CORRELATION OF EVERYDAY LITERACY PROGRAM® TO THE COMMON CORE STATE STANDARDS INITIATIVE FOR ENGLISH LANGUAGE ARTS GRADE 5

Grade 5 • Common Core State Standards	Everyday Literacy® • Grade 5
Reading: Literature **Key Ideas and Details** 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	*Everyday Literacy* is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.
Craft and Structure 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator's or speaker's point of view influences how events are described.	*Everyday Literacy* is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.
Integration of Knowledge and Ideas 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	*Everyday Literacy* is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.
Range of Reading and Complexity of Text 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	*Everyday Literacy* is a unique collection of real-world nonfiction texts known as realia. Narrative fiction literature is not included in Everyday Literacy.
Reading: Informational Text **Key Ideas and Details** 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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.	Material in *Everyday Literacy* is designed and intended for whole-class instruction. A Teaching Card accompanies each piece of realia and offers valuable guidance for teachers on how to prompt and support students in their exploration of the materials. Every Teaching Card includes an extensive "Discuss the Features" page outlining a detailed class discussion of text features, vocabulary, and ideas presented in the text. In this instruction students refer to details in the text when mastering the explicit and implicit meaning of the realia texts. TC *Fast Facts About the 50 States* p. 2 (class discussion about how author uses bright colors and playful tone in the subheadings to capture and hold reader's attention). TC *Hike the Appalachian Trail* p. 2 (class discussion of brochure language designed to have an emotional appeal, such as "lifelong dream, most beautiful, historically significant").

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	TC *How to Plan a Trip* p. 2 (class discussion of sections of the chart and the purpose of each). TC *American Treasures* p. 2 (class discussion of how the catalog photographs are important because they may interest the reader in the product and also indicate whether or not the replica looks like the original). TC *Extreme Sites USA: A Guidebook* p. 2 (explaining that the About This Book section gives an example of what the guidebook pages will look like). TC *Visit Yellowstone National Park* p. 2 (discussion of the text and purpose of the ad's headline). TC *Building History* p. 2 (after reading the text with the students, class discusses which parts of the article were the best and why). TC *Great Landmarks Race* p. 2 (class discussion about the reasons for each of the subheads). TC *Sally's U.S.A. Kitchen* p. 2 (class discussion about the subheads and how they divide the menu into sections). TC *Puzzled States* p. 2 (class discussion about the features on the bottom toolbar and who might use those features and why). Within "Discuss the Features" instruction students are guided to identify the main topic and key details. TC *Fast Facts About the 50 States* p. 1-2 (explaining that some people read fact books for the fun of finding out something new and examining the playful subheadings and photographs of unusual or extreme state sites). TC *Hike the Appalachian Trail* p. 1-2 (students study brochure to determine that its purpose it to persuade the reader to hike the Appalachian Trail with Outdoor Adventures Travel). TC *How to Plan a Trip* p. 1-2 (class discusses why advance planning for a trip can make the trip more successful and how the steps outlined on the chart make planning easy). TC *American Treasures* p. 1-2 (class discusses features of a catalog and how those images and text are trying to persuade readers to make a purchase). TC *Extreme Sites USA: A Guidebook* p. 1-2 (class discussion about the features of the guidebook and how the features are repeated on each page to make finding information easier). TC *Visit Yellowstone National Park* p. 1-2 (class discussion of the features of the ad and whether the ad would or would not make them visit Yellowstone). TC *Building History* p. 1-2 (class discussion of the features of the article and the fact that articles are written to provide information). TC *Great Landmarks Race* p. 1-2 (class discussion of the features of the game instructions and how the design makes the instructions easy to follow). TC *Sally's U.S.A. Kitchen* p. 2 (class discussion about the subheads that divide the menu into courses and make it easier to navigate the menu). TC *Puzzled States* p. 1-2 (explaining that playing an internet game can be one way to learn the names of the 50 states). "Discuss the Features" instruction and the "Extension Activities" included on the Teaching Cards support students in their efforts to make connections using the text. TC *Fast Facts About the 50 States* p. 2 (comparing pages of the fact book so that students realize

