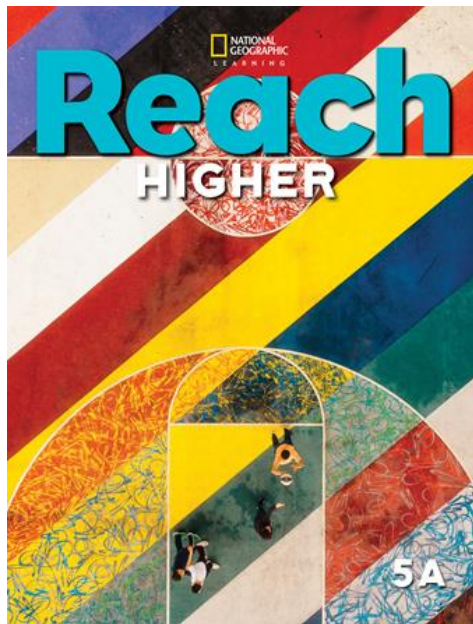


Common Core State Standards for English Language Arts
Grade 5

correlated to

Level 5A

Reach
HIGHER



 **NATIONAL
GEOGRAPHIC**
LEARNING

A part of Cengage

Common Core State Standards for English Language
Arts
Grade 5 correlated to
REACH HIGHER
Level 5A

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
Reading Standards for Literature	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	REACH HIGHER Level 5A SE Page References: 87-89, 228-229, 234-235, 236-237, 260-261, 272-273, 276
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.	REACH HIGHER Level 5A SE Page References: 226, 238-239, 240-241, 244
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).	REACH HIGHER Level 5A SE Page References:
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	REACH HIGHER Level 5A SE Page References: 13, 22-T23, 32-T33, 103, 168-169, 170-171, 234-235, 242
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	REACH HIGHER Level 5A SE Page References: The opportunity to address this objective is available. See, for example:
6. Describe how a narrator's or speaker's point of view influences how events are described.	REACH HIGHER Level 5A SE Page References: 266-267
Integration of Knowledge and Ideas	
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).	REACH HIGHER Level 5A SE Page References: 18-T19, 90-91, 97
9. Compare and contrast stories in the same Genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	REACH HIGHER Level 5A SE Page References: 110

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
Range of Reading and Level of Text Complexity	
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.	REACH HIGHER Level 5A SE Page References: 12-25, 86-98, 103-109, 160-173, 232-244
Reading Standards for Informational Text	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	REACH HIGHER Level 5A SE Page References: 54-55, 63, 66-67, 121, 139, 198-199, 212-213, 249, 252-253, 281, 282-283, 284-285
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	REACH HIGHER Level 5A SE Page References: 124-125, 132-133, 144, 177, 178-179, 192-195, 200-201, 203, 212-213
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.	REACH HIGHER Level 5A SE Page References: 46, 47, 48-49, 50-51, 54-55, 128-129, 130, 198-199, 200-201, 252-253, 286-287
Craft and Structure	
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	REACH HIGHER Level 5A SE Page References: This objective is addressed extensively throughout. See, for example: 7, 41, 81, 115, 155, 187, 227
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.	REACH HIGHER Level 5A SE Page References: 214
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	REACH HIGHER Level 5A SE Page References: 68, 142, 214, 288
Integration of Knowledge and Ideas	
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.	REACH HIGHER Level 5A SE Page References: 122-123, 124-125

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
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).	REACH HIGHER Level 5A SE Page References:
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	REACH HIGHER Level 5A SE Page References: 142, 182, 214, 292-295
Range of Reading and Level of Text Complexity	
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.	REACH HIGHER Level 5A SE Page References: This objective is addressed extensively throughout. See, for example: 46-59, 120-133, 192-205, 209-213, 281-287
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	REACH HIGHER Level 5A SE Page References:
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	REACH HIGHER Level 5A SE Page References: 13, 46, 87, 121, 160-161, 193, 232-235
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	REACH HIGHER Level 5A SE Page References: This objective is addressed extensively throughout. See, for example: 22-23, 276
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	REACH HIGHER Level 5A SE Page References:

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
Writing Standards	
Text Types and Purposes	
<p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p>	REACH HIGHER Level 5A SE Page References:
<p>b. Provide logically ordered reasons that are supported by facts and details.</p>	REACH HIGHER Level 5A SE Page References:
<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	REACH HIGHER Level 5A SE Page References:
<p>d. Provide a concluding statement or section related to the opinion presented.</p>	REACH HIGHER Level 5A SE Page References:
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	REACH HIGHER Level 5A SE Page References: 290-295
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	REACH HIGHER Level 5A SE Page References: 293-294
<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	REACH HIGHER Level 5A SE Page References:
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	REACH HIGHER Level 5A SE Page References: 294
<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	REACH HIGHER Level 5A SE Page References:
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	REACH HIGHER Level 5A SE Page References: 71, 145, 157

