

**Houghton Mifflin Harcourt**  
**Escalate English ©2017**  
**Grade 5**

correlated to the

**Common Core State Standards**  
**English Language Arts**  
**Grade 5**

Standard	Descriptor	Citations
<b>Reading: Literature</b>		
	<b>Key Ideas and Details</b>	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>SE:</b> Upload (Narrative), 18, 24, 48–49, 82–83, 115, 125, 142–143, 171, 178–179, 188–189, 219, 227, 236–237, 274–275; Making Inferences (about characters), 125; Infer Theme, 220 <b>TE:</b> Explore the Topic (narrative, examples), 30–32, 35–41, 44, 108–110, 113–119, 122–123, 126–127, 205–206, 209, 232–237, 240–241, 250–252, 510–511, 516–519, 522–523, 526–527, 530–535, 538–539, 544–545, 548–550, 553–559, 562–563, 566–567; Make/Draw Inferences (narrative), 56, 117, 556, 679, 680, 697, 703, 704
<b>RL.5.2</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.	<b>SE:</b> Reading Toolbox: Determining the Theme, 220; Identifying Story Elements: Theme, 178; Setting a Purpose, 172; Discussing the Purpose, 188, 227 <b>TE:</b> Determine Story Themes, 241, 518, 519, 526, 530, 538, 562, 674, 678, 679; Summarize, 169, 415
<b>RL.5.3</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).	<b>SE:</b> Compare and Contrast Characters, 18; Making Inferences (about characters), 125; Identifying Story Elements, 178; Character Traits, 254 <b>TE:</b> Character, 2o, 16, 35, 68, 69, 108, 109, 117, 118, 164, 261, 262, 263, 292o, 359, 364, 389, 405, 406, 410, 411, 414, 533, 535, 553, 555, 558, 559, 590i, 590o, 641, 680, 684, 697, 702, 813, 815, 816, 820, 823, 861; Elements of a Story, 68, 69; Plot, 113, 116, 118, 119, 361, 371, 705, 706, 814, 815, 817, 820, 821, 822, 823

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<b>Craft and Structure</b>		
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>SE:</b> Similes, 83; Figurative Language, 151, R28; Understanding Poetic Style, 112; Vocabulary Strategy, 19, 25, 39, 83, 91, 109, 143, 161, 178, 207, 237, 255, 291; Glossary of Academic Vocabulary, R51 <b>TE:</b> Build Vocabulary (narrative, examples), 33, 42, 45, 111, 120, 126, 128, 207, 210, 238, 242, 248, 253, 512, 520, 524, 528, 536, 540, 546, 551, 560, 564, 568; Figurative Language, 265, 340, 341, 449, 518, 534, 554, 558, 589a, 7380, 787; Simile, 253, 291, 345, 346, 664; Metaphor, 114, 150m, 664, 821
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>SE:</b> Drama (Scenes), 263; Poetry (Stanzas), 169 <b>TE:</b> Story Parts, 16–17; Elements of Poetry, 344, 442k; Identify Features of Poetry, 345, 665; Stanza, 346; Just-Right Scaffolding, 511; Poetic Form, 511, 518; Download, 658
<b>RL.5.6</b>	Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>SE:</b> Reading Toolbox: Point of View, 189; Narrator’s Words and Actions, 220; Performance Task: Point of View, 191, 293 <b>TE:</b> Point of View, 37, 292i, 292k, 624
<b>Integration of Knowledge and Ideas</b>		
<b>RL.5.7</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).	<b>SE:</b> Language Cam Video, 9, 61, 103, 155, 201; Graphic Novels and Biographies, 40–49, 84–91, 180–189, 228–237, 282–291 <b>TE:</b> View and Analyze, 26, 176, 316, 468–469, 614; The Art, 2o; Use Picture Clues, 120; Support Reading an Illustrated Story, 697; ; Support Interpretation of Graphic Text, 706; Analyze a Visual Novel, 110; Use Picture Clues, 120; Analyze Illustrations, 681, 682, 683,
<b>RL.5.8</b>	(Not applicable to literature)	

