

Macmillan/McGraw-Hill  
**California TREASURES**  
**Grade 5, Teacher's Edition**

ALIGNED WITH

COMMON CORE  
STATE STANDARDS FOR

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English Language Arts  
&

Literacy in History/Social Studies,  
Science, and Technical Subjects

**Includes California Augmentation (in bold text in CCSS column)**

## College and Career Readiness Anchor Standards for Reading

### ***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 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 a number of 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.

## Reading Standards for Literature

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b>Key Ideas and Details</b>		
<p><b>1.</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>R2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>R2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p><b>UNIT 1:</b> S19, 19, 27, 37A–37B, 40, 41, 42, 44, 46, 50, 53, 53B, 89, 103, 105, 119, 121, 125X, T7</p> <p><b>UNIT 2:</b> 143, 144, 145, 148, 151, 155, 155B, 199, 217, 218, 222, 225, 225B</p> <p><b>UNIT 3:</b> 289, 320, 346, 352, 354, 359, 374, 380, 387</p> <p><b>UNIT 4:</b> 469A–469B, 472, 473, 475, 480, 481, 486, 493, 509, 512, 515, 523, 523B, T3</p> <p><b>UNIT 6:</b> 668, 678, 679, 695, 697, 701, 704, 707, 729A–729B, 730, 739, 741, 744, 745, 749AA, 773</p>
<p><b>2.</b> 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>	<p>R3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</p> <p>R3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p> <p>R3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.</p>	<p><b>UNIT 1:</b> S14, S18, 21, 27, 45, 53, 72M, 79, 80, 82, 84, 85, 89, 95V, 95W, 95A, 96M, 119, 121, 124</p> <p><b>UNIT 2:</b> 148, 155, 216, 225</p> <p><b>UNIT 3:</b> 280, 289, 317, 339A–339B, 343, 344, 347, 349, 352, 355, 356, 359, 359B, 365W, 365Z, 365AA, 365BB, 376, 377, 378, 380, 382, 387, 387B, 389, 391T, 391X, 392, T3, T5, T7</p> <p><b>UNIT 4:</b> 451, 480, 493, 506, 519, 523, 523B</p> <p><b>UNIT 6:</b> 663, 670, 676, 679, 679B, 685X, 696, 699, 702, 707, 729A–729B, 730, 733, 735, 737, 739, 740, 741, 742, 745, 749W, 749AA, 773B, 780</p>
<p><b>3.</b> 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>	<p>R3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</p>	<p><b>UNIT 1:</b> S14, 9A–9B, 12, 14, 15, 16, 17, 21, 22, 23, 27, 33W, 33AA, 41, 48, 49, 50, 53B, 79, 80, 83, 84, 89, 89B, 106, 115, 119, 119B, 126, 127, T6, T7</p> <p><b>UNIT 2:</b> 139A–139B, 143, 146, 151, 155, 205A–205B, 209, 211, 215, 220, 221, 225, 231V, T5</p> <p><b>UNIT 3:</b> 277, 278, 281, 283 289B, 294J, 344, 353, 359, 359B, 374, 375</p> <p><b>UNIT 4:</b> 429F, 488, 490, 493, 506, 517, 531, T2</p> <p><b>UNIT 6:</b> 657A–657B, 660, 661, 664, 668, 670, 675, 679, 693, 700, 707B, 733, 738,</p>

		773B, T7
<b><i>Craft and Structure</i></b>		
<b>4.</b> 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.)	R1.5 Understand and explain the figurative and metaphorical use of words in context. R3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	UNIT 1: 6L, 6M, 8, 9, 10, 18, 24, 36, 37, 38, 45, 72L, 74, 75, 76, 95W, 98, 99, 100, 120 UNIT 2: 136L, 138, 139, 139B, 140, 143, 145, 148, 150, 161Y, 162L, 202L, 204, 205, 206, 211, 216, 218, 231Y UNIT 3: 266L, 268, 269, 270, 283, 290, 291, 294L, 296, 297, 298, 324L, 338, 339, 340, 344, 346, 350, 365W, 365Y, 365AA, 368, 369, 370, 377, 381, 383, 386, 388, 389, 393 UNIT 4: 402L, 430L, 440, 448, 468, 469, 470, 477, 484, 502, 503, 504, 509, 511, 514 UNIT 5: 540L, 558, 580, 618, 640 UNIT 6: 654L, 656, 657, 658, 661, 665, 671, 685W, 688, 689, 690, 695, 697, 704, 706, 714L, 728, 729, 730, 734, 736, 740, 749W, 750L, 752, 753, 754
<b>5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	R3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. R3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	UNIT 1: 120, 121 UNIT 2: 136L, 136M UNIT 3: 174J, 269B, 270, 272, 274, 286, 388, 389 UNIT 5: 558, 559, 561V, 618, 619
<b>6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	R2.5 Distinguish facts, supported inferences, and opinions in text. R3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	UNIT 1: 72M, 121, 145, 153, 154 UNIT 2: 161E UNIT 3: 389 UNIT 4: 522 UNIT 6: 676, 679
<b><i>Integration of Knowledge and Ideas</i></b>		
<b>7.</b> 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).	Not in CA ELA Standards (but is in CA Treasures =>).	UNIT 1: 47, 81, 105, 113, 122, T7 UNIT 2: 213, 219, 220 UNIT 3: 287, 310 UNIT 4: 478, 487, 488, 519 UNIT 5: 649I, 649J UNIT 6: 692, 732, 741
<b>8.</b> (Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)

<p><b>9.</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>R3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. R3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.</p>	<p><b>UNIT 1:</b> S15, 27, 33W, 53, 89, 119, 120 <b>UNIT 2:</b> 155, 229, 231Y, 231AA <b>UNIT 3:</b> 276, 286, 289, 294K, 317, 318, 319, 320, 321, 323W, 323Y, 324K, 359, 365W, 387, 387B <b>UNIT 4:</b> 451, 483, 493, 523 <b>UNIT 5:</b> 640 <b>UNIT 6:</b> 679, 706, 707, 745, 773</p>
<p><b><i>Range of Reading and Level of Text Complexity</i></b></p>		
<p><b>10.</b> 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>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;), also in Criteria.</p>	<p>Reading selections in the Grade 5 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 770–980 required by the Common Core Standard for grades 4–5.</p>

## Reading Standards for Informational Text

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b>Key Ideas and Details</b>		
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	R2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. R2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<b>UNIT 1:</b> S19, 55, 56, 66, 67B, 125U, 128, T4 <b>UNIT 2:</b> 177A–177B, 181, 182, 183, 184, 186, 189, 191, 192, 197, 239, 246, 249 <b>UNIT 3:</b> 319, 320, 321, 333, 362, 394 <b>UNIT 4:</b> 409, 419, 423, 438, 440, 443, 444, 447 <b>UNIT 5:</b> 547, 549, 550, 553, 555, 557, 574, 576, 579, 608, 609, 613, 617, 629, 631, 634, 639, T2, T3, T6, T7 <b>UNIT 6:</b> 776
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> S18, 34J, 34L, 60J, 63A–63B, 64, 66, 67, 71FF, 96M, 128, T4, T5 <b>UNIT 2:</b> 169, 169B, 185, 197, 227, 231Z, 242, 245, 249, 249B, 251, 255X, 258, 259 <b>UNIT 3:</b> 366J, 366K <b>UNIT 4:</b> 417, 423, 433A–433B, 434, 437, 438, 439, 443, 444, 447, 460, 461, 461B, 465FF <b>UNIT 5:</b> 550, 557, 565A–565B, 568, 569, 570, 572, 573, 574, 576, 579, 583M, 583U, 583V, 583Y, 617, 617B, 639, 643X, T3, T4, T5, T7 <b>UNIT 6:</b> 714J, 721, 725FF, 725LL, 726M, 750J, T3
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.	R2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	<b>UNIT 1:</b> 6K, 30, 31, 34K, 60K, 66, 67, 72K, 93, 96K, T4, T5 <b>UNIT 2:</b> 136K, 191, 197, 202K, 232J, 232K, 249, 251, 252, 253 <b>UNIT 3:</b> 336K, 361 <b>UNIT 4:</b> 402K, 423, 426, 430K, 437, 440, 443, 447, 454K, 465CC, 465GG <b>UNIT 5:</b> 546, 549, 552, 553, 554, 557, 562M, 572, 575, 583U, 583Y, 584K, 591, 595CC, 595GG, 596K, 612, 613, 622, 628, 633, 634, 639, 643U, 643Y, T2, T3, T7 <b>UNIT 6:</b> 681, 686K,

		714K, 721, 726K, 747, 750K, 775, 776, 777
	<b>Craft and Structure</b>	
4. Determine the meaning of general academic and domain-specific words or 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.)	R1.2 Use word origins to determine the meaning of unknown words. R1.3 Understand and explain frequently used synonyms, antonyms, and homographs. R1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i> ).	<b>UNIT 1:</b> 28, 34L, 54, 60L, 62, 63, 64, 90, 91, 96L, 125U, 131I <b>UNIT 2:</b> 156, 157, 158, 166, 170, 174L, 176, 177, 178, 183, 226, 228, 232L, 234, 235, 236, 244, 250, 255U, 261I <b>UNIT 3:</b> 290, 318, 320, 326, 327, 328, 336L, 360, 361, 362, 366L, 397I <b>UNIT 4:</b> 404, 405, 406, 412, 415, 424, 429W, 432, 433, 434, 456, 457, 458, 462, 466L, 494, 500, 524, 535I <b>UNIT 5:</b> 542, 543, 544, 562L, 564, 565, 566, 571, 576, 586, 587, 588, 592, 596L, 598, 599 600, 622L, 624, 625, 626, 646, 649I <b>UNIT 6:</b> 680, 686L, 708, 716, 717, 718, 722, 726L, 746, 774, 783, 785I
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.	R2.2 Analyze text that is organized in sequential or chronological order.	<b>UNIT 1:</b> S17 <b>UNIT 2:</b> 165A–165B, 197 <b>UNIT 3:</b> 335U <b>UNIT 4:</b> 405A–405B, 447B, 447 <b>UNIT 5:</b> 543A–543B, 557, 579, 617, 621P, 621W, 625A–625B, 639
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	R2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. R3.4 Understand that <i>theme</i> refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. R3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	<b>UNIT 1:</b> xvi, 31, 93, 131K <b>UNIT 2:</b> xvi, 169, 191, 197, 199, 249, 253, 261K <b>UNIT 3:</b> xvi, 324K, 331, 363, 397K <b>UNIT 4:</b> xvi, 423, 427, 447, 461, 535K, <b>UNIT 5:</b> xvi, 557, 562K, 579, 617, 639, 649K <b>UNIT 6:</b> xvi, 785K
	<b>Integration of Knowledge and Ideas</b>	
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	R2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  (multiple sources not in standard)	<b>UNIT 1:</b> S16–S17, 6K, 29, 31, 34K, 55, 56, 57, 72K, 92, 93, 96K, 129, 131I, T5 <b>UNIT 2:</b> 136K, 157, 158, 159, 162K, 168, 201QQ, 232J, 252, 253, 258, T5 <b>UNIT 3:</b> 294K, 336K, 360, 362, 363, 395

		<b>UNIT 4:</b> 402K, 410, 430K, 436, 438, 439, 444, 454K, 465QQ, 466K, 525 <b>UNIT 5:</b> 540J, 540K, 556, 562K, 569, 573, 595QQ, 596K, 612, T4 <b>UNIT 6:</b> 681, 682, 683, 686K, 709, 710, 711, 720, 746, 747, 774, 775, 777
<b>8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 2:</b> 232J , 235A–235B, 236, 238, 241, 244, 249, 255Y <b>UNIT 4:</b> 427, 454J, 457A–457B, 458, 460, 461, 465H, 465GG, 495, 532 <b>UNIT 5:</b> 538/539, 561F, 575, 579B <b>UNIT 6:</b> 717A–717B, 718, 720, 721, 721B, 776
<b>9.</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Not in CA ELA Standards (but is in CA Treasures =>), but implied in W1.2.	<b>UNIT 1:</b> xvi, 31, 57, 106, 131K <b>UNIT 2:</b> xvi, 191, 197, 199, 249, 253, 261K <b>UNIT 3:</b> xvi, 324K, 335U, 397K <b>UNIT 4:</b> xvi, 423, 447, 461, 535K <b>UNIT 5:</b> xvi, 557, 562K, 579, 595BB, 595FF, 617, 621P, 621W, 639, 649K <b>UNIT 6:</b> xvi, 785K
<b><i>Range of Reading and Level of Text Complexity</i></b>		
<b>10.</b> By the end of 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.	Not in CA ELA Standards (but is in CA Treasures =>), also in Criteria..	Reading selections in the Grade 5 Student Anthology and Leveled Readers in MMH <i>Treasures</i> fall within the recommended Lexile range 770–980 required by the Common Core Standard for grades 4–5.



