

Common Core State Standards Correlations

LANGUAGE STANDARDS

Common Core Standard	Student Pages
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE: 2–26, 28–52, 54–78, 80–104, 106–118, 120–134, 136–160, 188–212, 248, 286, 324, 362, 400, 438, 478, 514, 554, 592, 630 TE: 2–26, 28–52, 54–78, 80–93, 100–103, 106–118, 132–133, 136–147, 188–193, 200–205, 208–209, 248–249, 438–439, 478, 494–495, 514, 554, 590–591, 592–593, 630
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	SE: 114–115, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–134, 148–149, 154–155, 156–157, 166–167, 194–195, 196–197, 198–199, 200–201, 202–203, 204–205, 206–207, 210–212, 304–305, 385, 395, 454–455 TE: 34–35, 116–117, 120–121, 122–123, 124–125, 126–127, 128–129, 130–131, 132–133, 134, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 166–167, 194–195, 196–197, 198–199, 202–203, 304–305, 454–455
L.5.1b Form and use the perfect (e.g. <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	SE: 94–95, 96–97, 98–99, 103, 104, 569–571 TE: 94–95, 96–97, 98–99, 102–104, 342–343, 344–345, 346–347, 569–572
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	SE: 90–91, 92–93, 94–95, 96–97, 98–99, 102–104, 568–569, 570–571, 574–575 TE: 90–91, 92–93, 94–95, 96–97, 98–99, 102–103, 532–533, 568–569, 570–571
L.5.1d Recognize and correct inappropriate shifts in verb tense.	SE: 10–11, 248–249, 568–569, 570–571, 588–589, 590–591 TE: 88–89, 94–95, 568–569, 570–571, 588–589, 590–591
L.5.1e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	SE: 530–531, 554–555 TE: 530–531, 554–555
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE: 2–9, 18–19, 24–25, 56–57, 68–69, 70–73, 76–78, 86–89, 130–134, 136–137, 154–155, 162–186, 248–249, 287, 325, 363, 376–377, 378–379, 401, 439, 477, 515, 555, 593, 601, 606–609, 631 TE: 2–3, 8–9, 56–57, 130–133, 136–137, 158–159, 162–186, 196–197, 248–249, 288–289, 304–305, 324–325, 362–363, 376–379, 400–401, 438–439, 514–515, 554–555, 592–593, 600–601, 606–609, 630–631
L.5.2a Use punctuation to separate items in a series.	SE: 164–165, 184–186 TE: 164–165, 184–185
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	SE: 114–115, 180–181, 196–197, 532–533 TE: 114–115, 180–181, 532–533
L.5.2c 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>).	SE: 18–19, 24–26, 168–169, 184–185, 608–609 TE: 18–19, 24–25, 168–169, 184–185, 452–453, 608–609
L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	SE: 174–175, 176–177, 185 TE: 174–175, 176–177, 184–185
L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	SE: 4–5, 6–7, 56–57, 178–179, 230–231, 287, 342–343, 344–345, 346–347, 348–349, 363, 401, 418–419, 439, 476–477, 494–495, 496–497, 515, 538–539 TE: 4–5, 6–7, 24–25, 56–57, 68–69, 70–71, 86–87, 88–89, 96–97, 344–345, 380–381, 400–401, 418–419, 476–477, 494–495, 496–497, 538–539, 540–541

