written communication.</li> </ul> | <p><b>Teacher Edition:</b></p> <p>Unit 1 AL 33AA; CV 28, 54, 91, 92; V 33W<br/> Unit 2 AL 157AA; D2 239C; Sk 239U; V 157W, 179W, 191AA<br/> Unit 3 AL 277AA; CV 302, 344; V 277W, 349W<br/> Unit 4 AL 413AA; CV 408, 478; V 413W, 437W<br/> Unit 5 AL 549AA; CV 544, 614, 638; V 643W<br/> Unit 6 AL 685AA; CV 680, 708, 746, 774; V 685W, 725AA</p> |
| <b>Component 1.4 Apply word recognition skills and strategies to read fluently.</b>  |  |
| <p><b>1.4.2 Apply <u>fluency</u> to enhance comprehension.</b></p> <ul style="list-style-type: none"> <li>Read aloud grade-level <u>informational/expository text</u> and <u>literary/narrative text</u> accurately, using appropriate pacing, phrasing, and expression.</li> <li>Read aloud unpracticed grade-level text with fluency in a range of 125–135+ words correct per minute.</li> </ul>   | <p><b>Teacher Edition:</b></p> <p>Unit 1 F 27A, 53A, 67A, 89A, 119A<br/> Unit 2 F 153A, 175A, 187A, 213A, 235A<br/> Unit 3 F 273A, 301A, 315A, 343A, 371A<br/> Unit 4 F 407A, 431A, 445A, 477A, 507A<br/> Unit 5 F 543A, 573A, 585A, 613A, 637A<br/> Unit 6 F 679A, 707A, 721A, 745A, 773A</p>   |
| <p><b>1.4.3 Apply different reading rates to match text.</b></p> <ul style="list-style-type: none"> <li>Adjust reading rate to match difficulty and type of text and the purposes for reading (e.g., <u>skimming</u> for facts, <u>scanning</u> for key words, <u>close/careful reading</u> for understanding new or complex ideas).</li> </ul>  | <p><b>Teacher Edition:</b></p> <p>Unit 1 MC 23, 25; MoC 12<br/> Unit 2 MC 166, 173, 228, 233; MoC 164, 224<br/> Unit 3 RSS 315C<br/> Unit 4 F 407A<br/> Unit 6 RS xvi</p>  |

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| <b>EALR 2: The student understands the meaning of what is read.</b>   |  |
| <b>Component 2.1 Demonstrate evidence of reading comprehension.</b>   |  |
| <p><b>2.1.3 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme</u>, <u>main idea</u> and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u>. <b>W</b></b></p> <ul style="list-style-type: none"> <li>State the main idea of a passage and provide several text-based details supporting it.</li> <li>State the theme/message and supporting details in culturally relevant <u>literary/narrative text</u>.</li> <li>Organize main ideas and supporting details in a <u>graphic organizer</u> to enhance comprehension.</li> <li>Select, from multiple choices, a title that best fits the selection and provide details from the text to support the choice.</li> <li>Select, from multiple choices, a sentence that best states the <u>theme</u> or <u>main idea</u> of a story, poem, or selection.</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Test Practice</i> 69 #1<br/> Unit 3 <i>Connect and Compare</i> 305 #2<br/> <i>Theme</i> 331, 340<br/> Unit 4 <i>Reread for Comprehension</i> 417<br/> Unit 6 <i>Test Practice</i> 723 #1</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 C 21, 113; Sk 63A-63B, 66<br/> Unit 2 C 187B; MID 209; Sk 161A-161B, 164<br/> Unit 3 C 371B; ES 263, 333; Sk 253A-253B, 257, 261, 263, 327, 331; T 298; TE 266, 331<br/> Unit 4 C 403; Sk 422, 427<br/> Unit 5 C 585B; MID 627<br/> Unit 6 C 679B; T 676</p> |