## Reading Standards: Foundational Skills

There are no standards for Print Concepts (1) or Phonological Awareness (2) in Foundational Skills for Grade 5.

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b><i>Phonics and Word Recognition</i></b>		
<p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;) (but implied).</p>	<p><b>UNIT 1:</b> S4–S5, S6–S7, 6J, 6N–6O, 13, 31B, 31C, 31D, 33U, 33Y, 34J, 34N–34O, 41, 57B, 57C, 57D, 59S, 59W, 60J, 60N–60O, 71B, 71C, 71D, 71AA, 71EE, 72J, 72N–72O, 79, 93B, 93C, 93D, 95U, 95Y, 96J, 96N–96O, 103, 125B, 125C, 125D 125S, 125W <b>UNIT 2:</b> 136J, 136N–136O, 143, 159B, 159C, 159D, 161U, 161Y, 162J, 162N–16O, 173B, 173C, 173D, 173Y, 173CC, 174J, 174N–174O, 181, 201B, 201C, 201D, 201AA, 201EE, 202J, 202N–202O, 209, 229B, 229C, 229D, 231U, 231Y, 232J, 232N–232O, 239, 253B, 253C, 253D, 255S, 255W <b>UNIT 3:</b> 266J, 266N–266O, 291B, 291C, 291D, 293U, 293Y, 294J, 294N–294O, 321B, 321C, 321D, 323S, 323W, 324J, 324N–324O, 335B, 335C, 335D, 335AA, 335EE, 336J, 336N–336O, 343, 363B, 363C, 363D, 365U, 365Y, 366J, 366N–366O, 373, 389B, 389C, 389D 391S, 391W <b>UNIT 4:</b> 402J, 402N–402O, 409, 427B, 427C, 427D, 429U, 429Y, 430J, 430N–430O, 437, 451B, 451C, 451D, 453S, 453W, 454J, 454N–454O, 465B, 465C, 465D, 465AA, 465EE, 466J, 466N–466O, 473, 499L, 499U, 499Y, 500J, 500N–500O, 507, 527B, 527C, 527D, 529S, 529W <b>UNIT 5:</b> 540J, 540N–540O, 547, 559B, 559C, 559D, 561U, 561Y, 562J, 562N–562O, 569, 581B, 581C, 581D, 583S, 583W, 584J, 584N–584O, 595B, 595C, 595D, 595AA, 595EE, 596J, 596N–596O, 603, 619B, 619C, 619D, 621U, 621Y, 622J, 622N–622O, 629, 641B, 641C, 641D,</p>

		643S, 643W <b>UNIT 6:</b> 654J, 654N–654O, 661, 683B, 683C, 683D, 685U, 685Y, 686J, 686N–686O, 693, 711B, 711C, 711D, 713S, 713W, 714J, 714N–714O, 725B, 725AA, 725EE, 726J, 726N–726O, 747B, 749U, 749Y, 750J, 750N–750O, 777B, 777C, 777D, 779S, 779W
<p><b>a.</b> 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>		<p><b>UNIT 1:</b> S4–S5, S6–S7, 6J, 6N–6O, 13, 31B, 31C, 31D, 33U, 33Y, 34J, 34N–34O, 41, 57B, 57C, 57D, 59S, 59W, 60J, 60N–60O, 71B, 71C, 71D, 71AA, 71EE, 72J, 72N–72O, 79, 93B, 93C, 93D, 95U, 95Y, 96J, 96N–96O, 103, 125B, 125C, 125D 125S, 125W <b>UNIT 2:</b> 136J, 136N–136O, 143, 159B, 159C, 159D, 161U, 161Y, 162J, 162N–16O, 173B, 173C, 173D, 173Y, 173CC, 174J, 174N–174O, 181, 201B, 201C, 201D, 201AA, 201EE, 202J, 202N–202O, 209, 229B, 229C, 229D, 231U, 231Y, 232J, 232N–232O, 239, 253B, 253C, 253D, 255S, 255W <b>UNIT 3:</b> 266J, 266N–266O, 291B, 291C, 291D, 293U, 293Y, 294J, 294N–294O, 321B, 321C, 321D, 323S, 323W, 324J, 324N–324O, 335B, 335C, 335D, 335AA, 335EE, 336J, 336N–336O, 343, 363B, 363C, 363D, 365U, 365Y, 366J, 366N–366O, 373, 389B, 389C, 389D 391S, 391W <b>UNIT 4:</b> 402J, 402N–402O, 409, 427B, 427C, 427D, 429U, 429Y, 430J, 430N–430O, 437, 451B, 451C, 451D, 453S, 453W, 454J, 454N–454O, 465B, 465C, 465D, 465AA, 465EE, 466J, 466N–466O, 473, 499L, 499U, 499Y, 500J, 500N–500O, 507, 527B, 527C 527D, 529S, 529W <b>UNIT 5:</b> 540J, 540N–540O, 547, 559B, 559C, 559D, 561U, 561Y, 562J, 562N–562O, 569, 581B, 581C, 581D, 583S, 583W, 584J, 584N–584O, 595B, 595C, 595D, 595AA, 595EE, 596J, 596N–596O, 603, 619B, 619C, 619D,</p>

		<p>621U, 621Y, 622J, 622N–622O, 629, 641B, 641C, 641D, 643S, 643W <b>UNIT 6:</b> 654J, 654N–654O, 661, 683B, 683C, 683D, 685U, 685Y, 686J, 686N–686O, 693, 711B, 711C, 711D, , 713S, 713W, 714J, 714N–714O, 725B, 725C, 725D, 725AA, 725EE, 726J, 726N–726O, 747B, 749U, 749Y, 750J, 750N–750O, 777B, 777C, 777D, 779S, 779W</p>
<b>Fluency</b>		
<p><b>4.</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>R1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.</p>	<p><b>UNIT 1:</b> S21, 6J, 6O, 27A, 33V, 33X, 33Z, 33BB, 33FF, 34J, 34O, 53A, 59T, 59V, 59X, 59Z, 59DD, 60J, 60O, 67A, 71BB, 71DD, 71FF, 71HH, 71LL, 72J, 72O, 89A, 95V, 95X, 95Z, 95BB, 95FF, 96J, 96O, 119A, 125T, 125V, 125Z, 125DD <b>UNIT 2:</b> 136J, 136O, 159A, 161V, 161X, 161Z, 161BB, 161FF, 162J, 162O, 169A, 173Z, 173BB, 173DD, 173FF, 173JJ, 174J, 174O, 197A, 201BB, 201DD, 201FF, 201HH, 201LL, 202J, 225A, 231V, 231X, 231Z, 231BB, 231FF, 232J, 232O, 249A, 255T, 255V, 255X, 255Z, 255DD <b>UNIT 3:</b> 266J, 266O, 289A, 293V, 293X, 293Z, 293FF, 294J, 294O, 317A, 323T, 323V, 323X, 323Z, 323DD, 324J, 324O, 331A, 335X, 335Z, 335BB, 335FF, 335LL, 336J, 336O, 359A, 365V, 365X, 365Z, 365BB, 365FF, 366J, 387A, 391T, 391V, 391X, 391Z, 391DD <b>UNIT 4:</b> 402J, 402O, 423A, 429V, 429X, 429Z, 429BB, 429FF, 430J, 430O, 447A, 453T, 453V, 453X, 453Z, 453DD, 454J, 461A, 465AA, 465DD, 465FF, 465FF, 465HH, 465LL, 466J, 466O, 493A, 499V, 499Z, 499FF, 500J, 500O, 523A, 529T, 529V, 529X, 529Z, 529DD <b>UNIT 5:</b> 540J, 540O, 557A, 561V, 561X, 561Z, 561BB, 561FF, 562J, 562O, 579A, 583T, 583V, 583X, 583Z, 583DD, 584J, 584O, 591A, 595BB, 595DD, 595FF, 595HH, 595LL, 596J, 596O, 617A, 621V, 621X, 621Z, 621BB, 621FF, 622J, 622O, 639A, 643T, 643V, 643X, 643Z, 643DD <b>UNIT 6:</b> 654J, 654O, 683A, 685V, 685X, 685Z, 685BB, 685FF,</p>

	<p>686J, 686O, 707A, 713T, 713V, 713X, 713Z, 713DD, 714J, 714O, 721A, 725AA, 725DD, 725FF, 725HH, 725LL, 726J, 726O, 745A, 749V, 749X, 749Z, 749BB, 749FF, 750J, 750O, 773A, 779T, 779V, 779X, 779Z, 779DD</p>
<p><b>a.</b> Read on-level text with purpose and understanding.</p>	<p><b>UNIT 1:</b> S21, 6J, 6O, 27A, 33V, 33X, 33Z, 33BB, 33FF, 34J, 34O, 53A, 59T, 59V, 59X, 59Z, 59DD, 60J, 60O, 67A, 71BB, 71DD, 71FF, 71HH, 71LL, 72J, 72O, 89A, 95V, 95X, 95Z, 95BB, 95FF, 96J, 96O, 119A, 125T, 125V, 125Z, 125DD <b>UNIT 2:</b> 136J, 136O, 159A, 161V, 161X, 161Z, 161BB, 161FF, 162J, 162O, 169A, 173Z, 173BB, 173DD, 173FF, 173JJ, 174J, 174O, 197A, 201BB, 201DD, 201FF, 201HH, 201LL, 202J, 225A, 231V, 231X, 231Z, 231BB, 231FF, 232J, 232O, 249A, 255T, 255V, 255X, 255Z, 255DD <b>UNIT 3:</b> 266J, 266O, 289A, 293V, 293X, 293Z, 293FF, 294J, 294O, 317A, 323T, 323V, 323X, 323Z, 323DD, 324J, 324O, 331A, 335X, 335Z, 335BB, 335FF, 335LL, 336J, 336O, 359A, 365V, 365X, 365Z, 365BB, 365FF, 366J, 387A, 391T, 391V, 391X, 391Z, 391DD <b>UNIT 4:</b> 402J, 402O, 423A, 429V, 429X, 429Z, 429BB, 429FF, 430J, 430O, 447A, 453T, 453V, 453X, 453Z, 453DD, 454J, 461A, 465AA, 465DD, 465FF, 465FF, 465HH, 465LL, 466J, 466O, 493A, 499V, 499Z, 499FF, 500J, 500O, 523A, 529T, 529V, 529X, 529Z, 529DD <b>UNIT 5:</b> 540J, 540O, 557A, 561V, 561X, 561Z, 561BB, 561FF, 562J, 562O, 579A, 583T, 583V, 583X, 583Z, 583DD, 584J, 584O, 591A, 595BB, 595DD, 595FF, 595HH, 595LL, 596J, 596O, 617A, 621V, 621X, 621Z, 621BB, 621FF, 622J, 622O, 639A, 643T, 643V, 643X, 643Z, 643DD <b>UNIT 6:</b> 654J, 654O, 683A, 685V, 685X, 685Z, 685BB, 685FF, 686J, 686O, 707A, 713T, 713V, 713X, 713Z, 713DD, 714J, 714O, 721A, 725AA, 725DD, 725FF, 725HH, 725LL, 726J, 726O, 745A, 749V, 749X,</p>