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	the same features appear repeatedly throughout the book; class discussion about most interesting and helpful feature in the book). TC *Hike the Appalachian Trail* p. 2 (class discussion about which parts of the brochure students found most persuaded them to choose to plan their trip with Outdoor Adventures Travel). TC *How to Plan a Trip* p. 2 (students compare the two charts provided and discuss how they are both helpful in planning a trip). TC *American Treasures* p. 2 (class discussion of how the catalog photographs are important because they may interest the reader in the product and also indicate whether or not the replica looks like the original). TC *Extreme Sites USA: A Guidebook* p. 2 (class discussion about how the photograph and map on each page describe the site and give its location). TC *Visit Yellowstone National Park* p. 2 (class discussion about how the tagline "It's Your Park" connects readers to the park). TC *Building History* p. 2 (class discussion about how the headline, deck and photograph are all designed to grab the reader's attention). TC *Great Landmarks Race* p. 2 (class discussion about why students felt that the design of the instructions did or did not make following the instructions easy). TC *Sally's U.S.A. Kitchen* p. 2 (explaining that the photographs at the top of the menu illustrate the regions from which the food comes and show what the icons next to each food stand for). TC *Puzzled States* p. 2 (explaining that arrows next to each group name on top toolbar indicate that there is a drop-down list the user can look at).

Craft and Structure 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 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. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	The *Everyday Literacy* real-world nonfiction texts are designed to help students understand the form and function of everyday, informational texts. The Teaching Cards assist teachers in guiding discussion of unknown words encountered in the realia. TC *Fast Facts About the 50 States* p. 2 (explaining that subheads are included on each page to organize information into easy to find sections). TC *Hike the Appalachian Trail* p. 2 (discussing the content and meaning of the Overview and Highlights sections of the brochure). TC *How to Plan a Trip* p. 2 (explaining that "topic" and "focus" are both words for the main idea of the chart). TC *American Treasures* p. 2 (explaining that the text in a star shape is called a "burst"). TC *Extreme Sites USA: A Guidebook* p. 2 (talking about the kinds of information found in the index). TC *Visit Yellowstone National Park* p. 2 (explaining that words in the burst are called ad copy). TC *Building History* p. 2 (explain that the "deck" is the text under the headline). TC *Great Landmarks Race* p. 2 (explaining that the combination of art and text at the top of the instructions is called a "logo"). TC *Sally's U.S.A. Kitchen* p. 2 (explaining that the text below the name of the restaurant is the "tagline"). TC *Puzzled States* p. 2 (explaining that links take users from one webpage to another). The materials comprising the *Everyday Literacy* program represent complex, discontinuous, real-world texts. The Grade 5 program comprises three procedural texts, four expository texts, and three persuasive pieces. Students are encouraged to explore the materials and identify how the different overall structures comprise an essential part of the information conveyed in each text. TC *Fast Facts About the 50 States* p. 1 (expository text, fact book). TC *Hike the Appalachian Trail* p. 1 (persuasive text, brochure). TC *How to Plan a Trip* p. 1 (procedural text, chart). TC *American Treasures* p. 1 (persuasive text, catalog). TC *Extreme Sites USA: A Guidebook* p. 1 (expository text, guidebook). TC *Visit Yellowstone National Park* p. 1 (persuasive text, ad). TC *Building History* p. 1 (expository text, article). TC *Great Landmarks Race* p. 1 (procedural text, game instructions). TC *Sally's U.S.A. Kitchen* p. 1 (expository text, menu). TC *Puzzled States* p. 1 (procedural text, web page) The ten distinct items in each *Everyday Literacy* grade-level collection are thematically linked. This provides opportunities for students to compare and contrast multiple texts on the same topic. TC *How to Plan a Trip* p. 2 (class compares the procedural chart and the information chart included on this piece of realia and discusses how they are both helpful but in different ways.) Both *How to Plan a Trip* and *Hike the Appalachian Trail* include a sequence of steps for planning a trip. Students can compare the two sequences to determine the difference between planning a trip on your own and having a travel company handle some aspects of the trip