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<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>SE:</b> Unit Themes: Meet the Challenge, 10–19, 40–49; Wild Encounters, 76–83, 84–91; Revolution, 112–115, 118–125, 134–143; The Power of Storytelling, 168–171, 172–170, 180–189; Under Western Skies, 216–219, 220–227, 228–237; Journey to Discovery, 262–275, 282–291 <b>TE:</b> Connecting Image and Theme, 4, 152, 294, 444, 592, 740; Connecting Word and Theme, 5, 153, 294, 444, 593, 741
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.5.10</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.	<b>SE:</b> Novel Excerpt, 10–19, 76–83, 118–125, 172–179, 220–227; Classic Fiction, 40–49, 134–143, 180–189; Poem, 112–115, 168–171, 216–219; Myth, 228–237; Drama, 262–275 <b>TE:</b> Explore the Topic (narrative, examples), 30–32, 35–41, 44, 108–110, 113–119, 122–123, 126–127, 205–206, 209, 232–237, 240–241, 250–252, 510–511, 516–519, 522–523, 526–527, 530–535, 538–539, 544–545, 548–550, 553–559, 562–563, 566–567

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Standard	Descriptor	Citations
<b>Reading: Informational Text</b>		
<b>Key Ideas and Details</b>		
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>SE:</b> Upload (Informative), 8–9, 32–33, 38–39, 60–61, 65, 69, 75, 90–91, 102–103, 109–111, 132–133, 154–155, 161, 165, 200–201, 206–207, 213, 248–249, 254–255, 259, 281, 290–291 <b>TE:</b> Explore the Topic (informative, examples), 16–18,, 21, 26–27, 48–49, 54–58, 60–61, 64–65, 68–69, 72–75, 80, 84–85, 88–89, 92–93, 96–99, 104–105, 164–166, 169–171, 182–184, 186–187, 190–191, 196–198, 201–202, 212–213, 218–221, 224–225, 228–229, 256–257, 260–265, 268–269, 456–458, 461–463, 472–476, 479–480, 486–487, 492–495, 497–499, 502–503, 506–507; Make/Draw Inferences (informative), 262, 263, 265, 360, 361, 362, 375, 405, 409, 411, 412, 414, 415, 813, 814, 818, 819, 821, 859, 860
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>SE:</b> Main Idea and Details, 20, 24, 25, 33, 50, 51, 52, 53, 104, 109, 125, 132, 133, 146, 152, 154, 208, 213, 215, 219, 256, 259, 261, 294 <b>TE:</b> Main/Central Idea and Details, 48, 55, 56, 57, 60, 74, 93, 96, 132, 149e, 184, 197, 220, 241, 303, 320, 324, 325, 331, 375, 387, 397, 453, 456, 457, 624, 632, 638, 641, 645, 666, 704, 780, 787, 788, 791, 838
<b>RI.5.3</b>	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.	<b>SE:</b> Setting a Purpose, 84, 126, 276, 282; Collaborative Discussion, 281 <b>TE:</b> Research a Topic, 765; Download, 256, 833, 850; Main Idea and Details, 839; Collaborative Discussion, 396, 846, 864; Follow Up on the First Read, 855; Close Read, 386
<b>Craft and Structure</b>		
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>SE:</b> Vocabulary Strategy, 19, 25, 39, 83, 91, 109, 143, 161, 178, 207, 237, 255, 291; Glossary of Academic Vocabulary, R51 <b>TE:</b> Build Vocabulary (informative, examples), 19, 22, 50, 58, 62, 66, 70, 76, 82, 86, 90, 94, 100, 106, 167, 172, 177, 185, 188, 192, 199, 203, 214, 222, 226, 230, 258, 266, 270, 459, 464, 477, 481, 484, 488, 496, 500, 504

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<b>RI.5.5</b>	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.	<b>SE:</b> Cause-and-Effect, 32, 156; Problem and Solution, 38; Sequence of Events in the Podcast, 71; Analyze Poetic Form, 168 <b>TE:</b> Cause-and-Effect, 84, 97, 116, 165, 183, 197, 198, 219, 360, 388, 479, 517, 556, 557, 558; Collaborative Discussion (Cause-and-effect questions), 26, 176, 201, 374; Sequence, 206, 260, 291f, 361, 773, 861; First Read, 257; Genre: Nonfiction, 803
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>SE:</b> Podcast: Living 63 Feet Underwater Helps Cousteau Team Conduct Experiments, 260–261; Exploring the Deep Ocean, 276–281 <b>TE:</b> Teacher Support Material, 795–802, 833–849
<b>Integration of Knowledge and Ideas</b>		
<b>RI.5.7</b>	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.	<b>SE:</b> Language Cam Video, 9, 61, 103, 155, 201; Podcasts, 26–27, 70–71, 116–117, 166–167, 214–215, 260–261; Research Report, 144–147; Research Toolbox: Gathering Information, 110 <b>TE:</b> View and Analyze, 26, 176, 316, 468–469, 614; Podcasts, 64–65, 205–206, 350–351, 502–503, 649, 650–651, 795–796; Research Report, 424, 425, 428, 429, 432, 436, 437; Gathering Information, 334
<b>RI.5.8</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).	<b>SE:</b> Reading Toolbox: Fact and Opinion, 72; Background on Opinion, 72; Analyzing the Text, 75 <b>TE:</b> Fact and Opinion, 212, 219; Analyze Persuasive Writing Techniques, 220; Collaborative Discussion, 221
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>SE:</b> Research Report, 144–147; also see: Research Toolbox: Gathering Information, 110, Paraphrasing, 132; Small Group Research, 165; Write a Short Report About a Discovery, 245; Partner Research (search terms, reliable sources, take notes), 290 <b>TE:</b> Research Report, 424, 425, 428, 429, 432, 436, 437; Gathering Information, 334; Report About a Discovery, 745; Partner Research (search terms, reliable sources, take notes), 865, 868