		<p>749Z, 749BB, 749FF, 750J, 750O, 773A, 779T, 779V, 779X, 779Z, 779DD</p>
<p><b>b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>		<p><b>UNIT 1:</b> S21, 6J, 6O, 27A, 33V, 33X, 33Z, 33BB, 33FF, 34J, 34O, 53A, 59T, 59V, 59X, 59Z, 59DD, 60J, 60O, 67A, 71BB, 71DD, 71FF, 71HH, 71LL, 72J, 72O, 89A, 95V, 95X, 95Z, 95BB, 95FF, 96J, 96O, 119A, 125T, 125V, 125Z, 125DD <b>UNIT 2:</b> 136J, 136O, 159A, 161V, 161X, 161Z, 161BB, 161FF, 162J, 162O, 169A, 173Z, 173BB, 173DD, 173FF, 173JJ, 174J, 174O, 197A, 201BB, 201DD, 201FF, 201HH, 201LL, 202J, 225A, 231V, 231X, 231Z, 231BB, 231FF, 232J, 232O, 249A, 255T, 255V, 255X, 255Z, 255DD <b>UNIT 3:</b> 266J, 266O, 289A, 293V, 293X, 293Z, 293FF, 294J, 294O, 317A, 323T, 323V, 323X, 323Z, 323DD, 324J, 324O, 331A, 335X, 335Z, 335BB, 335FF, 335LL, 336J, 336O, 359A, 365V, 365X, 365Z, 365BB, 365FF, 366J, 387A, 391T, 391V, 391X, 391Z, 391DD <b>UNIT 4:</b> 402J, 402O, 423A, 429V, 429X, 429Z, 429BB, 429FF, 430J, 430O, 447A, 453T, 453V, 453X, 453Z, 453DD, 454J, 461A, 465AA, 465DD, 465FF, 465FF, 465HH, 465LL, 466J, 466O, 493A, 499V, 499Z, 499FF, 500J, 500O, 523A, 529T, 529V, 529X, 529Z, 529DD <b>UNIT 5:</b> 540J, 540O, 557A, 561V, 561X, 561Z, 561BB, 561FF, 562J, 562O, 579A, 583T, 583V, 583X, 583Z, 583DD, 584J, 584O, 591A, 595BB, 595DD, 595FF, 595HH, 595LL, 596J, 596O, 617A, 621V, 621X, 621Z, 621BB, 621FF, 622J, 622O, 639A, 643T, 643V, 643X, 643Z, 643DD <b>UNIT 6:</b> 654J, 654O, 683A, 685V, 685X, 685Z, 685BB, 685FF, 686J, 686O, 707A, 713T, 713V, 713X, 713Z, 713DD, 714J, 714O, 721A, 725AA, 725DD, 725FF, 725HH, 725LL, 726J, 726O, 745A, 749V, 749X, 749Z, 749BB, 749FF, 750J, 750O, 773A, 779T, 779V, 779X, 779Z, 779DD</p>

<p><b>c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<p><b>UNIT 1:</b> S10, 8, 9, 18, 33W, 46, 57A, 75, 91, 104 <b>UNIT 2:</b> 139B, 148, 149, 158, 231CC, 236, 253D, 255AA, 257 <b>UNIT 3:</b> 283, 327B, 330, 331B, 335CC, 335GG, 338, 345, 346, 350, 359B, 361, 362, 365W, 366J, 363A, 363B, 365W, 368, 381, 383, 389A, 391U, 393, 394 <b>UNIT 4:</b> 412, 430J, 432, 441, 451A, 453U, 509 <b>UNIT 5:</b> 562J, 564, 571, 581A, 583O, 583U <b>UNIT 6:</b> 656, 661, 671, 683A, 685W, 686J, 688, 695, 697, 711A, 713U, 714J, 716, 725A, 725CC, 734</p>
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## College and Career Readiness Anchor Standards for Writing

### ***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 techniques, 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 information while avoiding plagiarism.
9. Draw evidence from literacy 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.

## Writing Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b>Text Types and Purposes</b>		
<p><b>1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>W2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> <li>a. State a clear position in support of a proposal.</li> <li>b. Support a position with relevant evidence.</li> <li>c. Follow a simple organizational pattern.</li> <li>d. Address reader concerns.</li> </ul>	<p><b>UNIT 1:</b> 34K, 72K, T3 <b>UNIT 2:</b> 162J, 174K <b>UNIT 3:</b> 336K, T5 <b>UNIT 4:</b> 454K, 465G–465H, 465I–465J, 465K, 465L, 465M–465N, 499D, 500K, 529B, 535A–535G <b>UNIT 5:</b> 562K, 584K, 621A–621B, 621C, 621D, 621H, 642–643, 643B <b>UNIT 6:</b> 714K, 725G–725N, 785A–785G</p> <p>See also <b>Grammar and Writing Handbook: 32</b></p>
<p><b>a.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose</p>		<p><b>UNIT 4:</b> 535A, 535B, 535C, 535D <b>UNIT 6:</b> 725J, 725K, 725L, 725N, 785B, 785C , 785D</p>
<p><b>b.</b> Provide logically ordered reasons that are supported by facts and details.</p>		<p><b>UNIT 1:</b> 465I–465J, 465K, 465L, 465N, 499D, 529B, 535A, 535B, 535C, 535D <b>UNIT 5:</b> 535C, 561A–561, 561C, 561D, 582–582, 583A, 583B, 583H, 621A–621B, 621C, 621D, 621H, 642–643 <b>UNIT 6:</b> 725J, 725K, 725L, 725N, 785B, 785C , 785D</p>
<p><b>c.</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>		<p><b>UNIT 5:</b> 535A, 535C, 535E <b>UNIT 6:</b> 785C</p> <p>See also <b>Grammar and Writing Handbook: 38</b></p>
<p><b>d.</b> Provide a concluding statement or section related to the opinion presented.</p>		<p><b>UNIT 6:</b> 785C</p> <p>See also <b>Grammar and Writing Handbook: 33, 36, 41, 44</b></p>
<p><b>2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>W1.2 Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> <li>a. Establish a topic, important ideas, or events in sequence or chronological order.</li> <li>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</li> <li>c. Offer a concluding paragraph that summarizes important ideas and details.</li> </ul>	<p><b>UNIT 1:</b> xvi, 6K, 34J, 57, 60J, 60K, 72K, 131K <b>UNIT 2:</b> xvi, 162K, 173, 174K, 201I–201N, 261A–261F, 261I, 261K T5 <b>UNIT 3:</b> xvi, 294K, 366K, 397K <b>UNIT 4:</b> xvi, 454K, 465, 465EE, 466K, 535K <b>UNIT 5:</b> xvi, 540J, 540K, 584K, 595, 561A–561B, 561C, 561D, 561E–561F, 561G, 561H, 595I–595N, 637, 649A–649F, 649K <b>UNIT 6:</b> xvi, 654J, 654K, 685Y, 686K, 713W, 726K, 785K</p>



	<p>W2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	
<p><b>a.</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>		<p><b>UNIT 1:</b> 33B, 33C, 33D, 33F, 33H, 57, 59A, 59B, 59D, 95C, 95D, 131K <b>UNIT 2:</b> xvi, 261B, 261C, 261K <b>UNIT 3:</b> xvi, 397K <b>UNIT 4:</b> xvi, 535K <b>UNIT 5:</b> 649B, 649D, 649K <b>UNIT 6:</b> xvi, 785K</p>
<p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>		<p><b>UNIT 1:</b> 33B, 33C, 33D, 33F, 33H, 58–59, 59A, 59B, 59D, 95C, 95D <b>UNIT 2:</b> 161A–161B, 161C, 161D, 201K, 201L, 201N, 231C, 231D, 261C <b>UNIT 5:</b> 561A–561B, 561C, 561D, 561H, 582–583, 583A, 583B, 583H, 595H, 595J, 595K, 595L, 595N, 621A–621B, 621C, 621D, 621H, 642–643, 643A, 649C, 649D</p>
<p><b>c.</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>		<p><b>UNIT 2:</b> 261C, 261D <b>UNIT 5:</b> 649A, 649B, 649C, 649D                  See also <b>Grammar and Writing Handbook:</b> 71, 78, 91, 98</p>
<p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p><b>UNIT 2:</b> 161A–161B, 161C, 161D, 173G–173H, 173I, 173J, 231C, 231D, 255A, 255B, 261D <b>UNIT 5:</b> 649B, 649C, 649D  <b>UNIT 6:</b> 685B, 685C                  See also <b>Grammar and Writing Handbook:</b> 110–111, 117–121, 124, 128, 130</p>
<p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented.</p>		<p><b>UNIT 2:</b> 261C, 261D <b>UNIT 5:</b> 649C, 649D</p>
<p><b>3.</b> Write narratives to develop real or imagined</p>	<p>W1.1 Create multiple-paragraph narrative</p>	<p><b>UNIT 1:</b> 25, 33B, 33C, 33D, 33F, 58–59, 59A, 59B,</p>

<p>experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>compositions:</p> <ul style="list-style-type: none"> <li>a. Establish and develop a situation or plot.</li> <li>b. Describe the setting.</li> <li>c. Present an ending.</li> </ul> <p>W2.1 Write narratives:</p> <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul>	<p>59C–59D, 59E, 59F, 71, 71G–71N, 95A–95B, 95C, 95D, 95E–95F, 95G–95H, 96K, 124–125, 125A–125B, 125C, 125D, 125E, 125F, 131A–131F, T7  <b>UNIT 2:</b> 202K, 232K <b>UNIT 3:</b> 266K, 293A–293B, 293C, 293D, 293Y, 294K, 322–323, 323A, 323B, 323C–323D, 323E, 323F, 323W, 324K, 335, 336K, 365–365, 365A–365B, 365C, 365D, 365E–365F, 365G, 365H, 365Y, 366K, 391W <b>UNIT 4:</b> 402K, 429A–429B, 429C, 429D, 429F, 429Y, 430K, 452–453, 498–499, 499A, 499B, 499C, 499F, 529A, 529D, T5 <b>UNIT 5:</b> 584K, 596K <b>UNIT 6:</b> 654K, 726K</p>
<p><b>a.</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		<p><b>UNIT 1:</b> 33B, 33C, 33D, 33F, 33H, 58–59, 59A, 59B, 59D, 59F, 131B, 131C, 131D <b>UNIT 3:</b> 365A–365B, <b>UNIT 4:</b> 528–529, 529A, 529B, 529D</p>
<p><b>b.</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>		<p><b>UNIT 1:</b> 25, 33B, 33C, 33D, 33F, 33H, 58–59, 59A, 59B, 59D, 59F, 71K, 71L, 71N, 95A–95B, 95C, 95D 95F, 95H, 125, 125A, 125B, 125D, 125F, 131B, 131C, 131D <b>UNIT 2:</b> 161A, 161B, 161C, 161D, 173G–173H, 173I, 173J, 231C, 231D, 231F, 231H, 232K, 254–255, 255A, 255B, 255F <b>UNIT 3:</b> 293A–293B, 293C, 293D, 293H, 294K, 324K, 322–323, 323A, 323B, 323F, 365A–365B, 365C, 365D, 365F, 365H, <b>UNIT 4:</b> 429A–429B, 429C, 429D, 429F, 429H, 453, 453A, 453B, 499A, 499B, 499C 499F 499H, 529A, 529D, 529F <b>UNIT 6:</b> 685B, 685C, 685D, 685H, 726K</p>
<p><b>c.</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>		<p><b>UNIT 1:</b> 131B, 131C, 131D, 131E, 131F                  See also <b>Grammar and Writing Handbook:</b> 11, 18</p>
<p><b>d.</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>		<p><b>UNIT 1:</b> 71K, 71L, 71N, 95D, 95D, 95F, 131C, 131D  <b>UNIT 2:</b> 161A–161B, 161C, 161D, 173G–173H, 173I, 173J, 231C, 231D, 231F, 231H, 232K, 254–255, 255A, 255B, 255F <b>UNIT 4:</b> 429C, 429D, 429F,</p>