| <p><b>2.1.4 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: use <u>prior knowledge</u>.</b></p> <ul style="list-style-type: none"> <li>Connect current issues, previous information and experiences to characters, events, and information within and across culturally relevant text(s).</li> <li>Activate <u>prior knowledge</u> about a topic and organize information into a <u>graphic organizer</u> to aid in comprehension of text.</li> </ul>   | <p><b>Teacher Edition:</b></p> <p>Unit 1 APK 6, 34, 60; MaC 27, 53<br/> Unit 2 APK 136, 158, 180; MaC 153, 175<br/> Unit 3 APK 250, 278, 308; MaC 273, 301<br/> Unit 4 APK 386, 414, 438; MaC 407, 431<br/> Unit 5 APK 524, 550, 578; MaC 543, 573<br/> Unit 6 APK 654, 686, 714; MaC 679, 707</p>   |

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| <p><b>2.1.5 Apply <u>comprehension monitoring strategies</u> before, during, and after reading: <u>predict</u> and <u>infer</u> from grade-level text. <b>W</b></b></p> <ul style="list-style-type: none"> <li>• Make, confirm, and revise <u>prediction</u> based on <u>prior knowledge</u> and evidence from the text.</li> <li>• Cite passages from text to confirm or defend predictions and <u>inferences</u>.</li> <li>• Select, from multiple choices, a prediction, or <u>inference</u> from <u>literary/narrative text</u> (e.g., how a poet or author feels, how a character feels, what a character will do, what is likely to happen next or at the end of the story or poem).</li> <li>• Organize information to support a prediction or inference in a <u>graphic organizer</u>.</li> <li>• Select, from multiple choices, a <u>prediction</u> or <u>inference</u> that could be made from the text.</li> </ul>  | <p><b>Teacher Edition:</b></p> <p>Unit 1 MP 81; PP 11; RPP 17, 25; Sk 37A-37B, 40, 46</p> <p>Unit 2 MI 171; PP 141; RPP 145</p> <p>Unit 3 MI 268; MP 260, 263, 268; RPP 263</p> <p>Unit 4 MI 393, 424, 496; PP 391; RPP 399</p> <p>Unit 5 C 613B; MP 565; PP 529; RPP 535, 541; Sk 558, 560, 562, 567; TE 562</p> <p>Unit 6 MP 667, 673; PP 659; RPP 669, 677</p> |
| <p><b>2.1.6 Apply <u>comprehension monitoring strategies</u> to understand fiction, nonfiction, <u>informational text</u>, and <u>task-oriented text</u>: <u>monitor</u> for meaning, <u>create mental images</u>, and <u>generate and answer questions</u>.</b></p> <ul style="list-style-type: none"> <li>• Monitor for meaning by identifying where and why comprehension was lost and use <u>comprehension-repair strategies</u> to regain meaning.</li> <li>• Generate and answer questions about the text before, during, and after reading to aid comprehension.</li> <li>• Use <u>questioning strategies</u> to comprehend text.</li> <li>• Draw, write about, or verbally describe the mental images that occur while reading.</li> <li>• Organize information in a <u>graphic organizer</u> appropriate to the text and purpose for reading to organize information and comprehend text.</li> <li>• Use pre-, during, and after-reading tools designed to activate and record <u>prior knowledge</u> to understand text (e.g., <u>prediction guides</u>, KWL charts, DRTA).</li> </ul> | <p><b>Teacher Edition:</b></p> <p>Unit 1 MoC 78</p> <p>Unit 2 C 228; St 184, 185</p> <p>Unit 3 C 367; MC 259, 367; MoC 256, 356; St 332, 335, 365, 366</p> <p>Unit 4 C 400; MC 470, 472; MoC 456; St 389A, 397, 402, 428, 453A</p> <p>Unit 5 MC 533; MoC 530, 556, 596; St 537, 563, 633</p> <p>Unit 6 C/W 670; St 665, 696</p>                                   |