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	<b>Range of Reading and Level of Text</b>	
<b>RI.5.10</b>	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	<b>SE:</b> Informational Text, 20–25, 28–33, 34–39, 62–65, 66–69, 104–111, 126–133, 156–161, 162–165, 202–207, 208–213, 250–255, 256–259, 276–281; Opinion, 72–75; Biography, 84–91, 282–291 <b>TE:</b> Explore the Topic (informative, examples), 16–18., 21, 26–27, 48–49, 54–58, 60–61, 64–65, 68–69, 72–75, 80, 84–85, 88–89, 92–93, 96–99, 104–105, 164–166, 169–171, 182–184, 186–187, 190–191, 196–198, 201–202, 212–213, 218–221, 224–225, 228–229, 256–257, 260–265, 268–269, 456–458, 461–463, 472–476, 479–480, 486–487, 492–495, 497–499, 502–503, 506–507

Standard	Descriptor	Citations
<b>Reading Standards: Foundational Skills</b>		
<b>Phonics and Word Recognition</b>		
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.5.3a</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.	<b>SE:</b> Making Nouns into Adjectives (includes work with suffixes), 25; Vocabulary Strategy: Suffix <i>-ly</i> , 39; Etymology (prefixes and suffixes), 99; Greek Affixes, 207; Word Groupings, 245; Prefix, 12, 17, 41, 129, 203, 278; Suffix, 35, 77, 97, 123, 174, 197, 233; Analyzing Word Structure, R29–R30 <b>TE:</b> Prefixes, 119, 298, 409, 481, 589d, 839; Suffixes, 62, 86, 105, 156, 230, 266, 459, 560, 590g, 744, 862; Affixes, 150g, 292k, 402, 442m, 629, 733d, 738m; Critical Vocabulary, 203, 214, 238, 258, 322, 348, 384, 464, 500, 528, 551; Vocabulary Review, 142, 284, 434, 582, 730, 884
<b>Fluency</b>		
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.5.4a</b>	Read on-level text with purpose and understanding.	<b>SE:</b> Reading Aloud with Expression, 115; Recite a Poem, 171; Read/Perform Drama, 274 <b>TE:</b> Fluency, 54, 75, 97, 113, 218, 228, 252, 262, 347, 365, 400, 440, 516, 567, 609, 714, 786, 827
<b>RF.5.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>SE:</b> Reading Aloud with Expression, 115; Recite a Poem, 171; Read/Perform Drama, 274 <b>TE:</b> Fluency: Punctuation, 54, 113; Fluency Development, 75, 365, 786; Fluency Practice, 97, 440, 567; Reading Expressively, 218, 516, 609, 827; Using Appropriate Intonation and Expression, 228, 347; Phrasing, 252; Develop Fluency, 400; Reader’s Theater, 262; Deconstructing Sentences, 714
<b>RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE:</b> Use Context Clues, 5; Vocabulary Strategy: Using Context Clues, 91; Vocabulary and Spelling, R28 <b>TE:</b> Context Clues, 2e, 9, 17, 70, 116, 149g, 150k, 263, 270, 362, 388, 66, 678, 712; Critical Vocabulary, 22, 33, 66, 76, 94, 111, 162, 180, 203, 214, 226, 238, 258, 304, 348, 366, 384, 407, 454, 464, 477, 500, 504, 512, 528, 603, 651, 660, 676, 751, 758, 808, 835, 853