	planning.
Integration of Knowledge and Ideas 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	The *Everyday Literacy* program is designed to make students aware that texts they encounter in their everyday lives are primarily designed to explain, inform or persuade. The program encourages students to think critically about the material they are examining and to identify its fundamental purpose. The ten distinct items in each *Everyday Literacy* grade-level collection are thematically linked. This allows students to draw upon multiple sources in various formats in order to practice locating information efficiently. TC *Fast Facts About the 50 States* p. 2 (discussing how students can use text's index to find information quickly). TC *Hike the Appalachian Trail* p. 2 (explaining that the numbered steps in the Plan Your Trip section provide a sequences of steps to make planning a trip easy). TC *How to Plan a Trip* p. 2 (explaining that the numbered steps in the What You Need to Do section provides a sequences of steps to make planning a trip easy). TC *American Treasures* p. 2 (explaining that section headers in the catalog separate the catalog into sections and make it easier to find information). TC *Extreme Sites USA: A Guidebook* p. 2 (using the table of contents and the index to location information in the guidebook quickly). TC *Visit Yellowstone National Park* p. 2 (explaining that contact information is given so that readers can easily get more information). TC *Building History* p. 2 (explaining that subheads are provided to break the article into smaller parts and to catch the reader's attention). TC *Great Landmarks Race* p. 2 (understanding that the instructions present the steps in sequence to make playing the game easier). TC *Sally's U.S.A. Kitchen* p. 2 (explaining that subheads divide the menu into courses). TC *Puzzled States* p. 2 (explaining that drop-down menus offer more options to the user). Each grade-level set of *Everyday* Literacy materials includes several examples of persaustive writing, such as catalogs and advertisements. The direct instruction engages students in determining the author purpose to have included particular information. TC *Hike the Appalachian Trail* p. 2 (exploring how the language used and the photographs chosen make hiking seem fun and enjoyable). TC *American Treasures* p. 2 (talking about the language used, the photograph, and the "burst" text feature employed to make the guitar especially appealing). TC *Visit Yellowstone National Park* p. 2 (discussing how the colorful language in the photo captions, the taglines that connect the reader to the park, and the variety of selling points to appeal to different readers all try to persuade readers to visit Yellowstone). The ten distinct items in each *Everyday Literacy* grade-level collection are thematically linked. This provides opportunities for students to compare and contrast multiple texts on the same topic. TC *How to Plan a Trip* p. 2 (class compares the procedural chart and the information chart included on this piece of realia and discusses how they are both helpful but in different ways.) Both *How to Plan a Trip* and *Hike the Appalachian Trail* include a sequence of steps for

	planning a trip. Students can compare the two sequences to determine the difference between planning a trip on your own and having a travel company handle some aspects of the trip planning.
Range of Reading and Level of Text Complexity 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	The *Everyday Literacy* materials are not leveled because the program is specifically designed for whole-class, whole-group instruction. Teachers and students delve into each piece of realia together and explore inquiry-based questions to reinforce important ideas and critical vocabulary. The following texts comprise the Grade 5 program: *Fast Facts About the 50 States* (fact book) *Hike the Appalachian Trail* (brochure) *How to Plan a Trip* (chart) *American Treasures* (catalog) *Extreme Sites USA: A Guidebook* (guidebook) *Visit Yellowstone National Park* (ad) *Building History* (article) *Great Landmarks Race* (instructions) *Sally's U.S.A. Kitchen* (menu) *Puzzled States* (web page)
Reading: Foundational Skills **Phonics and Word Recognition** 3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	Teachers can use selected realia to teach or reinforce grade-level phonics and word analysis skills as they determine appropriate to their students.

Fluency 4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Everyday Literacy* texts are not leveled, are discontinuous, and are not meant to be read word-for-word. However, texts are designed to be within the students' range, particularly with whole-class instructional support as outlined on the Teaching Card. Students will be able to practice their fluency at many levels, from the discrete instructions for the game to the multiparagraph text of the article. The following texts comprise the Grade 5 program: *Fast Facts About the 50 States* (fact book) *Hike the Appalachian Trail* (brochure) *How to Plan a Trip* (chart) *American Treasures* (catalog) *Extreme Sites USA: A Guidebook* (guidebook) *Visit Yellowstone National Park* (ad) *Building History* (article) *Great Landmarks Race* (instructions) *Sally's U.S.A. Kitchen* (menu) *Puzzled States* (web page)
Language **Conventions of Standard English** 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.* Use correlative conjunctions (e.g., either/or, neither/nor). 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.* Use a comma to separate an introductory element from the rest of the sentence. 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?). Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting references as needed.	The Extension Activities on every Teaching Card include writing activities in which students demonstrate their understanding and command of the conventions of English. Students use capitalization, punctuation, sentence formation, labeling, appropriate vocabulary. See the Extension Activities feature on every Teaching Card, page 3.

Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Teachers can use selected realia to compare the conventions of written and spoken language as they determine appropriate to their students. The *Everyday Literacy* non-fiction texts provide strong examples of the differences between prose, poetry and the writing students encounter in their everyday lives. In addition, the persuasive pieces included in each *Everyday Literacy* grade level set offer opportunities for teachers to discuss how authors select words and phrases for effect.
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). 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. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	*Everyday Literacy* materials are non-fiction texts that students encounter in everyday life. These realia contain new vocabulary. The first page of each Teaching Card includes an "Academic Vocabulary" section and subsequent pages of the Teaching Card help the teacher initiate class discussion about new vocabulary. Students are encouraged to determine the meaning of new vocabulary based on the text and illustrations of the *Everyday Literacy* realia. TC *Hike the Appalachian Trail* p. 2 (discussing the content and meaning of the Overview and Highlights sections of the brochure). TC *How to Plan a Trip* p. 2 (discussing the reasons for having a materials list on a chart like this). TC *American Treasures* p. 2 (explaining catalog features such as "burst" text and catalog copy). TC *Extreme Sites USA: A Guidebook* p. 2 (talking about the information provided in the "call-outs"). TC *Visit Yellowstone National Park* p. 2 (explaining that text in the burst is called "ad copy). TC *Building History* p. 2 (explaining that "deck" is the text under the headline). TC *Great Landmarks Race* p. 2 (explaining that the combination of text and art at the top of the instructions is called a "logo"). TC *Sally's U.S.A. Kitchen* p. 2 (explaining that text under the restaurant name is the "tagline"). TC *Puzzled States* p. 2 (explaining that links take users from one webpage to another). Nuances in word relationships and meaning are explored through class discussion. TC *Fast Facts About the 50 States* p. 3 (students browse the fact book and make a list of their 20 favorite attention-grabbing subheads; students present their choices to the class). TC *Hike the Appalachian Trail* p. 3 (students evaluate national park websites to determine how persuasive the wording and pictures are). TC *How to Plan a Trip* p. 3 (students find and compare five sources about a particular vacation spot). TC *American Treasures* p. 3 (class discussion about the work of an antiques dealer and the difference between antique and replica items). TC *Extreme Sites USA: A Guidebook* p. 3 (students find examples of an online travel guide and compare and contrast the information with information from the guidebook). TC *Visit Yellowstone National Park* p. 3 (students find examples of product advertisements and evaluate their credibility). TC *Building History* p. 3 (students compare and contrast newspaper articles with the *Building History* article).

	TC *Great Landmarks Race* p. 3 (students brainstorm a list of alternative names for the Great Landmarks game). TC *Sally's U.S.A. Kitchen* p. 3 (students use vocabulary from the menu to create a word search). TC *Puzzled States* p. 3 (students prepare step-by-step directions on how to use the website for older persons who are not familiar with website use). Students are encouraged to use their new vocabulary through Writing Activities, Cooperative Learning, and other Extension Activities outlined on each Teaching Card. TC *Fast Facts About the 50 States* p. 3 (students write a blog post about their favorite state using fascinating facts from the book). TC *Hike the Appalachian Trail* p. 3 (students work in groups to create a brochure for another hiking location). TC *How to Plan a Trip* p. 3 (using travel brochures and maps, students use the procedure outlined on the chart to plant a trip). TC *American Treasures* p. 3 (students work in groups to create Web pages for the products in the *American Treasures* catalog). TC *Extreme Sites USA: A Guidebook* p. 3 (students create note cards for a presentation on a site from the guidebook; students create a poster to advertise one of the sites in the guidebook). TC *Visit Yellowstone National Park* p. 3 (students use colorful persuasive language to caption photographs of animals found in Yellowstone). TC *Building History* p. 3 (students plan the opening of the Martin Luther King, Jr. National Memorial; students create a magazine about interesting people or places in their community). TC *Great Landmarks Race* p. 3 (students work in groups to create a game and write instructions for it). TC *Sally's U.S.A. Kitchen* p. 3 (students work as party planners to create a party menu using items from the Sally's U.S.A. Kitchen menu and a $200 budget). TC *Puzzled States* p. 3 (students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs).