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| <p><b>2.1.7 Apply <u>comprehension monitoring strategies</u> during and after reading: <u>summarize grade-level informational/expository text and literary/narrative text.</u> <b>W</b></b></p> <ul style="list-style-type: none"> <li>• Create a <u>summary</u> including the <u>main idea</u> and the most important text-based facts, details, and/or ideas from <u>informational/expository text</u> (e.g., newspaper or magazine articles).</li> <li>• Summarize the plot/message in culturally relevant <u>literary/narrative texts</u>.</li> <li>• Select, from multiple choices, a sentence that best summarizes the story or selection.</li> <li>• Organize information using a <u>graphic organizer</u> appropriate for summarizing <u>informational/expository text</u> and <u>literary/narrative text</u>.</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Summarize</i> 27, 53, 89<br/><i>Test Practice</i> 69 #4</p> <p>Unit 2 <i>Summarize</i> 153, 175, 213</p> <p>Unit 3 <i>Summarize</i> 273, 301, 343</p> <p>Unit 4 <i>Summarize</i> 407, 431, 477<br/><i>Test Practice</i> 447 #4</p> <p>Unit 5 <i>Summarize</i> 543, 573, 613<br/><i>Test Practice</i> 587 #4</p> <p>Unit 6 <i>Summarize</i> 679, 707</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 Su 21</p> <p>Unit 2 ES 169; MID 146; Sk 164, 165; St 168; TE 171</p> <p>Unit 3 St 296</p> <p>Unit 5 Su 561</p> <p>Unit 6 Su 663, 670</p> |
| <b>Component 2.2 Understand and apply knowledge of text components to comprehend text.</b>  |   |
| <p><b>2.2.1 Apply understanding of time, order, and/or sequence to comprehend text.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>• Explain the use of flashbacks to convey meaning in <u>literary/narrative text</u>.</li> <li>• Explain the use of steps in a process to convey meaning in an information text (e.g., how a bill becomes law, stages in the colonization of early America).</li> </ul>  | <p><b>Student Edition:</b></p> <p>Unit 2 <i>Reread for Comprehension</i> 139<br/><i>Sequence</i> 144, 149<br/><i>Think and Compare</i> 153 #2</p> <p>Unit 3 <i>Reread for Comprehension</i> 281<br/><i>Sequence</i> 287, 297</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 St 37A</p> <p>Unit 2 C 175B; ES 145; MC 201; RSk 157M; S 168; Sk 139A-139B, 149, 150, 157N, 157U, 157Y; TE 144</p> <p>Unit 3 C 315B; S 314; Sk 281A-281B, 287, 288, 293, 296; TE 296</p> <p>Unit 4 S 495</p> <p>Unit 6 LC 664</p>   |

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| <p><b>2.2.2 Apply understanding of printed and electronic <u>text features</u> to locate information and comprehend text.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>• Locate information using grade-level appropriate text features.</li> <li>• Interpret and draw conclusions from grade-level appropriate text features such as maps, charts, tables, and graphs, etc. (e.g., given a table of precipitation and temperatures across the country, draw a conclusion about which cities would receive snow).</li> <li>• Use organizational features and <u>electronic sources</u> (such as headings and numberings, CD-ROM, internet, <u>pull-down menus</u>, <u>key word searches</u>, and <u>icons</u>) to access information.</li> <li>• Select, from multiple choices, the purpose of a specific text feature and/or information learned from a text feature.</li> </ul>  | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Connect and Compare</i> 93 #1<br/> Unit 3 <i>Connect and Compare</i> 305 #1, 347 #1<br/> Unit 4 <i>Connect and Compare</i> 511 #2<br/> Unit 5 <i>Connect and Compare</i> 617 #1, 641 #1<br/> Unit 6 <i>Connect and Compare</i> 747 #1</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 TF 54, 55, 56, 90, 92<br/> Unit 2 C 167; UTF 208<br/> Unit 3 TF 303, 345, 346<br/> Unit 4 C 404; TF 478, 479, 509; UTF 420, 422, 423<br/> Unit 5 TF 545, 546, 614, 615, 616<br/> Unit 6 TF 709, 746, 775</p> |