Standard	Descriptor	Citations
<b>Writing Standards</b>		
<b>Text Types and Purposes</b>		
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>W.5.1a</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.	<b>SE:</b> Opinion piece: State your opinion, 93; Introduction, 94; What’s my point?, 95; also see: Write a short paragraph that states the opposing opinion, 75; Opinion Essay, 82 <b>TE:</b> Opinion piece: State your opinion, 275; Introduction, 278; What’s my point?, 282; also see: Write a short paragraph that states the opposing opinion, 225; Opinion Essay, 247
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.	<b>SE:</b> Opinion piece: Reasons, 93, 94; also see: Write a short paragraph that states the opposing opinion, 75; Opinion Essay, 82 <b>TE:</b> Opinion piece: Reasons, 275, 278; also see: Write a short paragraph that states the opposing opinion, 225; Opinion Essay, 247
<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<b>SE:</b> Opinion piece: Do my ideas flow?, 95 <b>TE:</b> Opinion piece: Do my ideas flow?, 279, 282
<b>W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.	<b>SE:</b> Opinion piece: Conclusion, 94; Does the conclusion tie my ideas together?, 95 <b>TE:</b> Opinion piece: Conclusion, 278, 279; Does the conclusion tie my ideas together?, 282
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<b>W.5.2a</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.	<b>SE:</b> Informative essay: Write down your main idea, 50, 51; Opening paragraph, 52; Point of view, 53; Research report: Choose a topic, 144; Make an outline, 145; Main idea and supporting details, 146 <b>TE:</b> Informative essay: Write down your main idea, 132, 133; Opening paragraph, 136; Point of view, 140; Research report: Choose a topic, 424; Make an outline, 425; Main idea and supporting details, 428



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<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>SE:</b> Informative essay: Supporting details, 51, 52; Research report: Main idea and supporting details, 146 <b>TE:</b> Informative essay: Supporting details, 133, 136; Research report: Main idea and supporting details, 428
<b>W.5.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>SE:</b> Informative essay: Vocabulary (include transitional words and phrases), 51; Supporting details, 52; Structure, 53; Research report: Opening paragraph, Main idea and supporting details, Conclusion, 146; Structure, 147 <b>TE:</b> Writing Activity: Vocabulary (include transitional words and phrases), 133; Supporting details, 136; Structure, 140; Research report: Opening paragraph, Main idea and supporting details, Conclusion, 428; Structure, 429
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>SE:</b> Informative essay: Vocabulary (include transitional words and phrases), 51; also see: Vocabulary Strategy: Specialized vocabulary, 19; Making nouns into adjectives (includes work with suffixes), 25; Informative Essay, 33 <b>TE:</b> Writing Activity: Vocabulary, 133
<b>W.5.2e</b>	Provide a concluding statement or section related to the information or explanation presented.	<b>SE:</b> Informative essay: Conclusion, 52, 53; Research report: Conclusion, 146, 147 <b>TE:</b> Informative essay: Conclusion, 136, 137; Research report: Conclusion, 428, 429
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>SE:</b> Writing Activity: Narrative, 190–193; also see: Short Narrative, 189 <b>TE:</b> Narrative, 572, 573, 576, 577, 580, 584, 585
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>SE:</b> Narrative: Decide the Basics (conflict, characters, setting, point of view), 191; Elements of a Narrative, 192; Draft, 193 <b>TE:</b> Narrative: Narrative: Decide the Basics (conflict, characters, setting, point of view), 573; Elements of a Narrative, 576; Draft, 577, 580