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	SE: 188–212, 225, 227, 255, 257, 259, 261, 263, 265, 267, 275, 295, 301, 303, 305, 307, 309, 311, 331, 333, 335, 337, 339, 341, 343, 345, 349, 371, 373, 375, 377, 379, 381, 383, 385, 387, 407, 409, 411, 413, 415, 417, 419, 421, 423, 425, 445, 447, 449, 451, 453, 455, 457, 459, 485, 495, 497, 523, 525, 527, 529, 531, 533, 535, 537, 561, 563, 565, 567, 569, 571, 573, 575, 599, 601, 603, 605, 607, 609, 611, 613, 615; 237, 239, 275, 277, 313, 315, 351, 353, 389, 391, 427, 429, 465, 467, 503, 505, 543, 545, 581, 583, 619, 621; 248–249, 286–287, 324–325, 362–363, 400–401, 438–439, 476–477, 514–515, 554–555, 592–593, 630–631 TE: 22–23, 28–31, 36–43, 50–51, 60–81, 84–87, 110–117, 120–121, 126–127, 138–139, 142–147, 150–151, 154–155, 164–165, 170–171, 180–183, 210–211, 224–227, 286–287, 324–325, 358–359, 452–453, 494–495, 514–515, 568–569, 572–575, 602–609, 626–629
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	SE: 114–115, 117, 120–121, 122–123, 124–125, 126–127, 128–129, 132–134, 148–149, 150–151, 152–153, 154–155, 156–157, 158–160, 198–199, 200–201, 204–205, 206–207, 208–209, 210–212, 224–225, 226–227, 284–285, 304–305, 306–307, 324, 376–377, 378–379, 400, 438–439, 452–453, 454–455, 476, 514, 554, 606–607 TE: 114–115, 120–121, 122–123, 124–125, 126–127, 128–129, 140–141, 146–147, 148–149, 150–151, 152–153, 154–155, 156–157, 158–159, 160, 166–167, 198–199, 202–203, 204–205, 206–207, 208–209, 304–305, 306–307, 338–339, 376–377, 378–379, 438–439, 452–453, 454–455, 606–607
L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	SE: 406–407, 422–423, 572–573, 574–575, 584–595 TE: 406–407, 408–409, 422–423, 424–425, 572–573, 574–575, 584–585, 588–589, 590–591, 594–595
L.5.4 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.	SE: 266–267, 268–269, 346–347, 348–349, 412, 418–419, 420–421, 528–529, 534–535, 536–537, 538–539, 540–541, 549, 550–551, 552–553 TE: 534–535, 536–537, 540–541
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	SE: 534–535, 536–537, 548–549, 550–551, 552–553, 554 TE: 534–535, 536–537, 548–549, 610–611
L.5.4b 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>).	SE: 300–301, 302–303, 342–343, 344–345, 380–381, 382–383 TE: 300–301, 302–303, 380–381, 382–383
L.5.4c 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.	SE: 228–229, 230–231, 266–267, 268–269, 300–301, 302–303, 342–343, 344–345, 346–347, 348–349, 380–381, 382–383, 418–419, 420–421, 498–499, 500–501, 538–539, 540–541 TE: 6–7, 178–179, 228–229, 230–231, 234–235, 266–267, 268–269, 300–301, 302–303, 316–317, 342–343, 344–345, 346–347, 348–349, 350–351, 380–381, 382–383, 418–419, 420–421, 456–457, 458–459, 460–461, 462–463, 498–499, 500–501, 538–539, 540–541, 576–577, 578–579

Common Core State Standards Correlations

LANGUAGE STANDARDS	
Common Core Standard	Student Pages
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE: 232–233, 414–415, 416–417, 418–419, 420–421, 456–457, 458–459, 598–599, 600–601, 610–611, 612–613, 614–615, 616–617, 624–625, 630–631 TE: 232–233, 266–267, 404–405, 598–599, 600–601, 604–605, 614–615, 630–631
L.5.5a Interpret figurative language, including similes and metaphors, in context.	SE: 406–407, 414–415, 416–417, 600, 610–611, 612–613 TE: 414–415, 416–417, 600–601, 604–605, 610–611, 612–613
L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	SE: 610–611, 612–613 TE: 392–393, 610–611, 612–613
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	SE: 228–229, 234–235, 266–267, 268–269, 414–415, 416–417, 418–419, 420–421, 456–457, 458–459 TE: 228–229, 268–269, 414–415, 416–417, 418–419, 420–421, 456–457, 458–459, 460–461, 458–459
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	SE: 262–263, 264–265, 386–387, 412–413, 549, 550–551, 552–553, 554, 576–577, 578–579, 588–589 TE: 340–341, 386–387, 412–413, 502–503, 552, 554–555, 576–577