| <p><b>2.2.3 Understand and analyze <u>story elements</u>.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of the situation, characters' actions, motivations, feelings, and physical attributes to determine characters' traits.</li> <li>• Identify the major actions that define the <u>plot</u> and how actions lead to <u>conflict</u> or <u>resolution</u>.</li> <li>• Explain the influence of <u>setting</u> on character and plot.</li> <li>• Identify the narrator and explain which <u>point of view</u> is used in the text.</li> <li>• Explain how a story would change if a different character narrated it.</li> <li>• Identify the stated <u>theme</u>/message in text and support with evidence from the text.</li> <li>• Identify common recurring themes/messages in books by the same author.</li> <li>• Select, from multiple choices, words or selections that best describe specific story elements from the story, selection, or poem (e.g., character, setting, conflict).</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Problem and Solution</i> 78, 86<br/> Unit 3 <i>Theme</i> 261, 270, 331, 340<br/> Unit 4 <i>Character and Setting</i> 491, 500<br/> Unit 5 <i>Plot and Setting</i> 597, 602</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 C 89B, 113; CS 106; Sk 75A-75B, 79<br/> Unit 3 C 268, 273B, 371B; CP 298; St 253A; T 298; TE 266, 334<br/> Unit 4 AC 506; C 467; Ch 474; Sk 487A-487B; TE 496<br/> Unit 5 AC 542; C/W 533; LL 569; Sk 593A-593B<br/> Unit 6 PV 676; Sk 657A-657B, 661</p>               |

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| <p><b>2.2.4 Apply understanding of <u>text organizational structures</u>.</b></p> <ul style="list-style-type: none"> <li>Recognize and use previously learned text organizational structures (simple listing, sequential order, description, compare and contrast, chronological order) to aid comprehension.</li> <li>Identify and use text written in the text organizational structures of <i>cause and effect</i> and <i>order of importance</i> to find and organize information and comprehend text.</li> <li>Differentiate between text organizational structures of <u>informational/expository text</u> and <u>literary/narrative text</u>.</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 2 <i>Author's Purpose</i> 174<br/> Unit 3 <i>Sequence</i> 287, 297</p> <p><b>Teacher Edition:</b><br/> Unit 2 ES 229; Sk 221A-221B, 225, 226, 229, 231, 232; St 224, 227, 230<br/> Unit 3 C 315B; Sk 281A-281B, 282, 287, 288, 296, 297, 311A-311B, 314; TE 296<br/> Unit 4 C 402; Sk 389A-389B, 395; TE 394<br/> Unit 5 C 573B; ES 539; Sk 527A-527B, 531, 534, 584; St 583</p>   |
| <p><b>Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</b></p>  |   |
| <p><b>2.3.1 Analyze <u>informational/expository text</u> and <u>literary/narrative text</u> for similarities and differences and cause and effect relationships.</b></p> <p><b>W</b></p> <ul style="list-style-type: none"> <li>Find similarities and differences within and between texts using text-based evidence (e.g., facts and opinion in newspaper vs. poetry; authors' points of view in different works).</li> <li>Identify and interpret cause and effect relationships within a text using evidence from the text (e.g., how the transcontinental railroad influenced the development of the West).</li> <li>Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., character, setting, information).</li> <li>Select, from multiple choices, a sentence that explains or describes cause and effect relationships (e.g., what caused something to happen, what was the result of an action).</li> </ul> | <p><b>Student Edition:</b><br/> Unit 1 <i>Connect and Compare</i> 31 #3, 123 #3<br/> Unit 2 <i>Connect and Compare</i> 155 #3, 177 #3, 215 #3, 237 #3<br/> Unit 3 <i>Connect and Compare</i> 373 #3<br/> Unit 4 <i>Connect and Compare</i> 411 #3, 435 #3<br/> Unit 5 <i>Cause and Effect</i> 530, 536<br/> <i>Connect and Compare</i> 641 #3<br/> Unit 6 <i>Connect and Compare</i> 683 #3, 711 #3, 777 #3</p> <p><b>Teacher Edition:</b><br/> Unit 1 CE 91<br/> Unit 4 C 402, 432<br/> Unit 5 C 573B; CE 633; ES 539; Sk 527A-527B, 531, 532, 534, 537, 539, 540, 584; TE 532</p> |