		429H, 453, 453A, 453B, 499F, 499H <b>UNIT 6:</b> 685B, 685C
<b>e.</b> Provide a conclusion that follows from the narrated experiences or events		See <b>Grammar and Writing Handbook:</b> 11, 20, 50, 53, 56, 60, 64
<b><i>Production and Distribution of Writing</i></b>		
<b>4.</b> Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) 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.)	<p>W2.1 Write narratives:</p> <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul> <p>W2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul> <p>W2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul> <p>W2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> <li>a. State a clear position in support of a proposal.</li> <li>b. Support a position with relevant evidence.</li> <li>c. Follow a simple organizational pattern.</li> </ul> <p>Address reader concerns.</p>	<p><b>UNIT 1:</b> S22–S23, 33A–33B, 33C, 33D, 33G–33H, 58–59, 59A, 59B, 59E–59F, 71I–71N, 94–95, 95A–95B, 95C, 95D, 95G–95H, 124–125, 125A, 125B, 125E–125F, 131A–131F <b>UNIT 2:</b> 161A–161B, 161C, 161D, 161G–161H, 173G–173H, 172–173, 173I, 173J, 173K–173L, 201I–201N, 231A–231B, 231C, 231D, 231G–231H <b>UNIT 3:</b> 293A–293B, 293C, 293D, 293E–293F, 322–323, 323A, 323B, 323E–323F, 335I–335N, 365A–365B, 365C–365D, 365G–365H, 390–391, 391A, 391B, 391E–391F, 397A–397E <b>UNIT 4:</b> 429A–429B, 429C, 429D, 429G–429H, 452–453, 453A, 453B, 453E–453F, 453G–453H, 465I–465N, 499A–499B, 499C, 499D, 499G–499H, 528–529, 529A, 529B, 529E–529F, 535A–535F <b>UNIT 5:</b> 561A–561B, 561C, 561D, 561E–561F, 582–583, 583A, 583B, 583E–583F, 595G–595N, 621A–621B, 621C, 621D, 621G–621H, 642–643, 643A, 643B, 643E–643F, 649A–649F <b>UNIT 6:</b> 685A–685B, 685C, 685D, 685G–685H, 712–713, 713A, 713B, 713E–713F, 725I–725N, 749A–749B, 749C, 749D, 749G–749H, 778–779, 779A–779B, 779E–779F, 785A–785F</p>
<b>5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or	W1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words	<b>UNIT 1:</b> S22–S23, 33A–33B, 33C, 33D, 33G–33H, 58–59, 59A, 59B, 59E–59F, 71I–71N, 94–95, 95A–95B, 95C, 95D, 95G–95H, 124–125, 125A, 125B,

<p>trying a new approach. <b>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</b></p>	<p>and sentences.</p>	<p>125E–125F, 131A–131F <b>UNIT 2:</b> 161A–161B, 161C, 161D, 161G–161H, 173G–173H, 172–173, 173I, 173J, 173K–173L, 201I–201N, 231A–231B, 231C, 231D, 231G–231H, 254–255, 225A–225B, 255E–255F, 261A–261F <b>UNIT 3:</b> 293A–293B, 293C, 293D, 293E–293F, 322–323, 323A, 323B, 323E–323F, 335I–335N, 365A–465B, 365C–365D, 365G–365H, 390–391, 391A, 391B, 391E–391F, 397A–397F <b>UNIT 4:</b> 429A–429B, 429C, 429D, 429G–429H, 452–453, 453A, 453B, 453E–453F, 453G–453H, 465I–565N, 499A–499B, 499C, 499D, 499G–499H, 528–529, 529A, 529B, 529E–529F, 535A–535F <b>UNIT 5:</b> 561A–561B, 561C, 561D, 561E–561F, 582–583, 583A, 583B, 583E–583F, 595H–595N, 621A–621B, 621C, 621D, 621G–621H, 642–643, 643A, 643B, 643E–643F, 649A–649F <b>UNIT 6:</b> 685A–685B, 685C, 685D, 685G–685H, 712–713, 713A, 713B, 713E–713F, 725I–725N, 749A–749B, 749C, 749D, 749G–749H, 778–779, 779A–779B, 779E–779F, 785A–785F</p>
<p><b>6.</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>W1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).</p>	<p><b>UNIT 1:</b> 6K, 34K, 60J, 60K, 71H, 72K, 96K, 131E, 131I–131J, 131K <b>UNIT 2:</b> 136K, 162K, 174K, 201H, 202J, 202K, 261E, 261I–261J, 261K <b>UNIT 3:</b> 294K, 324K, 335H, 336K, 366K, 397C, 397E, 397I–397J, 397K <b>UNIT 4:</b> 402K, 430K, 454K, 464H, 466K, 499Y, 535C, 535E, 535I–535J, 535K <b>UNIT 5:</b> 540J, 540K, 562K, 584J, 584K, 649E, 649I–649J, 649K <b>UNIT 6:</b> 654J, 654K, 686K, 726K, 785E, 785I–785J, 785K</p> <p>See <b>Grammar and Writing Handbook:</b> 25, 105</p>
<p><b>Research to Build and Present Knowledge</b></p>		
<p><b>7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.                  W2.3 Write research reports about important</p>	<p><b>UNIT 1:</b> xvi, 2/3, 6J, 6K, 14, 34K, 60J, 60K, 72K, 93, 96K, T5 <b>UNIT 2:</b> xvi, 132/133, 136K, 162K, 174K, 191, 201I, 201J, 201K, 201L, 202J, 202K, 212, 229,</p>

	<p>ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<p>232K, 253, 261B, T5 <b>UNIT 3:</b> xvi, 264/265, 294K, 324K, 336K, 366K <b>UNIT 4:</b> xvi, 398/399, 402K, 427, 430K, 440, 454K, 466K, 500J, 500K, 514 <b>UNIT 5:</b> xvi, 536/537, 540J, 540K, 562K, 584J, 584K, 595I, 595J, 595K, 596K, 622K, 685Y <b>UNIT 6:</b> xvi, 650/651, 654J, 654K, 686, 696, 714J, 726K, 742, 750K</p>
<p><b>8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>W1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.                  W2.3 Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<p><b>UNIT 1:</b> xvi, S17, 6J, 6K, 34K, 60J, 60K, 72K, 93, 96K <b>UNIT 2:</b> xvi, 136K, 162K, 174K, 191, 201I, 201J, 201K, 201L, 202J, 202K, 212, 232K, 253, 261B, T5 <b>UNIT 3:</b> xvi, 294K, 324K, 336K, 366K <b>UNIT 4:</b> xvi, 402K, 430K, 454K, 466K, 500J, 500K <b>UNIT 5:</b> xvi, 540J, 540K, 562K, 584J, 584K, 595H, 595I, 595J, 595K, 596K, 622K <b>UNIT 6:</b> xvi, 654J, 654K, 686K, 714J, 726K, 742, 750K</p>
<p><b>9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W2.2 Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul>	<p><b>UNIT 1:</b> xvi, 6K, 25, 27, 34K, 51, 53, 60K, 67, 72J, 72K, 89, 93, 96K, 119, T5, T7 <b>UNIT 2:</b> xvi, 155, 162K, 169, 174J, 174K, 191, 195, 197, 199, 202J, 202K, 212, 223, 225, 227, 232K, 247, 249, 253, T5 <b>UNIT 3:</b> xvi, 266K, 294K, 324K, 335I–335N, 336K, 357, 359, 387, 387B, 389, 397A–397F <b>UNIT 4:</b> xvi, 402K, 421, 423, 430K, 440, 445, 447, 451, 461, 466K, 493, 523 <b>UNIT 5:</b> xvi, 540J, 540K, 557, 562K, 577, 579, 615, 617, 622K, 639 <b>UNIT 6:</b> xvi, 654J, 654K, 677, 679, 686K, 707, 714J, 721, 726K, 742, 745, 750K, 773</p>
<p><b>a.</b> 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]”).</p>		<p><b>UNIT 1:</b> 25, 27, 51, 53, 89, 119, T7 <b>UNIT 2:</b> 155, 169, 174J, 223, 225 <b>UNIT 3:</b> 266K, 335I–335N, 357, 359, 387, 387B, <b>UNIT 4:</b> 493, 523 <b>UNIT 6:</b> 679, 707, 745, 773</p>
<p><b>b.</b> Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an</p>		<p><b>UNIT 1:</b> 67, 93 <b>UNIT 2:</b> 195, 197, 249, 253, T3 <b>UNIT 3:</b> 331, 389, 397A–397F <b>UNIT 4:</b> 421, 423,</p>

