

HMH Priority Standards Pathways Grade 5

The goal of the *Into Reading Priority Standards Pathway* is to help teachers focus on the most critical areas of instruction to accelerate student learning. This *Pathway* includes a curated set of *Into Reading* resources for teaching, practice and application, and formative assessment that are aligned to the Priority Standards.

Administer Initial Assessments

In addition to the Growth Measure, HMH recommends administering the following *Into Reading* assessments at the beginning of the school year. These assessments will provide valuable data about student understanding of priority standards, skills, and concepts.

Module 1 Weekly Assessment Week 1 Inventors at Work

Module 2 Weekly Assessment Week 3 What a Story

Module 5 Weekly Assessment Week 1 Project Earth

STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING LITERARY TEXTS			
ANCHOR STANDARD R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. *</p>	<p>Anchor Chart 1: Ask and Answer Questions</p> <p>Teacher's Guide: Ask and Answer Questions</p> <ul style="list-style-type: none"> <i>The Poem That Will Not End</i> <i>Phillis's Big Test</i> <p>Anchor Chart 7: Make Inferences</p> <p>Teacher's Guide: Make Inferences</p> <ul style="list-style-type: none"> <i>Captain Arsenio</i> <i>From Scratch</i> <i>Christo and Jeanne-Claude</i> <p>Teacher's Guide: Ask and Answer Questions</p> <ul style="list-style-type: none"> <i>Hurricanes: The Science Behind Killer Storms</i> <i>Potatoes on Rooftops</i> <p>Waggle Lesson Make Inferences and Draw Conclusions</p>	<p>Tabletop Minilessons: Reading 1 Ask and Answer Questions</p> <p>Tabletop Minilessons: Reading 7 Make Inferences</p> <p>Waggle Learning Goal Literary Analysis</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> <i>Counting Birds</i> <i>Orphan Boy and the Elk Dogs</i> <i>Making a Movie</i> <i>On the Beckwourth Trail</i> <i>In the Year 2525</i> <p>Reading Graphic Organizer 1 Ask and Answer Questions</p> <p>Reading Graphic Organizer 7 Make Inferences</p>
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<p>RL.5.2 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.</p> <p>RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.*</p>	<p>Anchor Chart 9: Theme</p> <p>Teacher's Guide: Theme</p> <ul style="list-style-type: none"> <i>The Inventor's Secret</i> <i>The Poem That Will Not End</i> <i>Phillis's Big Test</i> <p>Anchor Chart 3: Retell</p> <p>Anchor Chart 11: Characters</p> <p>Anchor Chart 12: Literary Elements</p> <p>Teacher's Guide: Literary Elements</p> <ul style="list-style-type: none"> <i>Captain Arsenio</i> <i>Airborn</i> <i>The Secret Garden</i> <p>Waggle Lesson Explore Theme</p>	<p>Tabletop Minilessons: Reading 9 Theme</p> <p>Tabletop Minilessons: Reading 3 Retell</p> <p>Tabletop Minilessons: Reading 11 Characters</p> <p>Tabletop Minilessons: Reading 12 Literary Elements</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> <i>Robot Trouble</i> <i>The Fabled Baguettes of Beauchamp</i> <i>Return of the Wolf</i> <i>Running for the Bus</i> <i>Second-Hand Superstars</i> <i>Stars of the Red Carpet</i> <i>Tennis Club Tension</i> <i>The Disappearing Island of Dr. Xu</i> <i>Garama, Garden of the Sahara</i> <i>Queen Genevieve and the Sappy Songs</i> <i>Keeping Up with Claire</i> <i>By Sea to America</i> <i>Luca's Adventure in Florence</i> <i>The Long Texas Trail</i> <i>The Eerie Singing Sirens</i> <i>CSI: Classroom</i> <p>Waggle Learning Goal Literary Elements</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> <i>Tomás Decides</i> <i>Orphan Boy and the Elk Dogs</i> <i>Nothing Ever Happens in the Country</i> <i>A Trip to a Cave</i> <i>Oil Spill in Alaska</i> <i>It Takes Teamwork</i> <i>In the Year 2525</i> <i>The All-Wrong All-Stars</i>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING LITERARY TEXTS (continued)			
ANCHOR STANDARD R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<p>RL.5.9 Compare and contrast stories in the same genres (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.*</p>	<p>Anchor Chart 30: Make Connections</p> <p>Teacher's Guide: Make Connections</p> <ul style="list-style-type: none"> <i>Airborn, The Secret Garden, The Miracle of Spring, The Poem that Will Not End</i> <i>A Movie in my Pillow, From Scratch, Elisa's Diary, Inside Out and Back Again</i> <p>Waggle Lesson Compare and Contrast Texts</p>	<p>Tabletop Minilessons: Reading 30 Make Connections</p> <p>Waggle Learning Goal Literary Analysis</p>	<p>Reading Graphic Organizer 30 Make Connections</p>
READING INFORMATIONAL STANDARDS			
ANCHOR STANDARD R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*</p>	<p>Anchor Chart 7: Make Inferences</p> <p>Teacher's Guide: Make Inferences</p> <ul style="list-style-type: none"> <i>Christo and Jeanne-Claude</i> <p>Anchor Chart 1: Ask and Answer Questions</p> <p>Teacher's Guide: Ask and Answer Questions</p> <ul style="list-style-type: none"> <i>Hurricanes: The Science Behind Killer Storms</i> <i>Potatoes on Rooftops: Farming in the City</i> <p>Waggle Lesson Make Inferences and Draw Conclusions</p>	<p>Tabletop Minilessons: Reading 7 Make Inferences</p> <p>Tabletop Minilessons: Reading 1 Ask and Answer Questions</p> <p>Waggle Learning Goal Informational Text Elements</p>	<p>Reading Graphic Organizer 7 Make Inferences</p> <p>Reading Graphic Organizer 1 Ask and Answer Questions</p>
ANCHOR STANDARD R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.*</p>	<p>Anchor Chart 17: Central Idea</p> <p>Teacher's Guide: Central Idea</p> <ul style="list-style-type: none"> <i>Government Must Fund Inventors</i> <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> <i>Quaking Earth, Racing Waves</i> <p>Anchor Chart 4: Summarize</p> <p>Teacher's Guide: Summarize</p> <ul style="list-style-type: none"> <i>The Inventor's Secret</i> <i>Between the Glacier and the Sea: The Alaska Earthquake</i> <p>Waggle Lesson Identify Main Idea and Details</p>	<p>Tabletop Minilessons: Reading 17 Central Idea</p> <p>Tabletop Minilessons: Reading 4 Summarize</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> <i>Mass Production and the Model T</i> <i>Working High and Low</i> <i>A Night at the Beach</i> <i>Midnight Journeys</i> <i>Cars: Past, Present, and Future</i> <i>Digging up the Past</i> <i>The Amazon Rain Forest</i> <i>Extreme Environments</i> <i>Creature Features: Exploring Animal Characteristics</i> <p>Waggle Learning Goal Informational Text Elements</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> <i>Women of the American Revolution</i> <i>Sojourner Truth: Speaker for Equal Rights</i> <i>Bison Come Back to the Plains</i> <i>Nero Hawley's Dream</i> <i>The Cattle Drive</i> <i>Will the American Chestnut Survive?</i>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
READING INFORMATIONAL STANDARDS <i>(continued)</i>			
ANCHOR STANDARD R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.</p> <p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.*</p>	<p>Anchor Chart 21: Ideas and Support</p> <p>Teacher's Guide: Ideas and Support</p> <ul style="list-style-type: none"> • <i>Potatoes on Rooftops: Farming in the City</i> • <i>A Few Who Dared</i> • <i>Finding Bigfoot: Everything You Need to Know</i> <p>Anchor Chart 23: Identify Claim</p> <p>Waggle Lesson Support Points and Claims</p>	<p>Tabletop Minilessons: Reading 21 Ideas and Support</p> <p>Tabletop Minilessons: Reading 23 Identify Claim</p> <p>Leveled Reader and Take & Teach Lesson</p> <ul style="list-style-type: none"> • <i>Dreamers and Doers</i> • <i>The Amazon Rain Forest</i> • <i>A Desert Habitat</i> • <i>They Fought for Justice</i> • <i>Design for Maximum Impact</i> • <i>Extraterrestrial (ET) Search</i> <p>Waggle Learning Goal Informational Text Analysis</p>	<p>Read and Respond Interactive Journal</p> <ul style="list-style-type: none"> • <i>The Story of Bunker's Cove</i> • <i>Protector of the Wilderness</i>
ANCHOR STANDARD R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.*</p>	<p>Anchor Chart 30: Make Connections</p> <p>Teacher's Guide: Make Connections</p> <ul style="list-style-type: none"> • <i>Explore the Wild West, The Celestials' Railroad, Homesteading, A Pioneer Sampler</i> <p>Waggle Lesson Integrate Information from Multiple Sources</p>	<p>Tabletop Minilessons: Reading 30 Make Connections</p> <p>Waggle Learning Goal Informational Text Analysis</p>	<p>Reading Graphic Organizer 30 Make Connections</p>