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| <p><b>2.3.2 Analyze sources for information appropriate to a specific topic or for a specific purpose.</b></p> <ul style="list-style-type: none"> <li>Select appropriate resources such as an atlas, newspaper, magazine, memos, directories, and/or schedules, to locate information on a specific topic or for a specific purpose.</li> <li>Sort information gathered from various sources by topic and judge the utility of the information for a specific purpose.</li> </ul> | <p><b>Student Edition:</b><br/> Unit 2 <i>Comprehension</i> 244<br/> Unit 6 <i>Research</i> 785</p> <p><b>Teacher Edition:</b><br/> Unit 1 CCon 31; Mi xvii; RI xvi; TCh 131K<br/> Unit 2 RI xvi; RSS 187C-187D; TCh 245K<br/> Unit 3 CCon 303; RI xvi; RS xvi; SCh 381K; TCh 381K<br/> Unit 4 Mi xvii; RI xvi; SCh 519K; TCh 519K; WR 519C<br/> Unit 5 CCon 545; Mi xvii, 589D; RI xvi; RS xvi; TCh 649K; WR 649B<br/> Unit 6 Mi xvii; ML 785J; RI xvi; SCh 785K; TCh 785K</p> |
| <p><b>2.3.3 Understand a function (which makes the story more interesting) of literary devices. W</b></p> <ul style="list-style-type: none"> <li>Recognize previously learned <u>literary devices</u> and explain how they make the story more interesting.</li> <li>Identify literary/narrative devices such as <u>imagery</u>, <u>exaggeration</u>, and <u>dialogue</u> and explain how they make the story more interesting.</li> </ul>  | <p><b>Student Edition:</b><br/> Unit 3 <i>Comprehension</i> 381<br/> Unit 4 <i>Author's Purpose</i> 506<br/> <i>Think and Compare</i> 507 #4<br/> Unit 5 <i>Think and Compare</i> 637 #4</p> <p><b>Teacher Edition:</b><br/> Unit 1 AC 26; LD 29<br/> Unit 2 AC 212<br/> Unit 3 AC 342<br/> Unit 4 AC 430, 476, 506; C 460; LD 410<br/> Unit 5 AC 572, 612, 636; C 566; LD 567, 634; MoC 631; Sk 605<br/> Unit 6 AC 678, 706, 744, 772; FL 695, 760</p>                         |
| <p><b>Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in informational and literary text.</b></p>  |   |
| <p><b>2.4.1 Apply the skills of drawing conclusions, providing a response, and expressing insights about informational/expository text and literary/narrative text. W</b></p> <ul style="list-style-type: none"> <li>Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.</li> </ul>   | <p><b>Student Edition:</b><br/> Unit 1 <i>Test Practice</i> 69 #3<br/> Unit 3 <i>Test Practice</i> 317 #3<br/> Unit 4 <i>Draw Conclusions</i> 465, 475<br/> Unit 5 <i>Test Practice</i> 587 #2</p> <p><b>Teacher Edition:</b><br/> Unit 3 DC 303, 304, 358, 359, 361, 362, 363<br/> Unit 4 C 507B; DC 401, 403, 421, 497, 504; ES 464; Sk 453A-453B, 457, 459, 461, 465, 469, 474; TE 459<br/> Unit 5 C 543B; DC 533, 538, 561, 568; PRes 571<br/> Unit 6 DC 700, 756, 759</p>  |