Writing **Text Types and Purposes** 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.	Using the *Everyday Literacy* program, students produce own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. Some of the Teaching Cards include Writing Activities prompting students to express opinions about the associated realia. TC *Fast Facts About the 50 States* p. 3 (students write a blog post promoting a favorite state and include fascinating facts from the fact book). TC *Hike the Appalachian Trail* p. 3 (students work in groups to create a brochure promoting hiking in another location). TC *How to Plan a Trip* p. 3 (using travel brochures and maps, students choose a vacation destination and use the procedure outlines on the chart to plant a trip). TC *Visit Yellowstone National Park* p. 3 (students use colorful persuasive language to caption photographs of animals found in Yellowstone). The Teaching Card provided with each piece of *Everyday Literacy* realia includes a suggestion for a Writing Activity designed to encourage students to produce their own informational/explanatory text. TC *Fast Facts About the 50 States* p. 3 (working in groups, students choose a topic, other than the states, about which to create an entertaining fact book). TC *Hike the Appalachian Trail* p. 3 (students create a Venn diagram comparing two locations given in the brochure). TC *How to Plan a Trip* p. 3 (students create a chart outlining the procedures and details for planning a class party). TC *American Treasures* p. 3 (students work in groups to create Web pages for products from the catalog, including links to history about each product; students create a two-page catalog spread about a category of collectible items). TC *Extreme Sites USA: A Guidebook* p. 3 (students create note cards for a presentation on a site that interests them; students create a poster advertising one of the sites from the guidebook). TC *Visit Yellowstone National Park* p. 3 (working in groups, students brainstorm and write a list of questions that would need to be answered in order to create an effective advertisement for a place of their choosing). TC *Building History* p. 3 (students plan the opening of the Martin Luther King, Jr. National Memorial; students create a magazine about interesting people or places in their community). TC *Great Landmarks Race* p. 3 (students work in groups to design their own game and to write instructions for it). TC *Sally's U.S.A. Kitchen* p. 3 (students create a word search; students work in groups to create a party menu). TC *Puzzled States* p. 3 (students create step-by-step instructions for accessing the website; students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs).
Production and Distribution of Writing 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3	Using the *Everyday Literacy* program, students produce their own everyday text, while critically analyzing and articulating the reasons behind their choices and creations. TC *Fast Facts About the 50 States* p. 3 (students write a blog post; working in groups students create an entertaining fact book; students list favorite attention-grabbing subheads).

above.) 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. 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.	TC *Hike the Appalachian Trail* p. 3 (students create a Venn diagram; students create a hiking brochure; students compare the persuasiveness of national park websites). TC *How to Plan a Trip* p. 3 (students create a chart outlining party planning steps; students plan a trip to a chosen vacation destination). TC *American Treasures* p. 3 (students work in groups to create Web pages for products from the catalog, including links to history about each product; students create a timeline for American history events based on items in the catalog). TC *Extreme Sites USA: A Guidebook* p. 3 (students create note cards for a presentation on a site that interests them; students create a poster advertising one of the sites from the guidebook). TC *Visit Yellowstone National Park* p. 3 (working in groups, students brainstorm and write a list of questions that would need to be answered in order to create an effective advertisement for a place of their choosing; students use colorful language to caption photographs of animals found in Yellowstone). TC *Building History* p. 3 (students plan the opening of the Martin Luther King, Jr. National Memorial; students create a magazine about interesting people or places in their community). TC *Great Landmarks Race* p. 3 (students brainstorm a list of alternative names for the Great Landmarks Race game; students work in groups to create their own game and to write instructions for it). TC *Sally's U.S.A. Kitchen* p. 3 (students create a word search; students work in groups to create a party menu). TC *Puzzled States* p. 3 (students create step-by-step instructions for accessing the website; students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs). The Writing Activities provided on the Teaching Cards include opportunities for students to discuss and reflect upon their writing. TC *Fast Facts About the 50 States* p. 3 (students work in groups to create a fact book on a topic of their choice). TC *Hike the Appalachian Trail* p. 3 (students work in groups to create a brochure to promote hiking in another location). TC *How to Plan a Trip* p. 3 (students work together to chose a vacation destination and plan a trip). TC *American Treasures* p. 3 (students work in groups to create Web pages for products from the catalog, including links to history about each product). TC *Extreme Sites USA: A Guidebook* p. 3 (students work in groups to create a poster advertising one of the sites from the guidebook). TC *Visit Yellowstone National Park* p. 3 (working in groups, students brainstorm and write a list of questions that would need to be answered in order to create an effective advertisement for a place of their choosing). TC *Building History* p. 3 (students work in groups to create a magazine about interesting people or places in their community and share their magazine with the class). TC *Great Landmarks Race* p. 3 (students work in groups to create their own game and to write instructions for it). TC *Sally's U.S.A. Kitchen* p. 3 (students work in groups to create a party menu).