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	REACH HIGHER Level 5A SE Page References: 71, 145, 157, 245
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	REACH HIGHER Level 5A SE Page References: 147
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	REACH HIGHER Level 5A SE Page References: 71
e. Provide a conclusion that follows from the narrated experiences or events.	REACH HIGHER Level 5A SE Page References: 71, 145
Production and Distribution of Writing	
4. Produce clear and coherent writing 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.)	REACH HIGHER Level 5A SE Page References: 70-73, 144-147, 216-219, 290-295
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 on pages 28 and 29.)	REACH HIGHER Level 5A SE Page References: 71-73, 145-147, 217-219, 292-295
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.	REACH HIGHER Level 5A SE Page References: 217, 219, 292, 293, 295
Research to Build and Present Knowledge	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	REACH HIGHER Level 5A SE Page References: 292-295
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.	REACH HIGHER Level 5A SE Page References: 292-294

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</p>	<p>REACH HIGHER Level 5A SE Page References: 26, 100, 174, 246</p>
<p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</p>	<p>REACH HIGHER Level 5A SE Page References: 60, 134, 206</p>
<p>Range of Writing</p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>REACH HIGHER Level 5A SE Page References: This objective is addressed extensively throughout. See, for example: 9, 70-73, 134, 182, 216-219, 288</p>

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>REACH HIGHER Level 5A SE Page References: The opportunity to address this objective is available. See, for example: 216</p>
<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>REACH HIGHER Level 5A SE Page References: 184-185, 208, 216</p>
<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>REACH HIGHER Level 5A SE Page References: 38-39, 184-185, 208, 216</p>
<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>REACH HIGHER Level 5A SE Page References: 216, 256-257</p>
<p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>REACH HIGHER Level 5A SE Page References: 135, 207, 290-291</p>
<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>REACH HIGHER Level 5A SE Page References: 175, 279</p>
Presentation of Knowledge and Ideas	
<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>REACH HIGHER Level 5A SE Page References: 73, 290, 295</p>
<p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>REACH HIGHER Level 5A SE Page References: 219, 290, 295</p>
<p>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 on pages 28 and 29 for specific expectations.)</p>	<p>REACH HIGHER Level 5A SE Page References: 70</p>

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
Language Standards	
Conventions of Standard English	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p>	<p>REACH HIGHER Level 5A SE Page References: 73, 143</p> <p>No interjections.</p>
<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p>	<p>REACH HIGHER Level 5A SE Page References:</p>
<p>c. Use verb tense to convey various times, sequences, states, and conditions.</p>	<p>REACH HIGHER Level 5A SE Page References: 246, 255, 295</p>
<p>d. Recognize and correct inappropriate shifts in verb tense.</p>	<p>REACH HIGHER Level 5A SE Page References: 69</p>
<p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>REACH HIGHER Level 5A SE Page References: This objective is beyond the scope of REACH HIGHER Level 5.</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p>	<p>REACH HIGHER Level 5A SE Page References:</p>
<p>b. Use a comma to separate an introductory element from the rest of the sentence.</p>	<p>REACH HIGHER Level 5A SE Page References:</p>
<p>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>REACH HIGHER Level 5A SE Page References:</p>
<p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p>REACH HIGHER Level 5A SE Page References: 295</p>
<p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>REACH HIGHER Level 5A SE Page References: 147, 219</p>
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>REACH HIGHER Level 5A SE Page References: 143, 147</p>

Grade 5 Common Core State Standards	REACH HIGHER Level 5A Student's Edition Page References
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	REACH HIGHER Level 5A SE Page References:
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	REACH HIGHER Level 5A SE Page References: 48-49
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	REACH HIGHER Level 5A SE Page References: 102, 136, 143, 176, 208, 215
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	REACH HIGHER Level 5A SE Page References: 28, 37, 62, 69, 215
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.	REACH HIGHER Level 5A SE Page References: 13, 32-33, 103, 168-169, 170- 171, 234-235, 242
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	REACH HIGHER Level 5A SE Page References: 48-49
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	REACH HIGHER Level 5A SE Page References: 62, 248, 255, 280, 289
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., however, although, nevertheless, similarly, moreover, in addition).	REACH HIGHER Level 5A SE Page References: This objective is addressed extensively throughout. See, for example: 27, 61, 135, 143, 175, 279