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| <p><b>2.4.2 Analyze an <u>author's style</u> of writing, including language choice, achieves the <u>author's purpose</u> and influences an audience.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>Identify and explain the author's purpose (e.g., entertain, inform, explain, persuade).</li> <li>Identify and explain how author's use of word choice, sentence structure and length, and/or <u>literary devices</u> influences an audience.</li> </ul>   | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Author's Purpose</i> 52, 88<br/> Unit 2 <i>Author's Purpose</i> 212, 234<br/> Unit 3 <i>Author's Purpose</i> 300, 342, 370<br/> Unit 4 <i>Author's Purpose</i> 430, 476<br/> Unit 5 <i>Author's Purpose</i> 542, 572, 613, 636<br/> <i>Think and Compare</i> 637 #4<br/> Unit 6 <i>Author's Purpose</i> 678, 706</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 AC 52<br/> Unit 3 AC 300, 342, 370; AP 286<br/> Unit 4 AC 406, 430, 506; AP 494, 509; C 398, 460; Pe 510<br/> Unit 5 AC 572, 612, 636; AP 615; C 566; FL 606; MoC 631<br/> Unit 6 AC 678; C 721B; AP 734</p> |
| <p><b>2.4.3 Analyze text for fact and opinion.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>Distinguish between fact and opinion and provide supporting evidence from the text.</li> <li>Select, from multiple choices, a statement that is a fact or an opinion.</li> </ul>  | <p><b>Student Edition:</b></p> <p>Unit 2 <i>Reread for Comprehension</i> 195<br/> Unit 3 <i>Test Practice</i> 317 #1<br/> Unit 4 <i>Test Practice</i> 447 #1<br/> <i>Think and Compare</i> 445 #2<br/> Unit 5 <i>Reread for Comprehension</i> 623</p> <p><b>Teacher Edition:</b></p> <p>Unit 2 C 235B; ES 203; Sk 195A-195B, 200, 203, 206, 210, 217N, 217U, 217Y; TE 202<br/> Unit 4 C 477B; FO 479; Q1 516; Sk 441A-441B, 444<br/> Unit 5 ES 629; Sk 623A-623B, 626, 629, 632; TE 633</p>  |
| <p><b>2.4.4 Analyze the author's effectiveness for different audiences.</b> <b>W</b></p> <ul style="list-style-type: none"> <li>Identify the author's target audience(s) and cite examples of details and/or arguments that appeal to that audience.</li> <li>Interpret the <u>author's tone</u> and support the answer with text-based evidence.</li> <li>Cite and explain examples of author's use of persuasive devices and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonials/endorsements).</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 3 <i>Genre</i> 380<br/> Unit 4 <i>Author's Purpose</i> 430<br/> Unit 6 <i>Think and Compare</i> 721 #3 and #4</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 ML 131J<br/> Unit 2 ML 245J<br/> Unit 4 AC 430; AP 494; APo 509; C 398; LD 410; Pe 409, 510<br/> Unit 5 MoC 628<br/> Unit 6 C 745B; Sk 717A-717B, 720, 725R, 725Y, 725CC</p>   |

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| <p><b>2.4.5 Understand how to extend information beyond the text to another text or to a broader idea or concept by generalizing.</b></p> <ul style="list-style-type: none"> <li>• <u>Generalize</u> after reading multiple texts (e.g., how characters show bravery or misuse power).</li> <li>• Explain how information in a text could be used to solve a problem and cite text-based examples (e.g., use information from an article about when fruits and vegetables are in season to save money at the grocery store).</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Connect and Compare</i> 57 #3</p> <p>Unit 4 <i>Connect and Compare</i> 411 #3, 435 #2, 481 #3</p> <p style="padding-left: 40px;"><i>Think and Compare</i> 431 #5, 445 #3</p> <p>Unit 5 <i>Connect and Compare</i> 547 #3</p> <p style="padding-left: 40px;"><i>Think and Compare</i> 637 #5</p> <p>Unit 6 <i>Connect and Compare</i> 711 #3</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 MaC 53, 89, 119</p> <p>Unit 2 C 210; MaC 153, 213; MG 228</p> <p>Unit 3 MaC 273, 301, 343</p> <p>Unit 4 MaC 431, 507</p> <p>Unit 5 MaC 573, 637</p> <p>Unit 6 MaC 679, 707, 745, 773</p>   |