	TC *Puzzled States* p. 3 (students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs).
Research to Build and Present Knowledge 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 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. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").	The *Everyday Literacy* program is designed to shed critical light on the kinds of texts students will encounter in their daily lives. For that reason, Information Literacy and real-world Connections are essential features of the program. The Teaching Cards suggest activities for shared research and writing projects. TC *Fast Facts About the 50 States* p. 3 (students work in groups to create a fact book on a topic of their choice). TC *Hike the Appalachian Trail* p. 3 (students compare websites from national parks to determine which have the most persuasive words and pictures). TC *How to Plan a Trip* p. 3 (students find at least five sources of reliable information about a particular vacation spot). TC *American Treasures* p. 3 (students research collectible items in order to create a two-page catalog spread about those items). TC *Extreme Sites USA: A Guidebook* p. 3 (students compare and contrast an online travel guide with the guidebook). TC *Visit Yellowstone National Park* p. 3 (students compare product advertisements to evaluate their credibility). TC *Building History* p. 3 (students compare and contrast newspaper articles with the *Building History* article, listing similarities and differences). TC *Great Landmarks Race* p. 3 (students compare and contrast online game instructions with the Great Landmarks Race game instructions). TC *Sally's U.S.A. Kitchen* p. 3 (students use a map or globe to locate the places associated with each food item on the menu). TC *Puzzled States* p. 3 (students play 20 questions using information from their prior experience). The Teaching Cards also offer opportunities for students to make Connections between their lives and the information presented in the texts. TC *Fast Facts About the 50 States* p. 3 (using facts from the text, students create a blog post about a favorite state). TC *Hike the Appalachian Trail* p. 3 (students compare websites from national parks to determine which have the most persuasive words and pictures). TC *How to Plan a Trip* p. 3 (students find at least five sources of reliable information about a particular vacation spot). TC *American Treasures* p. 3 (using the catalog and additional research, students create a timeline of American history events). TC *Extreme Sites USA: A Guidebook* p. 3 (students compare and contrast an online travel guide with the guidebook). TC *Visit Yellowstone National Park* p. 3 (students compare product advertisements to evaluate their credibility). TC *Building History* p. 3 (students compare and contrast newspaper articles with the *Building History* article, listing similarities and differences). TC *Great Landmarks Race* p. 3 (students compare and contrast online game instructions with the

	Great Landmarks Race game instructions). TC *Puzzled States* p. 3 (students create step-by-step instructions for accessing the website; students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs). Every Teaching Card includes Extension Activities designed to encourage analysis and reflection of the realia texts. TC *Fast Facts About the 50 States* p. 3 (students discuss the role of book designer and whether or not they believe this book was well designed). TC *Hike the Appalachian Trail* p. 3 (students discuss the role of park ranger, suggest what skills might be necessary, and debate whether this would be an interesting job). TC *How to Plan a Trip* p. 3 (students discuss the role of travel agent and which part of travel planning a travel agent would help with). TC *American Treasures* p. 3 (students discuss the job of antiques dealer and the differences between antique and replica items). TC *Extreme Sites USA: A Guidebook* p. 3 (students discuss the role of travel writer and suggest places they would like to visit and write about). TC *Visit Yellowstone National Park* p. 3 (students discuss the job of nature photographer and what types of photos might be taken at Yellowstone). TC *Building History* p. 3 (students examine the use of photos in the article and discuss what they learned from the photos and which photos they might add to the article). TC *Great Landmarks Race* p. 3 (students discuss the role of game designer and the types of things the game designer had to think about before creating the logo, game board, playing pieces and decks of cards for this game). TC *Sally's U.S.A. Kitchen* p. 3 (students discuss the role of graphic designer and how they might redesign the menu). TC *Puzzled States* p. 3 (students discuss the role of educators in educational game design and talk about what sort of educational internet game they would want to work on).
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 discipline-specific tasks, purposes, and audiences.	Each *Everyday Literacy* Teaching Card includes a Writing Activity requiring students to produce their own everyday text related to the science or social studies theme of that grade level collection. TC *Fast Facts About the 50 States* p. 3 (students write a blog post; working in groups students create an entertaining fact book; students list favorite attention-grabbing subheads). TC *Hike the Appalachian Trail* p. 3 (students complete a Venn diagram; students create a brochure promoting hiking in another location). TC *How to Plan a Trip* p. 3 (students create a party planning chart; students plan a trip to a vacation destination). TC *American Treasures* p. 3 (students work in groups to create Web pages for products from the catalog; students create an American history timeline; students create a two-page catalog spread for a category of collectible items). TC *Extreme Sites USA: A Guidebook* p. 3 (students create note cards for a presentation on an extreme site; students work in groups to create a poster advertising one of the sites in the guidebook). TC *Visit Yellowstone National Park* p. 3 (working in groups, students brainstorm and write a list