<p>author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</p>		<p>445, 447, 461 <b>UNIT 5:</b> 557, 577, 579, 617, 639 <b>UNIT 6:</b> 721</p>
<b>Range of Writing</b>		
<p><b>10.</b> 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><b>W1.2</b> Create multiple-paragraph expository compositions:</p> <ul style="list-style-type: none"> <li>a. Establish a topic, important ideas, or events in sequence or chronological order.</li> <li>b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.</li> <li>c. Offer a concluding paragraph that summarizes important ideas and details.</li> </ul> <p><b>W2.1</b> Write narratives:</p> <ul style="list-style-type: none"> <li>a. Establish a plot, point of view, setting, and conflict.</li> <li>b. Show, rather than tell, the events of the story.</li> </ul> <p><b>W2.2</b> Write responses to literature:</p> <ul style="list-style-type: none"> <li>a. Demonstrate an understanding of a literary work.</li> <li>b. Support judgments through references to the text and to prior knowledge.</li> <li>c. Develop interpretations that exhibit careful reading and understanding.</li> </ul> <p><b>W2.3</b> Write research reports about important ideas, issues, or events by using the following guidelines:</p> <ul style="list-style-type: none"> <li>a. Frame questions that direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul>	<p><b>UNIT 1:</b> S6, S9, S11, S22–S23, 6K, 6, 11, 25, 27, 31B, 31D, 31F, 33A–33B, 33C, 33D, 33G–33H, 34K, 34, 39, 51, 52, 53, 57B, 57D, 57F, 58–59, 59A, 59B, 59E–59F, 60J, 60K, 60, 65, 67, 70–71, 71B, 71D, 71I–71N, 72K, 72, 77, 87, 88, 89, 93B, 93D, 94–95, 95A–95B, 95C, 95D, 95G–95H, 96K, 96, 101, 117, 118, 119, 123B, 123D, 124–125, 125A, 125B, 125E–125F, 131A–131F <b>UNIT 2:</b> 136K, 136, 141, 153, 154, 155, 159B, 159D, 161A–161B, 161C, 161D, 161G–161H, 162K, 162, 167, 171, 172–173, 173B, 173D, 173G–173H, 173I, 173J, 173K–173L, 174K, 174, 179, 195, 196, 197, 201B, 201D, 201G–201N, 202J, 202K, 202, 207, 223, 224, 225, 229B, 229D, 231A–231B, 231C, 231D, 231G–231H, 232K, 232, 237, 247, 248, 249, 253B, 253D, 254–255, 255A–255B, 255E–255F, 261A–261E <b>UNIT 3:</b> 266K, 266, 271, 287, 288, 289, 289B, 289D, 293A–293B, 293C, 293D, 293E–293F, 294K, 294, 299, 315, 316, 317, 317B, 317D, 321B, 321D, 322–323, 323A, 323B, 323E–323F, 324K, 324, 329, 331, 335B, 335D, 335I–335N, 336K, 336, 341, 357, 359, 363B, 363D, 365A–365B, 365C–365D, 365G–365H, 366K, 366, 371, 385, 386, 387, 389B, 389D, 390–391, 391A, 391B, 391E–391F, 397A–397E <b>UNIT 4:</b> 402K, 402, 407, 421, 423, 427B, 427D, 429A–429B, 429C, 429D, 429G–429H, 430K, 430, 435, 445, 447, 451B, 451D, 452–453, 453A, 453B, 453E–453F, 453G–453H, 454K, 454, 459, 461, 464–465, 465B, 465D, 465I–565N, 466K, 466, 471, 491, 492, 493, 497B, 497D, 499A–499B, 499C, 499D, 499G–499H, 500K, 500, 505, 522, 523, 525, 527B, 527D, 528–529, 529A, 529B, 529E–529F, 535A–535F <b>UNIT 5:</b> 540J, 540K,</p>

	<p>W2.4 Write persuasive letters or compositions:</p> <ul style="list-style-type: none"> <li>a. State a clear position in support of a proposal.</li> <li>b. Support a position with relevant evidence.</li> <li>c. Follow a simple organizational pattern.</li> <li>d. Address reader concerns.</li> </ul>	<p>540, 545, 555, 557, 559B, 559D, 561A–561B, 561C, 561D, 561E–561F, 562K, 562, 567, 577, 578, 579, 581B, 581D, 582–583, 583A, 583B, 583E–583F, 589, 591, 595B, 595D, 595H–595N, 596K, 596, 601, 615, 616, 617, 619B, 619D, 621A–621B, 621C, 621D, 621G–621H, 622K, 622, 627, 637, 639, 641B, 641D, 642–643, 643A, 643B, 643E–643F, 649A–649F  <b>UNIT 6:</b> 654J, 654K, 654N, 654, 677, 679, 683A, 683B, 683C, 683F, 685A–685B, 685C, 685D, 685G–685H, 685K, 686K, 686N, 686, 705, 706, 707, 711A, 711B, 711D, 711F, 712–713, 713A, 713B, 713E–713F, 713I, 713L, 713V, 713Z, 714K, 714, 721, 725A, 725B, 725D, 725F, 725I–725N, 725T, 725HH, 743, 744, 745, 749A–749B, 749C, 749D, 749G–749H, 750K, 750, 771, 772, 773, 777B, 777D, 778–779, 779A, 779B, 779E–779F, 785A–785F</p>
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<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
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.	
<b>Presentation of Knowledge and Ideas</b>	
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.	

## Speaking and Listening Standards

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b>Comprehension and Collaboration</b>		
<p><b>1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p>LS1.1 Ask questions that seek information not already discussed.</p> <p>LS1.3 Make inferences or draw conclusions based on an oral report.</p>	<p><b>UNIT 1:</b> xvi, 2/3, 6M, 6, 7, 33, 33X, 33BB, 33JJ, 34M, 34, 35, 59HH, 59P, 59V, 59Z, 59HH, 59II, 60M, 60, 61, 71X, 71DD, 71HH, 71PP, 72M, 72, 73, 95, 95R, 95X, 95BB, 95JJ, 95KK, 96M, 96, 97, 125P, 125V, 125Z, 125HH, 131B, 131D, 131E, 131I, 131K, 131L, T2, T3, T4, T5, T6, T7 <b>UNIT 2:</b> xvi, 132/133, 136, 136M, 137, 161, 161X, 161BB, 161JJ, 161KK, 162, 162M, 163, 173V, 173BB, 173FF, 173OO, 173NN, 174M, 174, 175, 201DD, 201HH, 201PP, 202M, 202, 203, 231, 231BB, 231JJ, 231KK, 232M, 232, 233, 255V, 255Z, 255HH, 261D, 261E, 261I, 261K, 261L, T2, T3,</p>



		<p>T4, T5, T6, T7 <b>UNIT 3:</b> xvi, 264/265, 266M, 266, 267, 293, 293X, 293BB, 293JJ, 293KK, 323P, 294M, 294, 295, 323V, 323Z, 323HH, 323II, 324M, 324, 325, 335X, 335DD, 335HH, 335PP, 336M, 336, 337, 365, 365R, 365X, 365BB, 365JJ, 365KK, 366M, 366, 367, 391P, 391V, 391Z, 391HH, 391II, 397D, 397E, 397I, 397K, 397L <b>UNIT 4:</b> xvi, 398/399, 402M, 402, 403, 429, 429X, 429BB, 429JJ, 430M, 430, 431, 453P, 453V, 453Z, 453HH, 453II, 454M, 454, 455, 465X, 465DD, 465HH, 465PP, 466M, 466, 467, 499, 499R, 499X, 499JJ, 499KK, 500M, 500, 501, 529P, 529V, 529Z, 529HH, 535I, 535K, 535L <b>UNIT 5:</b> xvi, 536/537, 540M, 540, 541, 561, 561X, 561BB, 561JJ, 561KK, 562M, 562, 563, 583P, 583V, 583Z, 583HH, 583II, 584M, 584, 585, 595X, 595DD, 595HH, 595PP, 596, 597, 621, 621R, 621X, 621BB, 621JJ, 621KK, 622M, 622, 623, 643P, 643V, 643Z, 643HH, 649D, 649E, 649I, 649K, 649L <b>UNIT 6:</b> xvi, 650/651, 654M, 654, 655, 685, 685X, 685BB, 685JJ, 686M, 686, 687, 713P, 713V, 713Z, 713HH, 713II, 714M, 714, 715, 725X, 725DD, 725FF, 725HH, 725PP, 726M, 726, 727, 749, 749Z, 749FF, 749JJ, 749KK, 750M, 750, 751, 779Q, 779T, 779V, 779X, 779EE, 779HH, 785B, 785D, 785E, 785I, 785K, 785L T2, T3, T4, T5, T6, T7</p>
<p><b>a.</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		<p><b>UNIT 1:</b> 33GG, 33JJ, 59HH, 71PP, 131B, 131D, 131E, T3, T5, T7 <b>UNIT 2:</b> 161JJ, 173OO, 201PP, 223JJ, 261D, 261E <b>UNIT 3:</b> 293JJ, 323HH, 323II, 335PP, 365JJ, 391HH, 397B, 397D, 397E, T3, T5, T7 <b>UNIT 4:</b> 429JJ, 453HH, 465PP, 499JJ, 529HH, 535B, 535D, 535E, T3, T5, T7 <b>UNIT 5:</b> 561JJ, 583HH, 595HH, 627JJ, 643HH, 649B, 649D, 649E, T3, T5, T7 <b>UNIT 6:</b> 685JJ, 713HH, 725PP, 749JJ, 779HH, 785B, 785D, 785E, T3, T5, T7</p>
<p><b>b.</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>		<p><b>UNIT 1:</b> 33JJ, 59HH, 71PP, 95JJ, 125HH, 131L, T3, T5, T7 <b>UNIT 2:</b> 161JJ, 173G, 173NN, 201PP,</p>

		<p>231JJ, 255HH, 261L, T3, T5, T7 <b>UNIT 3:</b> 293JJ, 323HH, 335PP, 365JJ, 391HH, 397L, T3, T5, T7 <b>UNIT 4:</b> 429JJ, 453HH, 465PP, 499JJ, 529HH, 535L, T3, T5, T7 <b>UNIT 5:</b> 561JJ, 583HH, 595PP, 621JJ, 643HH, 649L, T3, T5, T7 <b>UNIT 6:</b> 685JJ, 713HH, 725PP, 749JJ, 779HH, 785L, T3, T5, T7                  See also <b>Teacher’s Resource Book:</b> 209</p>
<p><b>c.</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>		<p><b>UNIT 1:</b> xvi, 2/3, 6M, 6, 7, 33, 33X, 33BB, 33JJ, 34M, 34, 35, 59HH, 59P, 59V, 59Z, 59HH, 59II, 60M, 60, 61, 71X, 71DD, 71HH, 71PP, 72M, 72, 73, 95, 95R, 95X, 95BB, 95JJ, 95KK, 96M, 96, 97, 125P, 125V, 125Z, 125HH, 131B, 131D, 131E, 131I, 131K, 131L <b>UNIT 2:</b> xvi, 132/133, 136, 136M, 137, 161, 161X, 161BB, 161JJ, 161KK, 162, 162M, 163, 173V, 173Z, 173BB, 173DD, 173FF, 173OO, 173NN, 174M, 174, 175, 201DD, 201HH, 201PP, 202M, 202, 203, 231, 231BB, 231JJ, 231KK, 232M, 232, 233, 255V, 255Z, 255HH, 261D, 261E, 261I, 261K, 261L <b>UNIT 3:</b> xvi, 264/265, 266M, 266, 267, 293, 293X, 293BB, 293JJ, 293KK, 294M, 294, 295, 323V, 323Z, 323HH, 323II, 324M, 324, 325, 335X, 335DD, 335HH, 335PP, 336M, 336, 337, 365, 365R, 365X, 365BB, 365JJ, 365KK, 366M, 366, 367, 391P, 391V, 391Z, 391HH, 391II, 397D, 397E, 397I, 397K, 397L <b>UNIT 4:</b> xvi, 398/399, 402M, 402, 403, 429, 429X, 429BB, 429JJ, 430M, 430, 431, 453P, 453V, 453Z, 453HH, 453II, 454M, 454, 455, 465X, 465DD, 465HH, 465PP, 466M, 466, 467, 499, 499R, 499X, 499JJ, 499KK, 500M, 500, 501, 529P, 529V, 529Z, 529HH, 535I, 535K, 535L <b>UNIT 5:</b> xvi, 536/537, 540M, 540, 541, 561, 561X, 561BB, 561JJ, 561KK, 562M, 562, 563, 583P, 583V, 583Z, 583HH, 583II, 584M, 584, 585, 595X, 595DD, 595HH, 595PP, 596, 597, 621, 621R, 621X, 621BB, 621JJ, 621KK, 622M, 622, 623, 643P, 643V, 643Z, 643HH, 649D, 649E, 649I,</p>