| <p><b>2.4.6 Understand ideas and concepts in multiple texts. <u>W</u></b></p> <ul style="list-style-type: none"> <li>• Explain an idea and/or concept, which occur in multiple texts (e.g., bravery, misused power).</li> </ul>   | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Think and Compare</i> 27 #5, 119 #5</p> <p>Unit 2 <i>Connect and Compare</i> 155 #3, 177 #3, 215 #3, 237 #3</p> <p>Unit 3 <i>Connect and Compare</i> 275 #3, 305 #3, 373 #3</p> <p style="padding-left: 40px;"><i>Think and Compare</i> 273 #5, 301 #5</p> <p>Unit 5 <i>Connect and Compare</i> 575 #3, 641 #3</p> <p style="padding-left: 40px;"><i>Think and Compare</i> 637 #5</p> <p>Unit 6 <i>Comprehension</i> 648</p> <p style="padding-left: 40px;"><i>Think and Compare</i> 707 #5</p> <p><b>Teacher Edition:</b></p> <p>Unit 3 C 368, 372</p> <p>Unit 4 C 403, 432</p> <p>Unit 5 CCon 574</p> <p>Unit 6 C 741, 773B</p> |

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| <p><b>2.4.7 Understand <u>author's perspective</u>.</b></p> <ul style="list-style-type: none"> <li>Recognize author's perspective (e.g., opinion about an idea, stand on an issue, perspective on a topic) and cite supporting <u>literary/narrative text</u> details or information text facts.</li> </ul>   | <p><b>Student Edition:</b></p> <p>Unit 2 <i>Author's Purpose</i> 152<br/> <i>Think and Compare</i> 175 #4</p> <p>Unit 3 <i>Author's Perspective</i> 360, 369<br/> <i>Think and Compare</i> 371 #4</p> <p>Unit 4 <i>Connect and Compare</i> 411 #2</p> <p>Unit 5 <i>Think and Compare</i> 585 #4</p> <p>Unit 6 <i>Test Practice</i> 723 #2</p> <p><b>Teacher Edition:</b></p> <p>Unit 3 ES 363; RSk 375M; Sk 353A-353B, 357, 358, 360, 368, 375N, 375U, 375Y; TE 360</p> <p>Unit 4 APe 403; LD 634; Sk 407B</p> <p>Unit 5 LD 634</p> <p>Unit 6 St 719</p> |
| <p><b>EALR 3: The student reads different materials for a variety of purposes.</b></p>  |  |
| <p><b>Component 3.1 Read to learn new information.</b></p>  |  |
| <p><b>3.1.1 Analyze appropriateness of a variety of resources and use them to perform a specific task or investigate a topic.</b></p> <ul style="list-style-type: none"> <li>Locate, select, and use a variety of library and Internet materials appropriate to a task or best suited to investigate a topic.</li> <li>Follow multi-step written directions (e.g., explain the process for becoming a U.S. citizen, follow a recipe, build a model, complete a project).</li> </ul> | <p><b>Student Edition:</b></p> <p>Unit 1 <i>Social Studies Activity</i> 57</p> <p>Unit 6 <i>Research</i> 785</p> <p><b>Teacher Edition:</b></p> <p>Unit 1 CCon 31; CL 131I; Mi xvii; RI xvi; TCh 131K</p> <p>Unit 2 C 232; CCon 209; RI xvi; RSS 187C-187D; TCh 245K</p> <p>Unit 3 CCon 303; RI xvi; RS xvi; SCh 381K; TCh 381K</p> <p>Unit 4 Mi xvii; RI xvi; SCh 519K; TCh 519K; WR 519C</p> <p>Unit 5 CCon 545, 617; Mi xvii, 589D; RI xvi; RS xvi; SCh 649K; TCh 649K</p> <p>Unit 6 ML 785JRI xvi; SCh 785K; TCh 785K; WR 785C</p>                   |

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| <b>Component 3.2 Read to perform a task.</b>   |   |
| <p><b>3.2.2 Apply understanding of a variety of functional documents.</b></p> <ul style="list-style-type: none"> <li>Locate and use functional documents (e.g., informational/expository posters, advertisements, brochures).</li> </ul>   | <p><b>Student Edition:</b><br/> Unit 1 <i>Connect and Compare</i> 123 #4<br/> Unit 2 <i>Comprehension</i> 244<br/> Unit 3 <i>Genre</i> 380<br/> Unit 4 <i>Science Activity</i> 511</p> <p><b>Teacher Edition:</b><br/> Unit 2 G 244<br/> Unit 3 ML 381J<br/> Unit 4 CCon 509, 511<br/> Unit 6 RSS 721C-721D</p>   |