	of questions that would need to be answered in order to create an effective advertisement for a place of their choosing; students use colorful language to caption photographs of animals found in Yellowstone). TC *Building History* p. 3 (students plan the opening of the Martin Luther King, Jr. National Memorial; students create a magazine about interesting people or places in their community). TC *Great Landmarks Race* p. 3 (students brainstorm a list of alternative names for the Great Landmarks Race game; students work in groups to create their own game and to write instructions for it). TC *Sally's U.S.A. Kitchen* p. 3 (students create a word search; students work in groups to create a party menu). TC *Puzzled States* p. 3 (students create step-by-step instructions for accessing the website; students work in groups to brainstorm an educational internet game and draw screens for their game, including toolbars and tabs).

Speaking and Listening **Comprehension and Collaboration** 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	The *Everyday Literacy* program is a highly interactive program. Each Teaching Card opens with a "Talk About…" feature engaging students in discussion and conversation about topics related to the realia being introduced. Students make and share connections opening every lesson. Each *Everyday Literacy* Teaching Card also contains extension activities for students to enjoy independently, with partners, or in small groups. The Teaching Cards include "Cooperative Learning," "Career Connection," and "Apply the Learning" activities designed to reinforce the lesson as the students work in pairs or small groups. TC *Fast Facts About the 50 States* p. 3 (class discussion about the role of book designer and whether or not students feel this text was well-designed). TC *Hike the Appalachian Trail* p. 3 (students discuss the role of park ranger, suggest what skills might be necessary, and debate whether this would be an interesting job). TC *How to Plan a Trip* p. 3 (students discuss the job of a travel agent and how travel agents help travelers plan trips). TC *American Treasures* p. 3 (students discuss the job of antiques dealer and the differences between antique and replica items). TC *Extreme Sites USA: A Guidebook* p. 3 (students discuss the role of travel writer and suggest places they would like to visit and write about). TC *Visit Yellowstone National Park* p. 3 (students discuss the job of nature photographer and what types of photos might be taken at Yellowstone). TC *Building History* p. 3 (students examine the use of photos in the article and discuss what they learned from the photos and which photos they might add to the article). TC *Sally's U.S.A. Kitchen* p. 3 (students discuss the role of graphic designer and how they might redesign the menu). TC *Puzzled States* p. 3 (students discuss the role of educators in educational game design and talk about what sort of educational internet game they would want to work on). "Discuss the Features" instruction leads students through each piece of realia, examining both the text and information presented visually. Students are encouraged to ask and answer questions in order to determine the text's main idea and supporting details. TC *Fast Facts About the 50 States* p. 2 (class discussion about how the playful subheads and unusual photographs combine to attract and hold the reader's attention). TC *Hike the Appalachian Trail* p. 2 (class discussion about which parts of the brochure would persuade them to hike the Appalachian Trail and which parts would persuade them to plan their trip with Outdoor Adventure Travel). TC *How to Plan a Trip* p. 2 (class discussion of features of a how-to chart and how the chart compares to an informational chart). TC *American Treasures* p. 2 (class discussion of catalog features and how they are designed to make products appealing). TC *Extreme Sites USA: A Guidebook* p. 2 (class discussion of how the guidebook features make finding information easy). TC *Visit Yellowstone National Park* p. 2 (class discussion of features of the ad and whether or not the ad would persuade students to visit Yellowstone). TC *Building History* p. 2 (class discussion of the article's features and which parts of the article