WRITING STANDARDS	
Common Core Standard	Student Pages
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	SE: 101, 385, 387, 389, 442–443, 444–445, 446–447, 448–449, 450–451, 455, 465, 468–479, 581 TE: 299, 308–309, 330–331, 370–371, 444–445, 448–449, 450–451, 459, 476–479
W.5.1a 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.	SE: 444–445, 446–447, 448–449, 450–451, 464–465, 466–467, 468–469 TE: 444–445, 448–449, 468–469
W.5.1b Provide logically ordered reasons that are supported by facts and details.	SE: 385, 386–387, 388–389, 444–445, 446–447, 450–451, 464–465, 466–467, 468–469, 470–471 TE: 370–371, 386–387, 444–445, 446–447, 448–449, 464–465, 466–467, 468–469, 471
W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	SE: 468–469, 470–471, 472–473, 532–533, 552–553 TE: 468–469, 470–471, 472–473, 476–477, 552–553
W.5.1d Provide a concluding statement or section related to the opinion presented.	SE: 370, 372–373, 374, 396–397, 446–447, 465, 472–473 TE: 446–447, 465, 468–469, 474–475
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	SE: 252–253, 254–255, 256–257, 258–259, 260–261, 270–271, 272–273, 278–289, 366–375, 392–403, 520–529, 546–557 TE: 20–21, 126–127, 252–289, 368–369, 370–371, 520–521, 532–533, 590–591
W.5.2a 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.	SE: 254–255, 256–257, 258–259, 278–279, 372–373, 374–375, 484–485, 522–523, 524–525, 526–527, 546–547, 548–549, 550–551 TE: 254–255, 256–257, 258–259, 274–275, 372–373, 374–375, 482–483, 484–485, 522–523, 546–547, 548–549, 550–551
W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	SE: 256–257, 258–259, 260–261, 280–281, 372–373, 374–375, 522–523, 526–527, 528–529, 546–547, 548–549, 550–551 TE: 254–255, 256–257, 260–261, 262–263, 372–373, 374–375, 484–485, 522–523, 526–527, 528–529, 546–547, 550–551
W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	SE: 120–121, 256–257, 262–263, 264–265, 532–533, 548–549, 550–551, 552–553, 554–555, 556–557 TE: 256–257, 262–263, 264–265, 530–531, 532–533, 550–551, 552–553
W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE: 256–257, 260–261, 266–267, 278–279, 282–283, 394–395, 398–399, 528–529, 548–549, 550–551, 552–553, 554–555 TE: 256–257, 260–261, 266–267, 268–269, 284–285, 372–373, 394–395, 398–399, 526–527, 548–549, 550–551, 552–553, 554–555
W.5.2e Provide a concluding statement or section related to the information or explanation presented.	SE: 256–257, 280–281, 372–373, 374–375, 522–523, 547, 550–551, 552–553 TE: 256–257, 372–373, 374–375, 484–485, 522–523, 550–551, 552–553