| <b>Component 3.4 Read for literary experience in a variety of genres.</b>  |   |
| <p><b>3.4.2 Understand and analyze a variety of literary/narrative genres.</b></p> <ul style="list-style-type: none"> <li>Examine and explain the characteristics of genres.</li> <li>Respond to literature written in a variety of genres based on given criteria (e.g., compare and contrast literary/narrative elements in texts written in different genres).</li> </ul>   | <p><b>Student Edition:</b><br/> Unit 2 <i>Connect and Compare</i> 215 #3<br/> Unit 6 <i>Think and Compare</i> 707 #5</p> <p><b>Teacher Edition:</b><br/> Unit 1 G 19, 30, 42, 49, 102<br/> Unit 2 G 148, 198, 215<br/> Unit 3 C 258, 368, 372; G 256, 269, 274, 284, 334<br/> Unit 4 C 432; G 392, 426, 434, 463, 467<br/> Unit 5 G 570, 574, 598<br/> Unit 6 G 669, 692, 708</p>   |
| <p><b>3.4.3 Analyze literature from a variety of cultures or historical periods for relationships and recurring themes.</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences within and among multiple cultures or historical periods citing text-based evidence (e.g., laws in different cultures or historical periods).</li> <li>Identify and discuss recurring themes in literature (e.g., friendship, conflict).</li> </ul> | <p><b>Student Edition:</b><br/> Unit 1 <i>Connect and Compare</i> 123 #3<br/> <i>Genre</i> 130<br/> <i>Think and Compare</i> 27 #5, 53 #5, 89 #5<br/> Unit 2 <i>Connect and Compare</i> 177 #4<br/> Unit 3 <i>Connect and Compare</i> 275 #3, 373 #3<br/> <i>Social Studies Activity</i> 305<br/> <i>Think and Compare</i> 273 #5, 371 #5<br/> Unit 4 <i>Connect and Compare</i> 435 #4<br/> Unit 5 <i>Think and Compare</i> 573 #5<br/> Unit 6 <i>Comprehension</i> 648</p> <p><b>Teacher Edition:</b><br/> Unit 3 C 274, 290, 301B, 368, 371B, 372; Sk 254; SSA 305<br/> Unit 4 C 403, 432, 433<br/> Unit 5 CCon 567, 574, 615, 641<br/> Unit 6 C 741, 773B</p> |

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| <b>EALR 4: The student sets goals and evaluates progress to improve reading.</b>   |  |
| <b>Component 4.1 Assess reading strengths and need for improvement.</b>  |  |
| <p><b>4.1.2 Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.</b></p> <ul style="list-style-type: none"> <li>• Set reading goals and create a plan to meet those goals.</li> <li>• Monitor progress toward implementing the plan, making adjustments and corrections as needed.</li> </ul> | <p><b>Teacher Edition:</b></p> <p>Unit 1 C S16-S21, 27B; F S22; MoC 12, 40; SP 11, 39</p> <p>Unit 2 AQ 188; MoC 164, 189, 224; RSt 217M; SP 141, 163; St 217N</p> <p>Unit 3 MC 259, 367; MoC 256, 326, 356; SP 255, 283</p> <p>Unit 4 MC 396; MoC 392, 490; SP 391, 419</p> <p>Unit 5 MoC 596, 626; SP 529, 555</p> <p>Unit 6 MoC 756; SP 659, 691</p> |
| <b>Component 4.2 Develop interests and share reading experiences.</b>  |  |
| <p><b>4.2.1 Evaluate books and authors to share common literary experiences.</b></p> <ul style="list-style-type: none"> <li>• Recommend books to others and explain the reason for the recommendation.</li> <li>• Discuss common reading selections and experiences with others.</li> </ul>  | <p><b>Teacher Edition:</b></p> <p>Unit 1 SSR BT 33P, 33V; LC T3, T5, T7</p> <p>Unit 2 SSR 217T; BT 157P; LC T3, T5, T7</p> <p>Unit 3 SSR 277T; BT 277P; LC T3, T5, T7</p> <p>Unit 4 SSR 513T; BT 413P; LC T3, T5, T7</p> <p>Unit 5 SSR 643X; BT 549P; LC T3, T5, T7</p> <p>Unit 6 SSR 713T; BT 685P; LC T3, T5, T7</p>                                 |