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<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>SE:</b> Narrative: Transitions, 193 <b>TE:</b> Narrative: Transitions, 577, 580
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>SE:</b> Narrative: Descriptive language, 193; also see: Similes, 83; Figurative Language, 112, 151; Short Narrative, 189 <b>TE:</b> Narrative: Descriptive language, 580
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.	<b>SE:</b> Narrative: Conclusion, 192; Resolution of conflict, 193 <b>TE:</b> Narrative: Conclusion, 576; Resolution of conflict, 577
<b>Production and Distribution of Writing</b>		
<b>W.5.4</b>	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.)	<b>SE:</b> Unit Performance Tasks: Informative Essay, 50–53; Opinion Piece, 92–95; Research Report, 144–147; Narrative, 190–193; Oral Opinion, 238–241; Response to Literature, 292–295 <b>TE:</b> Informative Essay, 132, 133, 136, 137, 140, 144, 145; Opinion piece, 274, 275, 278, 279, 282, 286, 287; Research report, 424, 425, 428, 429, 432, 436, 437; Narrative, 572, 573, 576, 577, 580, 584, 585; Response to literature, 874, 875, 878, 879, 882, 886, 887
<b>W.5.5</b>	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.)	<b>SE:</b> Writing Activity: Planning and Prewriting, 50, 92, 144, 190, 292; Decide the basics (ideas, features, details), 51, 93, 145, 191, 293; Finalize your plan and elements of the writing genre (structure), 52, 94, 146, 192, 294; Edit, Revise, Publish, 53, 95, 147, 193, 295; also see: Writing Activity: Start a Blog, 8–9; Brainstorming Topics for Your Blog, 60–61; Designing Your Blog, 102–103; Scheduling Your Calendar, 154–155; Helpful Tips When Writing Blog Posts, 200–201; Share and Interact with Other Blogs, 248–249 <b>TE:</b> Planning and Prewriting, 132, 274, 424, 572, 874; Decide the basics (ideas, features, details), 133, 275, 425, 573, 875; Writing Toolbox, 136, 278, 428, 576, 878; Drafting, 137, 279, 429, 577, 879; Revise, 141, 283, 433, 581, 883; Edit, 144, 286, 436, 584, 886; Publish, 145, 287, 437, 858, 887; Blog, 21, 149c, 170, 310, 754, 757

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<b>W.5.6</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.	<b>SE:</b> Performance Task: Start a Blog, 8–9; Brainstorming Topics for Your Blog, 60; Designing Your Blog, 102; Share and Interact with Other Blogs, 248 <b>TE:</b> Blog, 21, 149c, 170, 310, 754, 757
<b>Research to Build and Present Knowledge</b>		
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>SE:</b> Unit Performance Tasks: Research Report, 144–147; Research Toolbox: Gathering Information, 110; Paraphrasing, 132; Small Group Research, 165; Write a Short Report About a Discovery, 245; Partner Research (search terms, reliable sources, take notes), 290 <b>TE:</b> Research Toolbox: Gathering Information, 334; Paraphrasing, 397; Research report, 424, 425, 428, 429, 432, 433, 436, 437; Report About a Discovery, 745; Partner Research (search terms, reliable sources, take notes), 865, 868
<b>W.5.8</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.	<b>SE:</b> Research report: Gather your sources, Check your facts, 145; also see: Research Toolbox: Gathering Information, 110, Paraphrasing, 132; Small Group Research, 165; Write a Short Report About a Discovery, 245; Partner Research (search terms, reliable sources, take notes), 290 <b>TE:</b> Research report: Gather your sources, Check your facts, 425; also see: Gathering Information, 334; Paraphrasing, 397; Report About a Discovery, 745; Partner Research (search terms, reliable sources, take notes), 865, 868
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>W.5.9a</b>	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]”).	<b>SE:</b> Response to story, 142; Response to poem, 171; Response to literature, 292–295 <b>TE:</b> Response to literature, 874, 875, 878, 879, 882, 883, 886, 887

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<b>W.5.9b</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]”).	<b>SE:</b> Short essay in response to nonfiction (introduction, body, and conclusion), 213; also see: Response to literature, 292–295 <b>TE:</b> Short essay in response to nonfiction (introduction, body, and conclusion), 646; also see: Response to literature, 874, 875, 878, 879, 882, 883, 886, 887
<b>Range of Writing</b>		
<b>W.5.10</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.	<b>SE:</b> Unit Performance Tasks: Informative Essay, 50–53; Opinion Piece, 92–95; Research Report, 144–147; Narrative, 190–193; Oral Opinion, 238–241; Response to Literature, 292–295 <b>TE:</b> Informative Essay, 132, 133, 136, 137, 140, 144, 145; Opinion piece, 274, 275, 278, 279, 282, 286, 287; Research report, 424, 425, 428, 429, 432, 436, 437; Narrative, 572, 573, 576, 577, 580, 584, 585; Response to literature, 874, 875, 878, 879, 882, 886, 887