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WRITING STANDARDS	
Common Core Standard	Student Pages
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	SE: 23, 236–237, 238–239, 240–251, 410–411, 412–413, 427, 430–441 TE: 126–127, 130–131, 238–239, 240–251, 430–441
W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	SE: 216–217, 218–219, 220–221, 222–223, 240–241, 242–243, 330–331, 334–335, 336–337, 338–339, 354–355, 408–409, 410–411, 412–413, 430–431 TE: 216–217, 218–219, 220–221, 222–223, 240–241, 406–407, 408–409, 410–411, 412–413, 430–431
W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	SE: 216–217, 218–219, 240–241, 242–243, 330–331, 332–333, 406–407, 412–413, 432–433, 435 TE: 216–217, 218–219, 220–221, 240–241, 242–243, 330–331, 334–335, 336–337, 406–407, 408–409, 412–413, 432–433
W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	SE: 222–223, 240–241, 242–243, 246–247, 532–533 TE: 222–223, 224–225, 334–335, 532–533
W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	SE: 216–217, 218–219, 220–221, 228–229, 230–231, 232–233, 234–235, 242–243, 248, 332–333, 336–337, 338–339, 356–357, 414–415, 416–417, 434–435, 436–437, 624–625 TE: 124–125, 216–217, 218–219, 232–233, 234–235, 240–241, 242–243, 332–333, 334–335, 336–337, 338–339, 342–343, 352–353, 356–357, 414–415, 416–417, 436–437, 624–625
W.5.3e Provide a conclusion that follows from the narrated experiences or events.	SE: 220–221, 236, 242–243, 244–245, 356–357 TE: 220–221, 242–243
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE: 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49, 217, 219, 240–251, 254–255, 258–263, 278–289, 292–299, 308–311, 316–327, 330–341, 354–365, 372–375, 392–403, 430–441, 444–451, 468–479, 482–485, 490–493, 506–517, 522–523, 546–557, 560–563, 584–595, 598–599, 622–633 TE: 16–17, 22–23, 34–35, 150–151, 230–231, 244–245, 254–255, 258–259, 264–265, 274–275, 278–279, 280–281, 288–289, 292–299, 306–307, 316–317, 318–319, 320–321, 322–323, 330–331, 360–361, 372–373, 396–397, 422–423, 424–425, 450–451, 472–473, 482–483, 484–485, 486–487, 488–489, 490–491, 492–493, 510–511, 512–513, 514–515, 522–523, 546–547, 549, 584–585, 586–587, 624–625, 626–627
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	SE: 172–173, 176–177, 224–225, 226–227, 232–233, 240–251, 278–289, 316–327, 354–365, 392–403, 430–441, 468–479, 506–517, 546–557, 584–595, 622–633 TE: 224–225, 226–227, 232–233, 234–235, 236–237, 240–251, 278–289, 294–295, 298–299, 308–309, 310–311, 320–321, 322–323, 332–333, 354–365, 378–379, 392–403, 430–441, 468–479, 506–517, 546–557, 584–595, 622–633

WRITING STANDARDS	
Common Core Standard	Student Pages
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	SE: 65, 75, 125, 129, 223, 231, 250–251, 265, 270–271, 272–273, 282–283, 288–289, 308–309, 310–311, 326–327, 337, 339, 341, 353, 364–365, 373, 375, 381, 391, 402–403, 411, 419, 423, 440–441, 451, 457, 462–463, 478–479, 491, 493, 516–517, 525, 527, 545, 556–557, 567, 583, 594–595, 613, 621, 632–633 TE: 10–11, 64–65, 182–183, 222–223, 246–247, 250–251, 270–271, 280–281, 282–283, 286–287, 308–309, 311, 326–327, 364–365, 384–385, 402–403, 420–421, 440–441, 450–451, 462–463, 468–469, 478–479, 506–507, 516–517, 550–551, 556–557, 594–595, 602–603, 618–619
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	SE: 271, 273, 341, 482–483, 484–485, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 506–507, 508–509, 510–511, 512–513, 514–515, 516–517, 524–525, 526–527, 528–529, 538–539, 540–541, 546–557 TE: 270–271, 272–273, 310–311, 384–385, 424–425, 480–481, 484–485, 486–487, 488–489, 490–491, 492–493, 498–499, 500–501, 506–507, 508–509, 516–517, 524–525, 526–527, 528–529, 538–539, 546–547
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	SE: 270–271, 272–273, 312–313, 340–341, 486–487, 488–489, 498–499, 500–501, 502–503, 506–507, 508–509, 512–513, 516–517, 524–525, 526–527, 546–557, 564–565, 566–567, 584–585 TE: 270–271, 272–273, 312–313, 336–337, 340–341, 486–487, 488–489, 498–499, 500–501, 506–507, 508–509, 516–517, 524–525, 528–529, 546–547, 550–551, 564–565, 584–585, 586–587
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE: 560–561, 562–563, 564–565, 566–567, 572–573, 574–575, 576–577, 578–579, 580–581, 582–583, 584–595 TE: 44–45, 370–371, 558–559, 560–561, 562–563, 564–565, 566–567, 576–577, 578–579, 584–585, 586–587, 588–589, 596–597
W.5.9a 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]”).	SE: 214–215, 408–409, 422–423, 560–561, 562–563, 564–565, 566–567, 584–585, 586–587, 588–589, 592–593 TE: 214–215, 328–329, 368–369, 404–405, 408–409, 422–423, 558–559, 560–561, 562–563, 564–565, 566–567, 576–577, 578–579, 584–585, 586–587, 588–589, 594–595
W.5.9b Apply <i>grade 5 Reading standards</i> 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]”).	SE: 252–253, 290–291, 366–367, 520–521, 534–535, 546–547, 548–549 TE: 290–291, 366–367, 442–443, 480–481, 520–521, 524–525, 526–527, 546–547, 548–549
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE: 240–251, 278–289, 316–327, 354–365, 392–403, 430–441, 468–479, 506–517, 546–557, 584–595, 622–633 TE: 240–251, 278–289, 316–327, 354–365, 392–403, 430–441, 468–479, 506–517, 546–557, 584–595, 622–633