	the students thought were the best). TC *Sally's U.S.A. Kitchen* p. 2 (class discussion about menu features and items students might like to order). TC *Puzzled States* p. 3 (class discussion about features of the internet game and how they are used). Each grade-level set of *Everyday Literacy* materials includes several examples of persuasive writing, such as advertisements and catalogs. The direct instruction engages students in determining the author purpose to have included particular information. TC *Hike the Appalachian Trail* p. 2 (class discussion about the words used in the brochure to make the trip sound exciting, such as "lifelong dream, most beautiful, historically significant"). TC *How to Plan a Trip* p. 2 (students discuss why a how-to chart includes a materials list). TC *American Treasures* p. 3 (students discuss which part of the catalog text or design was most informative and which was most persuasive). TC *Extreme Sites USA: A Guidebook* p. 2 (class discussion of how the guidebook features make finding information easy). TC *Visit Yellowstone National Park* p. 2 (class discussion of how the colorful language and photographs were chosen to make a trip to Yellowstone seems exciting and appealing). TC *Building History* p. 2 (during class discussion, students provide reasons to support their choice of best part of the article).
Presentation of Knowledge and Ideas 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. 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Each *Everyday Literacy* Teaching Card contains extension activities for students, including both Writing Activities and Cooperative Learning experiences. The *Everyday Literacy* program consists of the kinds of texts that students will encounter in their daily lives. This emphasis on familiar types of texts encourages students to make connections to their own experience. TC *Fast Facts About the 50 States* p. 3 (students browse the text listing their favorite attention-grabbing subheads, then share the list with the class giving reasons for choosing each subhead). TC *Hike the Appalachian Trail* p. 3 (students work in groups to create a brochure promoting hiking in another location and share the finished brochures with the class). TC *How to Plan a Trip* p. 3 (students work in groups to plan a trip to a chosen vacation spot and share their plans with the class). TC *American Treasures* p. 3 (students work in groups to create a Web page for products in the catalog). TC *Extreme Sites USA: A Guidebook* p. 3 (students prepare note cards on a site from the guidebook and give a presentation to the class). TC *Visit Yellowstone National Park* p. 3 (students work in groups to brainstorm a list of questions that need to be answered in order to create an ad for a place of their choosing). TC *Building History* p. 3 (students work in groups to create a magazine about an interesting local person or place and share their magazine with the class). TC *Great Landmarks Race* p. 3 (students discuss the role of game designer and the types of things the game designer had to think about before creating the logo, game board, playing pieces and decks of cards for this game). TC *Sally's U.S.A. Kitchen* p. 3 (students work in groups to plan a party menu using the Sally's U.S.A. Kitchen menu and a $200 budget).

	TC *Puzzled States* p. 3 (students play 20 questions). Students are encouraged to demonstrate their mastery of the material through both oral and written means, including drawings and other visual displays. TC *Fast Facts About the 50 States* p. 3 (working in groups students create an entertaining, illustrated fact book). TC *Hike the Appalachian Trail* p. 3 (students work in groups to create an illustrated brochure promoting hiking in another location). TC *American Treasures* p. 3 (students create an illustrated catalog spread to sell collectible items). TC *Extreme Sites USA: A Guidebook* p. (working in groups, students create an illustrated poster advertising one of the sites in the guidebook). TC *Building History* p. 3 (students work in groups to create an illustrated magazine about an interesting local person or place and share their magazine with the class). TC *Great Landmarks Race* p. 3 (working in groups, students design their own game and all parts of the game, including game board, game pieces, and game cards). TC *Puzzled States* p. 3 (working in groups, students design internet games and draw at least three screens depicting the game). The Career Connection activity included on each Teaching Card offers suggestions for group discussions designed to reinforce comprehension and extend students' understanding. TC *Fast Facts About the 50 States* p. 3 (students discuss the role of book designer and express opinions about whether this fact book was well-designed). TC *Hike the Appalachian Trail* p. 3 (class discussion of the role of park ranger, the skills rangers need, and whether park ranger would be an interesting job). TC *How to Plan a Trip* p. 3 (students discuss the role of travel agent and how travel agents help travelers plan trips). TC *American Treasures* p. 3 (students discuss the job of antiques dealer and the differences between antique and replica items). TC *Extreme Sites USA: A Guidebook* p. 3 (students discuss the role of travel writer and suggest sites they would like to visit and write about). TC *Visit Yellowstone National Park* p. 3 (students discuss the job of nature photographer and what types of photos might be taken at Yellowstone). TC *Building History* p. 3 (students examine the use of photos in the article and discuss what they learned from the photos and which photos they might add to the article). TC *Great Landmarks Race* p. 3 (students discuss the role of game designer and the types of things the game designer had to think about before creating the logo, game board, playing pieces and decks of cards for this game). TC *Sally's U.S.A. Kitchen* p. 3 (students discuss the role of graphic designer and how they might redesign the menu). TC *Puzzled States* p. 3 (students discuss the role of educators in educational game design and talk about what sort of educational internet game they would want to work on).