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Standard	Descriptor	Citations
<b>Speaking and Listening Standards</b>		
<b>Comprehension and Collaboration</b>		
<b>SL.5.1</b>	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.	
<b>SL.5.1a</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><b>SE:</b> Share your opinion, 39, 90; Follow rules for classroom discussion, 82; Partner Discussions (paraphrase, ask questions, build on partner's ideas), 281; Collaborative Discussion, 8, 18, 24, 27, 32, 38, 48, 60, 69, 102, 109, 115, 117, 125, 154, 161, 165, 167, 171, 178, 188, 213, 219, 236, 248, 261</p> <p><b>TE:</b> Class discussion, 49, 109, 418, 741, 851; Active Listening, 81, 105, 171, 523; Teacher Feature (discussion), 152, 627, 659, 740; Collaborative Discussion, 18, 26, 28, 44, 60, 68, 84, 104, 122, 166, 176, 199, 201, 206, 209, 221, 246, 268, 276, 306, 316, 317, 331, 347, 354, 374, 396, 418, 426, 468, 483, 496, 506, 519, 538, 562, 645, 653, 667, 710, 750, 760, 776, 791, 799, 826</p>
<b>SL.5.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	<p><b>SE:</b> Follow rules for classroom discussion, 82</p> <p><b>TE:</b> Class discussion, 49, 109, 418, 741, 851; Active Listening, 81, 105, 171, 523; Teacher Feature (discussion), 152, 627, 659, 740</p>
<b>SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p><b>SE:</b> Share your opinion, 39, 90; Active Listening, 171, 274; Class Discussions (rules, wait turn, ask, restate, build on others' ideas) 142; Partner Discussions (paraphrase, ask questions, build on partner's ideas), 281; Opinion piece, 92–95; Oral opinion, 238–241</p> <p><b>TE:</b> Opinion response (fiction), 126; Oral opinion (about unit theme), 720, 721, 724, 725, 728, 729, 732, 733</p>

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Standard	Descriptor	Citations
<b>SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>SE:</b> Collaborative Discussion (fiction and poetry), 8, 18, 24, 27, 48, 115, 125, 171, 178, 188, 219, 236; Collaborative Discussion (nonfiction), 32, 38, 60, 69, 102, 109, 117, 154, 161, 165, 167, 213, 248, 261 <b>TE:</b> Collaborative Discussion, 18, 26, 28, 44, 60, 68, 84, 104, 122, 166, 176, 199, 201, 206, 209, 221, 246, 268, 276, 306, 316, 317, 331, 347, 354, 374, 396, 418, 426, 468, 483, 496, 506, 519, 538, 562, 645, 653, 667, 710, 750, 760, 776, 791, 799, 826
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>SE:</b> Analyzing the Text, 101; also see: Nonfiction summary, 60; Summary of a story, 125; Paraphrasing, 132; Write a summary, 169 <b>TE:</b> Analyzing the Text, 306; also see: Summarize the Main Idea, 48, 57, 60, 61, 74, 149e, 169, 401; Summarize, 415, 509g, 788; Teacher Feature, 354; Write a Summary, 378, 441h; Paraphrasing, 397
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>SE:</b> Partner Discussions (paraphrase, ask questions, build on partner’s ideas), 281; Collaborative Discussion, 8, 18, 24, 27, 32, 38, 48, 60, 69, 102, 109, 115, 117, 125, 154, 161, 165, 167, 171, 178, 188, 213, 219, 236, 248, 261 <b>TE:</b> Active Listening, 81, 105, 171, 523; Collaborative Discussion, 18, 26, 28, 44, 60, 68, 84, 104, 122, 166, 176, 199, 201, 206, 209, 221, 246, 268, 276, 306, 316, 317, 331, 347, 354, 374, 396, 418, 426, 468, 483, 496, 506, 519, 538, 562, 645, 653, 667, 710, 750, 760, 776, 791, 799, 826
<b>Presentation of Knowledge and Ideas</b>		
<b>SL.5.4</b>	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.	<b>SE:</b> Oral opinion: Speaking in Front of an Audience, 241; also see: Persuasive Speaking, 75; Using Academic Language, 179; Presentation (speak clearly, tone, physical clues), 206; Partner Discussions (paraphrase, ask questions, build on partner’s ideas), 281 <b>TE:</b> Oral opinion: Speaking in Front of an Audience, 728; also see: Persuasive Speaking, 224; Presentation (speak clearly, tone, physical clues), 628