		649K, 649L <b>UNIT 6:</b> xvi, 650/651, 654M, 654, 655, 685, 685X, 685BB, 685JJ, 686M, 686, 687, 713P, 713V, 713Z, 713HH, 713II, 714M, 714, 715, 725X, 725DD, 725FF, 725HH, 725PP, 726M, 726, 727, 749, 749Z, 749FF, 749JJ, 749KK, 750M, 750, 751, 779Q, 779T, 779V, 779X, 779EE 779HH, 785B, 785D, 785E, 785I, 785K, 785L
<p><b>d.</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		<p><b>UNIT 1:</b> 6M, 33JJ, 34M, 59HH, 59II, 60M, 71PP, 72M, 95JJ, 95KK, 96M, 125HH, 131E, 131K, T3, T5, T7 <b>UNIT 2:</b> 136M, 161JJ, 161KK, 162M, 173NN, 173OO, 174M, 201PP, 202M, 216E, 231JJ, 231KK, 232M, 255HH, T3, T5, T7 <b>UNIT 3:</b> 266M, 293JJ, 294M, 323HH, 323II, 324M, 335PP, 336M, 365JJ, 365KK, 366M, 391HH, 397K, T3, T5, T7 <b>UNIT 4:</b> 402M, 429JJ, 430M, 453HH, 454M, 465PP, 466M, 499JJ, 499KK, 500M, 529HH, 535E, 535L, T3, T5, T7 <b>UNIT 5:</b> 540M, 561JJ, 561KK, 562M, 583HH, 583II, 584M, 595HH, 595PP, 596M, 621JJ, 621KK, 622M, 627JJ, 643HH, 649E, 649L, T3, T5, T7 <b>UNIT 6:</b> 654M, 685JJ, 686M, 713HH, 714M, 725PP, 726M, 749JJ, 750M, 779HH, 785E, 785K, 785L, T3, T5, T7</p>
<p><b>2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LS1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.          LS1.3 Make inferences or draw conclusions based on an oral report.          (implied)</p>	<p><b>UNIT 1:</b> 6M, 34M, 60M, 72M, 96M, <b>UNIT 2:</b> 136M, 162M, 174M, 202M, 232M, 261K <b>UNIT 3:</b> 266M, 294M, 324M, 356, 366M, <b>UNIT 4:</b> 402M, 430M, 466M, 500M, 535K, 535L <b>UNIT 5:</b> 540M, 584M, 596M, 649K <b>UNIT 6:</b> 654M, 714M, 726M, 750M, 777, 785K</p>
<p><b>3.</b> Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, <b>and identify and analyze any logical fallacies.</b></p>	<p>LS1.3 Make inferences or draw conclusions based on an oral report.          LS1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.          LS1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events,</p>	<p><b>UNIT 1:</b> 33KK, 125II <b>UNIT 2:</b> 161KK, 255II, 261K <b>UNIT 3:</b> 293KK, 391II, 397K, 397L <b>UNIT 4:</b> 429KK, 465H, 465QQ, 526, 529II, 535K <b>UNIT 5:</b> 621F, 643II <b>UNIT 6:</b> 685KK, 725H, 749KK, 779II, 785E</p>

	and transmission of culture.	
	<b>Presentation of Knowledge and Ideas</b>	
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>LS2.1 Deliver narrative presentations:</p> <ul style="list-style-type: none"> <li>a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.</li> <li>b. Show, rather than tell, the listener what happens.</li> </ul> <p>LS2.2 Deliver informative presentations about an important idea, issue, or event by the following means:</p> <ul style="list-style-type: none"> <li>a. Frame questions to direct the investigation.</li> <li>b. Establish a controlling idea or topic.</li> <li>c. Develop the topic with simple facts, details, examples, and explanations.</li> </ul> <p>LS2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> <li>a. Summarize significant events and details.</li> <li>b. Articulate an understanding of several ideas or images communicated by the literary work.</li> <li>c. Use examples or textual evidence from the work to support conclusions.</li> </ul>	<p><b>UNIT 1:</b> 14, 33KK, 57, 131E, 131K <b>UNIT 2:</b> 161F, 161KK, 173OO, 191, 201J, 212, 255II, 261E, 261K  <b>UNIT 3:</b> 293KK, 323II, 397K <b>UNIT 4:</b> 398/399, 429KK, 440, 529II, 535E, 535K, 595L <b>UNIT 5:</b> 561KK, 583II, 649K <b>UNIT 6:</b> 650/651, 683, 685KK, 725J, 742, 777, 785E, 785K</p>
<b>a. 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., consequently and therefore), and provides a concluding statement related to the speaker’s position.</b>		<p><b>UNIT 3:</b> 397B–397E <b>UNIT 4:</b> 465J, 535B–535E  <b>UNIT 6:</b> 725J, 726K</p>
<b>b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection.</b>		<p><b>UNIT 5:</b> 561V, 561Z, 621V, 621Z, 643T, 643X</p>
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the	Not in CA ELA Standards (but is in CA Treasures =>).	<p><b>UNIT 1:</b> 57, 131E, 131K <b>UNIT 2:</b> 201J, 212, 261K  <b>UNIT 3:</b> 397K <b>UNIT 4:</b> 465FF, 535E, 535K <b>UNIT 5:</b> 595L, 649K <b>UNIT 6:</b> 742, 777, 785K</p>

development of main ideas or themes.		
<p><b>6.</b> 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.)</p>	<p>W1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences. (implied)</p> <p>LS1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures. (implied)</p>	<p><b>UNIT 1:</b> 14, 33KK, 57, 131E, 131K, 131L <b>UNIT 2:</b> 161F, 161KK, 173OO, 191, 201J, 212, 255II, 261E, 261K, 261L <b>UNIT 3:</b> 293KK, 323II, 397K, 397L <b>UNIT 4:</b> 398/399, 429KK, 440, 529II, 535E, 535K, 595L, 595L <b>UNIT 5:</b> 561KK, 583II, 649K, 649L <b>UNIT 6:</b> 650/651, 683, 685KK, 725J, 742, 777, 785E, 785K, 785L</p>

<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
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.	
<b>Knowledge of Language</b>	
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 and listening.	
<b>Vocabulary Acquisition and Use</b>	
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.	

## Language Standards

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*). These Language Progressive Skills for grades 3-4 are shown in a chart following the Language Standards.

COMMON CORE STATE STANDARDS	RELATED CALIFORNIA ELA STANDARD(S)	CALIFORNIA TREASURES TE PAGES
<b>Grade 5 students:</b>		
<b>Conventions of Standard English</b>		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	WC1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.  WC1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/ lay, sit/ set, rise/ raise</i> ), modifiers,	<b>UNIT 1:</b> S23, 31D, 31F, 57D, 57F, 71, 71D, 71E, 71F, 71H, 71MM, 93D, 93E, 95GG, 93F, 123D, 123F, 125EE, 131D, 131E, 131K, 131L, T3, T5, T7 <b>UNIT 2:</b> 159D, 159F, 173, 173D, 173F, 199D, 199F, 201D, 201F, 201H, 229D, 229F, 253F, 261D, 261E, 261K, 261L, T5, T7 <b>UNIT 3:</b> 291D, 291E, 291F,

	and pronouns.	321D, 321E, 321F, 323EE, 335, 335D, 335E, 335F, 335H, 335MM, 363D, 363F, 389D, 389E, 389F, 391EE, 397D, 397E, 397K, 397L, T3, T5, T7 <b>UNIT 4:</b> 427D, 427F, 451D, 451F, 465, 465D, 465E, 465F, 465H, 497D, 497F, 527D, 527F, 535D, 535E, 535K, 535L, T3 <b>UNIT 5:</b> 559D, 559E, 559F, 561GG, 581D, 581F, 583EE, 595, 595D, 595F, 595H, 619F, 641D, 641F, 649D, 649E, 649K, 649L, T3, T5, T7 <b>UNIT 6:</b> 683D, 683F, 711D, 711F, 725, 725D, 725F, 725H, 747D, 747E, 747F, 749GG, 777D, 777F, 779EE, 785D, 785E, 785K, 785L, T5, T7
<b>a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	WC1.1	<b>UNIT 1:</b> 71E, 71F, 71MM, 93E, 93F, 95GG, 125EE, 131D <b>UNIT 5:</b> 559E, 559F, 561GG, 583EE <b>UNIT 6:</b> 747E–747F, 749GG, 779EE See also <b>Grammar and Writing Handbook:</b> 154
<b>b.</b> Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i> ) verb tenses.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 3:</b> 321E, 321F, 323EE, 335E, 335F <b>UNIT 4:</b> 465E, 465F
<b>c.</b> Use verb tense to convey various times, sequences, states, and conditions.	WC1.2	<b>UNIT 3:</b> 291E, 291F, 321E, 321F, 323EE, 335E, 335F, 335MM, 389E, 389F, 391EE <b>UNIT 4:</b> 465E, 465F
<b>d.</b> Recognize and correct inappropriate shifts in verb tense.*	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 3:</b> 321E, 321F, 323EE, 335F, 389E, 389F <b>UNIT 4:</b> 465E, 465F
<b>e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).	WC1.1	Lessons to address this standard are being developed and will be available online.
<b>2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	WC1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. WC1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. WC1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	<b>UNIT 1:</b> S23, 31C, 31D, 31F, 33U, 33Y, 33HH, 57C, 57D, 57F, 59S, 59W, 59FF, 71, 71C, 71D, 71F, 71H, 71AA, 71EE, 71NN, 93C, 93D, 93F, 95U, 95Y, 95HH, 123C, 123D, 123F, 125S, 125W, 125FF, 131D, 131E, T3, T5, T7 <b>UNIT 2:</b> 159C, 159D, 159F, 173, 173C, 173D, 173F, 173Y, 173CC, 173LL, 199C, 199D, 199F, 201D, 201F, 201H, 201AA, 201EE, 201NN, 229C, 229D, 229F, 231U, 231Y, 231HH, 253C, 253D, 253F, 261D, 261E, T5, T7 <b>UNIT 3:</b> : 291C, 291D, 291F, 293U, 293Y, 293HH, 321C, 321D, 321F, 335, 335D,

		335F, 335H, 335AA, 335EE, 335NN, 363C, 363D, 363F, 365U, 365Y, 365HH, 389C, 389D, 389F, 391S, 391W, 391FF, 397D, 397E, T3, T5, T7 <b>UNIT 4:</b> 427C, 427D, 427F, 429U, 429Y, 429HH, 451C, 451D, 451F, 453S, 453W, 453FF, 465C, 465D, 465F, 465, 465H, 465AA, 465EE, 465NN, 497C, 497D, 497F, 499U, 499Y, 499HH, 527, 527C, 527D, 527F, 529S, 529W, 529FF, 535C, 535E, 535E, T3 <b>UNIT 5:</b> 559C, 559D, 559F, 561U, 561Y, 561HH, 581C, 581D, 581F, 583W, 583W, 583FF, 595, 595C, 595D, 595F, 595H, 595AA, 595EE, 595NN, 619C, 619D, 619F, 621U, 621Y, 621HH, 641C, 641D, 641F, 643S 643W, 643FF, 649D, 649E, T3, T5, T7 <b>UNIT 6:</b> 683C, 683D, 683F, 711D, 711F, 713S, 713W, 713FF, 725, 725C, 725D, 725F, 725H, 725AA, 725EE, 725NN, 747D, 747F, 749U, 749Y, 749HH, 777C, 777D, 777F, 779S, 779W, 779FF, 785D, 785E, T5, T7
<b>a.</b> Use punctuation to separate items in a series.*	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 1:</b> 57F, 93F <b>UNIT 4:</b> 527, 535E
<b>b.</b> Use a comma to separate an introductory element from the rest of the sentence.	WC1.1	<b>UNIT 1:</b> 57F <b>UNIT 3:</b> T3 <b>UNIT 4:</b> 451F <b>UNIT 5:</b> 581F
<b>c.</b> 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> ).	WC1.3	See <b>Grammar and Writing Handbook:</b> 167, 272 Lessons to address this standard are being developed and will be available online.
<b>d.</b> Use underlining, quotation marks, or italics to indicate titles of works.	Not in CA ELA Standards (but is in CA Treasures =>).	<b>UNIT 2:</b> 201EE, 253F <b>UNIT 3:</b> 321F <b>UNIT 5:</b> 581F
<b>e.</b> Spell grade-appropriate words correctly, consulting references as needed.	WC1.5	<b>UNIT 1:</b> 31C, 31D, 33U, 33Y, 33HH, 57C, 57D, 59S, 59W, 59FF, 71C, 71D, 71AA, 71EE, 71NN, 93C, 93D, 95U, 95Y, 95HH, 123C, 123D, 125S, 125W, 125FF, 131E <b>UNIT 2:</b> 159C, 159D, 161U, 161Y, 161HH, 173C, 173D, 173Y, 173CC, 173LL, 201C, 201D, 201AA, 201EE, 201NN, 229C, 229D, 231U, 231Y, 231HH, 253C, 253D, 255S, 255W, 255FF, 261E <b>UNIT 3:</b> 291C, 291D, 293U, 293Y, 293HH, 321C,