Common Core State Standards Correlations

SPEAKING AND LISTENING STANDARDS

Common Core Standard	Student Pages
SL.5.1 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.	SE: 236–237, 238–239, 274–275, 276–277, 312–313, 314–315, 350–351, 352–353, 358–359, 388–389, 390–391, 426–427, 428–429, 464–465, 466–467, 502–503, 504–505, 523, 527, 542–543, 544–545, 580–581, 582–583, 618–619, 620–621 TE: 12–13, 16–17, 18–19, 20–21, 28–29, 34–35, 36–37, 42–43, 44–45, 46–47, 48–49, 50–51, 54–55, 62–63, 64–65, 66–67, 72–73, 74–75, 80–81, 106–107, 112–113, 136–137, 144–145, 164–165, 172–173, 176–177, 178–179, 180–181, 192–193, 226–227, 260–261, 274–275, 312–313, 410–411, 542–543, 544–545, 598–599, 602–603, 624–625
SL.5.1a 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.	SE: 238–239, 276–277, 312–313, 352, 390–391, 428–429, 464–465, 504, 542–543, 544–545, 580–581, 618–619 TE: 170–171, 470–471, 542–543, 544–545, 580–581, 582–583, 618–619
SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	SE: 277, 314–315, 352–353, 388–389, 390–391, 426–427, 467, 502–503, 542–543, 544–545, 582–583, 618–619, 620–621 TE: 2–3, 30–31, 138–139, 142–143, 168–169, 470–471, 542–543, 544–545, 580–581, 582–583, 618–619, 620–621
SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SE: 244–245, 277, 314, 390–391, 466–467, 505, 542–543, 544–545, 582–583 TE: 14–15, 48–49, 172–173, 276–277, 470–471, 542–543, 544–545, 580–581, 582–583
SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SE: 351, 388–389, 390–391, 464–465, 504–505, 542–543, 544–545, 582 TE: 470–471, 542–543, 544–545, 580–581, 582–583
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SE: 276–277, 312–313, 314–315, 326–327, 388–389, 426–427, 428–429, 580–581, 614–615 TE: 276–277, 314–315, 340–341, 388–389, 390–391, 396–397, 426–427, 428–429, 466–467, 502–503, 504–505, 614–615, 616–617, 622–623
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SE: 314–315, 466–467, 580–581, 582–583 TE: 388–389, 390–391, 464–465, 466–467, 580–581
SL.5.4 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.	SE: 236–237, 274–275, 275–276, 312–313, 314–315, 350–351, 352–353, 426–427, 428–429, 464–465, 466–467, 504–505, 582–583 TE: 236–237, 238–239, 274–275, 276–277, 428–429, 464–465, 466–467
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SE: 276, 351, 353, 388–389, 391, 503, 505, 543, 545, 583, 594–595, 618–619, 620–621, 632–633 TE: 277, 353, 365, 377, 390–391, 410–411, 502–503, 504–505, 542–543, 544–545, 573, 580–581, 582–583, 618–619, 620–621, 632–633
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See <i>grade 5 Language standards 1 and 3</i> for specific expectations.)	SE: 236–237, 312–313, 314–315, 318–319, 350–351, 352–353, 390–391, 426–427, 428–429, 502–503, 504–505, 542–543, 544–545, 574–575, 582–583, 616–617, 632–633 TE: 170–171, 236–237, 238–239, 295, 312–313, 314–315, 318–319, 332–333, 350–351, 352–353, 390–391, 394–395, 426–427, 428–429, 504–505, 542–543, 544–545, 572–573, 574–575, 582–583, 616–617, 620–621, 628–629, 632–633