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Standard	Descriptor	Citations
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>SE:</b> For related material see: Performance Task: Start a Blog, 8–9; Brainstorming Topics for Your Blog, 60; Designing Your Blog, 102; Share and Interact with Other Blogs, 248 <b>TE:</b> Blog, 21, 149c, 170, 310, 754, 757
<b>SL.5.6</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 on pages 28 and 29 for specific expectations.)	<b>SE:</b> Share your opinion, 39, 90; Persuasive Speaking, 75; Using Academic Language, 179; Presentation (speak clearly, tone, physical clues), 206; Oral opinion: Speaking in Front of an Audience, 241; Partner Discussions (paraphrase, ask questions, build on partner’s ideas), 281; also see: Collaborative Discussion, 8, 18, 24, 27, 32, 38, 48, 60, 69, 102, 109, 115, 117, 125, 154, 161, 165, 167, 171, 178, 188, 213, 219, 236, 248, 261 <b>TE:</b> Class discussion, 49, 109, 418, 741, 851; Active Listening, 81, 105, 171, 523; Teacher Feature (discussion), 152, 627, 659, 740; Persuasive Speaking, 224; Presentation (speak clearly, tone, physical clues), 628; Oral opinion: Speaking in Front of an Audience, 728; Collaborative Discussion, 18, 26, 28, 44, 60, 68, 84, 104, 122, 166, 176, 199, 201, 206, 209, 221, 246, 268, 276, 306, 316, 317, 331, 347, 354, 374, 396, 418, 426, 468, 483, 496, 506, 519, 538, 562, 645, 653, 667, 710, 750, 760, 776, 791, 799, 826

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Standard	Descriptor	Citations
<b>Language Standards</b>		
<b>Conventions of Standard English</b>		
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>SE:</b> Parts of Speech, R3; The Sentence and Its Parts, R4; Prepositional Phrases, R19 <b>TE:</b> Conjunctions, 249, 254, 259, 267, 318, 323, 330, 333; Interjections, 155, 159, 163, 168; Prepositions, 616, 623, 626, 630, 669, 673, 677, 686, 695, 700, 709, 713
<b>L.5.1b</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>SE:</b> Verb Tense, R14–R15 <b>TE:</b> Verbs in the Present Perfect Tense, 497, 501, 547, 552, 565; Repetition of Action in the Present Perfect Tense, 505, 509; Verbs in the Past Perfect Tense, 521, 525; Verbs in the Future Perfect Tense, 529, 537
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.	<b>SE:</b> Verb Tense, R14–R15 <b>TE:</b> How English Works: Verb Tense, 343, 349, 353, 356, 373, 377, 381, 399, 403, 408, 417, 451, 455, 460, 497, 501, 505, 509, 521, 525, 528, 537, 547, 552, 565
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.*	<b>SE:</b> Subject-Verb Agreement, R24–R27 <b>TE:</b> Subject-Verb Agreement, 59, 63, 67, 71
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).	<b>SE:</b> Correlative Conjunctions, R3, R25 <b>TE:</b> Correlative Conjunctions Connecting Nouns: Either ... Or, 249, 254; Neither ... Nor, 259, 267; Correlative Conjunctions Connecting Verbs: Either ... Or, 318, 323; Neither ... Nor, 330, 333
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.5.2a</b>	Use punctuation to separate items in a series.*	<b>SE:</b> Quick Reference: Punctuation, R6 <b>TE:</b> Fluency: Punctuation, 54
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.	<b>SE:</b> Comma, R5; also see: Writing Activity: Edit, 53, 95, 147, 193, 295 <b>TE:</b> Edit, 144, 286, 436, 584, 886



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Standard	Descriptor	Citations
<b>L.5.2c</b>	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?).	<b>SE:</b> Comma, R5; also see: Writing Activity: Edit, 53, 95, 147, 193, 295 <b>TE:</b> Edit, 144, 286, 436, 584, 886
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.	<b>SE:</b> Take Notes, 145; Opening paragraph (use quotations in writing), 52, 146; Italics, R6; also see: Writing Activity: Edit, 53, 95, 147, 193, 295 <b>TE:</b> Decide the Basics, 425
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.	<b>SE:</b> Vocabulary and Spelling, R28–R37 <b>TE:</b> Edit: Spelling, 140, 144, 169, 286, 287, 436, 437, 566, 584, 585, 753, 886
<b>Knowledge of Language</b>		
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.5.3a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>SE:</b> The Structure of Sentences, R22–R23; Writing Complete Sentences, R23–R24; Writing Activity: Revise, 53, 95, 147, 193, 295 <b>TE:</b> Revise, 141, 283, 433, 581, 883
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>SE:</b> Formal and Informal Language, 48; Slang, R28 <b>TE:</b> Informal Register, 2e; Teacher Feature, 69; Formal and Informal Language, 122
<b>Knowledge of Language</b>		
<b>L.5.4</b>	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.	
<b>L.5.4a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>SE:</b> Use Context Clues, 5; Vocabulary Strategy: Using Context Clues, 91; Vocabulary and Spelling, R28 <b>TE:</b> Context Clues, 2e, 9, 17, 70, 116, 149g, 150k, 263, 270, 362, 388, 66, 678, 712; Critical Vocabulary, 22, 33, 66, 76, 94, 111, 162, 180, 203, 214, 226, 238, 258, 304, 348, 366, 384, 407, 454, 464, 477, 500, 504, 512, 528, 603, 651, 660, 676, 751, 758, 808, 835, 853