		<p>321D, 323S, 323W, 323FF, 335C, 335D, 335AA, 335EE, 335NN, 363C, 363D, 365U, 365Y, 365HH, 389C, 389D, 391S, 391W, 391FF, 397E <b>UNIT 4:</b> 427C, 427D, 429U, 429Y, 429HH, 451C, 451D, 453S, 453W, 453FF, 465C, 465D, 465AA, 465EE, 465NN, 497C, 497D, 499U, 499Y, 499HH, 527C, 527D, 529S, 529W, 529FF, 535C, 535E <b>UNIT 5:</b> 559C, 559D, 561U, 561Y, 561HH, 581C, 581D, 583W, 583FF, 595C, 595D, 595AA, 595EE, 595NN, 619C, 619D, 621U, 621Y, 621HH, 641C, 641D, 643S 643W, 643FF, 649E <b>UNIT 6:</b> 683C, 683D, 685U, 685Y, 685HH, 711C, 711C, D, 713S, 713W, 713FF, 725C, 725C, D, 725AA, 725EE, 725NN, 747C, 747D, 749U, 749Y, 749HH, 777C, 777D, 779S, 779W, 779FF, 785E</p>
<b>Knowledge of Language</b>		
<p><b>3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>W1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.</p>	<p><b>UNIT 1:</b> S23, 31D, 31F, 52, 57D, 57F, 71, 71D, 71E, 71F, 71H, 71MM, 88, 93D, 93E, 93F, 95GG, 123D, 123F, 131D, 131E, 131K, 131L, T3, T5, T7 <b>UNIT 2:</b> 159D, 159F, 173, 173D, 173F, 199D, 199F, 201D, 201F, 201H, 214, 224, 229D, 229F, 238, 247, 248, 253F, 261D, 261E, 261K, 261L, T5, T7 <b>UNIT 3:</b> 291D, 291F, 321D, 321F, 335, 335D, 335F, 335H, 363D, 363F, 389D, 389F, 397D, 397E, 397K, 397L, T3, T5, T7 <b>UNIT 4:</b> 427D, 427F, 451D, 451F, 465, 465D, 465F, 465H, 497D, 497F, 527D, 527F, 535D, 535E, 535K, 535L, T3 <b>UNIT 5:</b> 559D, 559F, 581D, 581E, 581F, 595, 595D, 595F, 595H, 619F, 641D, 641F, 649D, 649E, 649K, 649L, T3, T5, T7 <b>UNIT 6:</b> 683D, 683F, 685A, 685B, 685C, 685D, 685E, 685F, 685G, 685H, 711D, 711F, 712, 713, 713A, 713B, 725, 725D, 725F, 725H, 747D, 747F, 777D, 777F, 785D, 785E, 785K, 785L, T5, T7</p>
<p><b>a.</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>		<p><b>UNIT 1:</b> 71E–71F, 71MM, 93E–93F, 95GG <b>UNIT 2:</b> 261D <b>UNIT 5:</b> 581E–581F, 595H <b>UNIT 6:</b> 685A, 685B, 685C, 685D, 685E, 685F, 685G, 685H, 712, 713, 713A, 713B</p>

<p><b>b.</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>		<p><b>UNIT 1:</b> 52, 88 <b>UNIT 2:</b> 214, 224, 248</p>
<p><b>Vocabulary Acquisition and Use</b></p>		
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>R1.2 Use word origins to determine the meaning of unknown words.                      R1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., <i>controversial</i>).                      W1.5 Use a thesaurus to identify alternative word choices and meanings.</p>	<p><b>UNIT 1:</b> S8, S9, S10, S11, S12, S13, 6L, 8, 9, 19, 28, 31A, 31B, 33M, 33N, 33U, 33W, 33AA, 34L, 36, 37, 38, 46, 54, 57A, 57B, 59K, 59L, 59S, 59U, 59Y, 59W, 60L, 62, 63, 64, 68, 71S, 71T, 71AA, 71CC, 71EE, 71GG, 72L, 74, 75, 76, 80, 84, 90, 91, 93A, 93B, 95M, 95N, 95U, 95W, 95Y, 95AA, 96L, 98, 99, 100, 104, 120, 123A, 123B, 125K, 125L, 125S, 125U, 125W, 125Y, 131I <b>UNIT 2:</b> 136L, 138, 139, 140, 156, 159A, 159B, 161M, 161N, 161U, 161W, 161AA, 162L, 164, 165, 166, 170, 173A, 173B, 173Q, 173R, 173AA, 173EE, 174L, 176, 177, 178, 198, 201A, 201B, 201S, 201T, 201AA, 201CC, 201GG, 202L, 204, 205, 206, 226, 229A, 229B, 231M, 231N, 231U, 231W, 231AA, 231CC, 232L, 234, 235, 236, 250, 253A, 253B, 253D, 255K, 255L, 255S, 255U, 255Y, 255AA, 257, 261I, T3 <b>UNIT 3:</b> 266L, 268, 269, 270, 283, 290, 291A, 291B, 293M, 293N, 293U, 293W, 293AA, 294L, 296, 297, 298, 321A, 321B, 323K, 323L, 323S, 323U, 323Y, 324L, 326, 327, 328, 332, 335A, 335B, 335S, 335T, 335AA, 335CC, 335GG, 336L, 338, 339, 340, 345, 346, 360, 362, 363A, 363B, 365M, 365N, 365U, 365W, 365AA, 366J, 366L, 368, 369, 370, 381, 383, 388, 389A, 389B, 391K, 391L, 391S, 391U, 391Y, 393, 394, 397I <b>UNIT 4:</b> 402L, 404, 405, 406, 412, 424, 427A, 427B, 429M, 429N, 429U, 429W, 429AA, 429II, 430L, 432, 433, 434, 441, 448, 451A, 451B, 453K, 453L, 453N, 453O, 453U, 453Y, 453GG, 454L, 456, 457, 458, 462, 465A, 465B, 465S, 465T, 465AA, 465CC, 465GG, 465OO, 466L, 468, 469, 470, 494, 497A, 497B, 499M, 499N, 499U, 499W, 499II, 500L, 502, 503, 504, 509, 524, 527A, 527B, 529K, 529L, 529S, 529U, 529Y,</p>

		<p>529GG, 535I <b>UNIT 5:</b> 530J, 540L, 542, 543, 544, 558, 559A, 559B, 561M, 561N, 561U, 561W, 561AA, 561II, 562J, 562L, 564, 565, 566, 571, 580, 581A, 581B, 583K, 583L, 583O, 583U, 583Y, 583GG, 584L, 586, 587, 588, 592, 595A, 595B, 595S, 595T, 595AA, 595GG, 595OO, 596L, 598, 599, 600, 618, 619A, 619B, 621M, 621N, 621U, 621W, 621AA, 621II, 622L, 624, 625, 626, 640, 641A, 641B, 643K, 643L, 643S, 643U, 643Y, 643GG, 649I <b>UNIT 6:</b> 654L, 656, 657, 658, 661, 671, 680, 683A, 683B, 685M, 685N, 685U, 685W, 685AA, 686J, 686L, 688, 689, 690, 695, 697, 708, 711A, 711B, 713K, 713L, 713S, 713U, 713Y, 714J, 714L, 716, 717, 718, 722, 725A, 725B, 725S, 725T, 725AA, 725CC, 725GG, 726L, 728, 729, 730, 734, 746, 747A, 747B, 747M, 747N, 749U, 749Y, 747W, 750L, 752, 753, 754, 774, 777A, 777B, 779K, 779S, 779W, 779BB, 785I</p>
<p><b>a.</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> S10, 8, 9, 18, 33W, 46, 57A, 75, 91, 104  <b>UNIT 2:</b> 139B, 148, 149, 158, 231CC, 236, 253D, 255AA, 257 <b>UNIT 3:</b> 283, 327B, 330, 331B, 335CC, 335GG, 338, 345, 346, 350, 359B, 361, 362, 365W, 366J, 363A, 363B, 365W, 368, 381, 383, 389A, 391U, 393, 394 <b>UNIT 4:</b> 412, 430J, 432, 441, 451A, 453U, 509 <b>UNIT 5:</b> 562J, 564, 571, 581A, 583O, 583U <b>UNIT 6:</b> 656, 661, 671, 683A, 685W, 686J, 688, 695, 697, 711A, 713U, 714J, 716, 725A, 725CC, 734</p>
<p><b>b.</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>R1.2, R1.4</p>	<p><b>UNIT 1:</b> S11, 57B, 71B, 93B, 110, 112, 123B <b>UNIT 2:</b> 159B, 173B, 201B, 229B, 253B <b>UNIT 3:</b> 291B, 321B, 344, 363B <b>UNIT 4:</b> 427B, 442, 451B, 454J, 456, 465A, 465B, 465CC 497B, 527B, 532 <b>UNIT 5:</b> 540J, 542, 547, 559A, 584J, 586, 595A, 596J, 598, 611, 619A <b>UNIT 6:</b> 654J, 654N, 654O, 683C, 683D, 685L, 685U, 685Y, 686J, 686N, 686O, 711A, 711C, 711D, 740, 713J, 713S, 713W, 747B, 750J, 752, 777A</p>