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<b>L.5.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<b>SE:</b> Making Nouns into Adjectives (includes work with suffixes), 25; Vocabulary Strategy: Suffix <i>-ly</i> , 39; Etymology (prefixes and suffixes), 99; Greek Affixes, 207; Word Groupings, 245; Prefix, 12, 17, 41, 129, 203, 278; Suffix, 35, 77, 97, 123, 174, 197, 233; Analyzing Word Structure, R29–R30 <b>TE:</b> Prefixes, 119, 298, 409, 481, 589d, 839; Suffixes, 62, 86, 105, 156, 230, 266, 459, 560, 590g, 744, 862; Affixes, 150g, 292k, 402, 442m, 629, 733d, 738m; Critical Vocabulary, 203, 214, 238, 258, 322, 348, 384, 464, 500, 528, 551; Vocabulary Review, 142, 284, 434, 582, 730, 884
<b>L.5.4c</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>SE:</b> Using a Glossary or Dictionary, 5, 19, 25, 91, 104, 109, 142, 143, 11, 161, 207, 291; Using Reference Sources, R32–R33 <b>TE:</b> Reference Aids: Glossary, 312, 441c; Dictionary, 355, 441f; Using a Print or Digital Dictionary, 118, 640, 642; Using a Dictionary and Glossary, 9, 14, 42, 45, 62, 66, 70, 76, 80, 90, 94, 111, 120, 128, 162, 172, 185, 203, 210, 214, 226, 238, 258, 266, 304, 308, 320, 322, 332, 348, 352, 380, 384, 407, 454, 464, 500, 512, 524, 536, 551, 603, 607, 629, 652, 660, 676, 699, 751, 758, 770, 793, 797, 808, 835, 853, 866; Using a Thesaurus, 14, 90, 210, 434, 737f, 755, 774, 801, 866, 870, 891k
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L.5.5a</b>	Interpret figurative language, including similes and metaphors, in context.	<b>SE:</b> Similes, 83; Figurative Language, 151, R28; Understanding Poetic Style, 112 <b>TE:</b> Figurative Language, 265, 340, 341, 449, 518, 534, 554, 558, 589a, 7380, 787; Simile, 253, 291, 345, 346, 664; Metaphor, 114, 150m, 664, 821
<b>L.5.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>SE:</b> Idioms, 11, 57, 175, 178 <b>TE:</b> Idioms, 70, 122, 123, 149g, 157, 182, 183, 197, 198, 291a, 292o, 406, 413, 532, 534, 535, 536, 539, 556, 557, 559, 685, 737h, 738o

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<b>L.5.5c</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>SE:</b> Synonyms, 81; Multiple-Meaning Words, 291; Synonyms and Antonyms, R31; Homonyms, Homographs, and Homophones R32 <b>TE:</b> Synonyms, 14, 149b, 150i, 210, 242, 292k, 292o, 442m, 738k, 774, 820, 891d; Antonyms, 172, 291c, 564, 589k, 590k, 655, 737f; Homophones, 90, 100, 149i, 167, 284, 291b, 508, 589f, 755; Homonym, 668, 701, 782, 891b; Multiple-Meaning Words, 2k, 124, 142, 149k, 188, 192, 237, 284, 291d, 292g, 292m, 380, 442i, 524, 540, 589h, 625, 730, 870
<b>L.5.6</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., however, although, nevertheless, similarly, moreover, in addition).	<b>SE:</b> Vocabulary Strategy, 19, 25, 39, 83, 91, 109, 143, 161, 178, 207, 237, 255, 291; Glossary of Academic Vocabulary, R51 <b>TE:</b> Build Vocabulary (informative, examples), 19, 22, 50, 58, 62, 66, 70, 76, 82, 86, 90, 94, 100, 106, 167, 172, 177, 185, 188, 192, 199, 203, 214, 222, 226, 230, 258, 266, 270, 459, 464, 477, 481, 484, 488, 496, 500, 504; Build Vocabulary (narrative, examples), 33, 42, 45, 111, 120, 126, 128, 207, 210, 238, 242, 248, 253, 512, 520, 524, 528, 536, 540, 546, 551, 560, 564, 568