<p><b>c.</b> 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 <b>and to identify alternate word choices in all content areas.</b></p>	<p>W1.5</p>	<p><b>UNIT 1:</b> S12–S13, 34J, 36, 46, 57A, 57B, 60J, 71D, 71EE, 72J, 80, 84, 95Y, 96J, 98, 104, 123B, 123D, 125W, 131D <b>UNIT 2:</b> 136J, 138, 146, 157, 159D, 161Y, 162J, 169C–169D, 173B, 173CC, 174J, 183, 201C, 201D, 201EE, 202J, 204, 211, 231Y, 232J, 234, 242, 244, 253A, 253B, 255W, 261D, T3 <b>UNIT 3:</b> 266J, 270, 293Y, 294J, 296, 298, 323W, 324J, 335EE, 336J, 362, 363B, 365Y, 366J, 368, 391W, 397D <b>UNIT 4:</b> 412, 429Y, 430J, 432, 442, 451B, 453W, 454J, 454N, 465B, 465H, 465EE, 466J, 497B, 497F, 499Y, 500J, 502, 527A, 527B, 527D, 529U, 529W, 535D <b>UNIT 5:</b> 540J, 552, 559A, 559B, 561Y, 562J, 576, 595EE, 581B, 584J, 595B, 595H, 596J, 611, 619B, 621Y, 622J, 624, 630, 641B, 641D, 643W, 645, 646, 649D <b>UNIT 6:</b> 654J, 686J, 704, 711B, 713W, 714J, 714N, 714O, 725B, 725H, 725EE, 726J, 728, 736, 740, 745, 747B, 749F, 749Y, 750J, 777B, 779W, 785D</p>
<p><b>5.</b> Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>R1.5 Understand and explain the figurative and metaphorical use of words in context.                  R1.3 Understand and explain frequently used synonyms, antonyms, and homographs.</p>	<p><b>UNIT 1:</b> S9, S10, S11, 9, 18, 24, 31B, 34J, 36, 37, 46, 57A, 57B, 59U, 63, 71B, 75, 93B, 99, 123A, 123B <b>UNIT 2:</b> 136J, 138, 139, 146, 148, 150, 159A, 159B, 161W, 161Y, 162J, 164, 165, 173A, 173B, 173AA, 174J, 176, 177, 184, 186, 190, 196, 201A, 201B, 205, 218, 229B, 235, 253B, 257, T3 <b>UNIT 3:</b> 266J, 268, 269, 273, 291A, 291B, 297, 303, 321A, 321B, 324J, 326, 327, 335A, 335B, 336J, 338, 339, 346, 350, 363A, 363B, 365W, 369, 386, 389B <b>UNIT 4:</b> 405, 411, 427B, 433, 441, 442, 451B, 454J, 454N, 454O, 457, 465B, 465C, 465D, 465R, 465AA, 465EE, 466J, 468, 469, 477, 484, 497A, 497B, 499W, 503, 509, 514, 527B, 527E, 527F <b>UNIT 5:</b> 543, 559B, 562J, 565, 581B, 583W, 587, 595B, 599, 610, 618, 619, 619B, 621Y, 625, 641B, 649C <b>UNIT 6:</b> 654J, 656, 657, 671, 683A, 683B, 685W, 689, 689, 711B, 717, 725B, 729, 747B, 747E, 753, 777B, 781, 783</p>

<p><b>a.</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p>R1.5</p>	<p><b>UNIT 1:</b> 18, 24, 34J, 36, 46, 57A <b>UNIT 2:</b> 148, 161Y, 184, 186, 196, 218 <b>UNIT 3:</b> 303, 336J, 338, 346, 350, 363A, 365W, 386 <b>UNIT 4:</b> 411, 441, 442, 477, 509, 514 <b>UNIT 6:</b> 671</p>
<p><b>b.</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;).</p>	<p><b>UNIT 1:</b> S11, 34J, 36, 46, 57A, 59U <b>UNIT 6:</b> 747E</p>
<p><b>c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>R1.3</p>	<p><b>UNIT 1:</b> S8, S9, S10, S13, 9, 31B, 37, 46, 57B, 63, 71B, 75, 93B, 99, 123A, 123B <b>UNIT 2:</b> 136J, 138, 139, 146, 150, 157, 159A, 159B, 161W, 162J, 164, 165, 173A, 173B, 173AA, 174J, 176, 177, 190, 201A, 201B, 205, 229B, 235, 253B, 257, T3 <b>UNIT 3:</b> 266J, 268, 269, 273, 291A, 291B, 294J, 297, 321A, 321B, 324J, 326, 327, 335A, 335B, 336J, 339, 362, 363B, 369, 389B <b>UNIT 4:</b> 405, 427B, 432, 433, 451B, 454J, 454N, 454O, 457, 465B, 465C, 465D, 465R, 465AA, 465EE, 466J, 468, 469, 484, 497A, 497B, 499W, 503, 527B, 527E, 527F <b>UNIT 5:</b> 543, 559B, 562J, 565, 581B, 587, 595B, 599, 610, 619B, 625, 641B <b>UNIT 6:</b> 654J, 656, 671, 683A, 683B, 685W, 689, 711B, 717, 725B, 729, 747B, 753, 777B, 781, 783</p>
<p><b>6.</b> 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>	<p>Not in CA ELA Standards (but is in CA Treasures =&gt;), also in Criteria.</p>	<p><b>UNIT 1:</b> S8, S9, S10, S11, S12, S13, 6L, 8, 9, 19, 28, 31A, 31B, 33M, 33N, 33U, 33W, 33AA, 34L, 36, 37, 38, 46, 54, 57A, 57B, 59K, 59L, 59S, 59U, 59Y, 59W, 60L, 62, 63, 64, 68, 71S, 71T, 71AA, 71CC, 71EE, 71GG, 72L, 74, 75, 76, 80, 84, 90, 91, 93A, 93B, 95M, 95N, 95U, 95W, 95Y, 95AA, 96L, 98, 99, 100, 104, 120, 123A, 123B, 125K, 125L, 125S, 125U, 125W, 125Y, 131I <b>UNIT 2:</b> 136L, 138, 139, 139B, 140, 143, 144, 156, 159A, 159B, 161M, 161N, 161U, 161W, 161AA, 162L, 164, 165, 166, 170, 173A, 173B, 173Q, 173R, 173AA, 173EE, 174L, 176, 177, 178, 190, 191, 197B, 198, 201A, 201B, 201S, 201T, 201AA, 201CC, 201GG, 202L, 204, 205, 206, 226, 229A, 229B, 231M, 231N, 231U, 231W, 231AA, 231CC, 232L, 234, 235, 236,</p>

		250, 253A, 253B, 253D, 255K, 255L, 255S, 255U, 255Y, 255AA, 257, 261I <b>UNIT 3:</b> 266L, 268, 269, 270, 283, 290, 291A, 291B, 293M, 293N, 293U, 293W, 293AA, 294L, 296, 297, 298, 321A, 321B, 323K, 323L, 323S, 323U, 323Y, 324L, 326, 327, 328, 330, 332, 335A, 335B, 335S, 335T, 335AA, 335CC, 335GG, 336L, 338, 339, 340, 345, 346, 360, 362, 363A, 363B, 365M, 365N, 365U, 365W, 365AA, 366J, 366L, 368, 369, 370, 381, 383, 388, 389A, 389B, 391K, 391L, 391S, 391U, 391Y, 393, 394, 397I <b>UNIT 4:</b> 402L, 404, 405, 405B, 406, 412, 424, 427A, 427B, 429M, 429N, 429U, 429W, 429AA, 429II, 430L, 432, 433, 434, 441, 448, 451A, 451B, 453K, 453L, 453N, 453O, 453U, 453Y, 453GG, 454L, 456, 457, 458, 462, 465A, 465B, 465S, 465T, 465AA, 465CC, 465GG, 465OO, 466L, 468, 469, 470, 494, 497A, 497B, 499M, 499N, 499U, 499W, 499II, 500L, 502, 503, 504, 509, 511, 524, 527A, 527B, 529K, 529L, 529S, 529U, 529Y, 529GG, 535I, 543B, 548 <b>UNIT 5:</b> 530J, 540L, 542, 543, 544, 558, 559A, 559B, 561M, 561N, 561U, 561W, 561AA, 561II, 562J, 562L, 564, 565, 566, 571, 580, 581A, 581B, 583K, 583L, 583O, 583U, 583Y, 583GG, 584L, 586, 587, 588, 592, 595A, 595B, 595S, 595T, 595AA, 595GG, 595OO, 596L, 598, 599, 600, 604, 610, 614, 618, 619A, 619B, 621M, 621N, 621U, 621W, 621AA, 621II, 622L, 624, 625, 625B, 626, 630, 633, 635, 636, 640, 641A, 641B, 643K, 643L, 643S, 643U, 643Y, 643GG, 649A, 649B, 649C, 649I <b>UNIT 6:</b> 654L, 656, 657, 658, 661, 671, 680, 683A, 683B, 685M, 685N, 685U, 685W, 685AA, 686J, 686L, 688, 689, 690, 695, 697, 708, 711A, 711B, 713K, 713L, 713S, 713U, 713Y, 714J, 714L, 716, 717, 718, 722, 725A, 725B, 725S, 725T, 725AA, 725CC, 725GG, 726L, 728, 729, 730, 734, 746, 747A, 747B, 747M, 747N, 749U, 749Y, 747W, 750L, 752, 753, 754, 774,
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		777A, 777B, 779K, 779S, 779W, 779BB, 785I
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## Language Progressive Skills

Below are the grades 3 and 4 asterisked (\*) 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.

COMMON CORE STATE STANDARDS	CALIFORNIA TREASURES TE PAGES
<b>L.3.1f.</b> Ensure subject-verb and pronoun-antecedent agreement.	<b>UNIT 1:</b> 6K, 71H, T7 <b>UNIT 2:</b> 261E <b>UNIT 3:</b> 291E, 291F <b>UNIT 5:</b> T5 <b>UNIT 4:</b> 427F, 465E–465F, 465MM
<b>L.3.3a.</b> Choose words and phrases for effect.	<b>UNIT 1:</b> 71K, 71L, 96K, 131D <b>UNIT 2:</b> 94, 153, 161A, 161B, 161C, 161D, 161Y, 173G, 225B, 231C, 231D, 231F, 231H, 248, 254, 255, 255A, 255B, 261D <b>UNIT 3:</b> 356, 385, 386 <b>UNIT 4:</b> 420, 429C, 429D, 429H, 499F, 535C <b>UNIT 5:</b> 561B, 583W, 596K, 621Y, 643A, 643C, 643D <b>UNIT 6:</b> 676, 685A, 685B, 685C, 685D, 685E, 685F, 685G, 685H, 705, 706, 712, 713, 713A, 713B, 743, 744, 749A, 749B
<b>L.4.1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	<b>UNIT 1:</b> 71E, 71F, 71MM, 123E, 123F, 125EE <b>UNIT 2:</b> 201H <b>UNIT 3:</b> 335H <b>UNIT 5:</b> 649D <b>UNIT 6:</b> 725H, 785D
<b>L.4.1g.</b> Correctly use frequently confused words (e.g., to/too/two; there/their).	<b>UNIT 1:</b> 8, 15 <b>UNIT 2:</b> 261E <b>UNIT 3:</b> 291E, 291F, 321E, 321F, 389E, 389F <b>UNIT 4:</b> 527E–527F, 529EE
<b>L.4.3a.</b> Choose words and phrases to convey ideas precisely.*	<b>UNIT 1:</b> 71K, 71L, 96K, 131D <b>UNIT 2:</b> 94, 153, 161A, 161B, 161C, 161D, 161Y, 173G, 231C, 231D, 231F, 231H, 248, 254, 255, 255A, 255B, 261D <b>UNIT 3:</b> 356, 385, 386 <b>UNIT 4:</b> 420, 429C, 429D, 429H, 499F, 535C <b>UNIT 5:</b> 561B, 583W, 596K, 621Y, 643A, 643C, 643D <b>UNIT 6:</b> 676, 685A, 685B, 685C, 685D, 685E, 685F, 685G, 685H, 705, 706, 712, 713, 713A, 713B, 743, 744, 749A, 749B
<b>L.4.3b.</b> Choose punctuation for effect.	<b>UNIT 1:</b> 31E, 31F, 31G, 31H, 33GG <b>UNIT 2:</b> 261D <b>UNIT 3:</b> 323, 323A, 397E <b>UNIT 4:</b> 535E <b>UNIT 6:</b> 685A, 685D, 685H See also <b>Grammar and Writing Handbook:</b> 19, 22–23, 50, 138, 154, 164