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WRITING STANDARDS			
ANCHOR STANDARD W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*</p>	<p>Anchor Chart W9: Elements of an Argument</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 5 Prewriting I: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 7 Drafting II: About Persuasive Writing</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 8 Drafting III: Completing the Draft</p> <p>Writing Workshop Teacher's Guide: Module 3, Lesson 9 Revising I: Elaboration and Organization</p> <p>Waggle Lesson Identify and Write Paragraph Types</p>	<p>Writer's Notebook p. 3.6: Pros and Cons of Rebuilding</p> <p>Writer's Notebook p. 3.10: Research Organizer</p> <p>Writer's Notebook p. 3.12: Persuasive and Transitional Words and Phrases</p>	<p>Writing Workshop Teacher's Guide Argument Writing Rubric</p> <p>Writer's Notebook p. 3.6: Persuasive Essay Rubric</p> <p>myBook: Write a Television Pitch <i>The Celestials' Railroad</i></p> <p>myBook: Write an Advertising Script <i>Potatoes on Rooftops</i></p>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
WRITING STANDARDS <i>(continued)</i>			
ANCHOR STANDARD W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially)</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*</p>	<p>Anchor Chart W7: Elements of Descriptive Writing</p> <p>Anchor Chart W8: Elements of Informational Text</p> <p>Writing Workshop Teacher's Guide: Module 1, Lesson 5 Prewriting I: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 1, Lesson 7 Drafting II: Using Organizational Strategies</p> <p>Writing Workshop Teacher's Guide: Module 1, Lesson 8 Drafting III: Completing the Draft</p> <p>Writing Workshop Teacher's Guide: Module 5, Lesson 11 Revising III: Organizing</p> <p>Waggle Lesson Identify and Write Paragraph Types</p>	<p>Writer's Notebook p. 1.4: Planning Chart</p> <p>Writer's Notebook p. 1.7: Organizing Your Essay</p>	<p>Writing Workshop Teacher's Guide Informational Writing Rubric</p> <p>Writer's Notebook p. 1.2: Expository Essay Rubric</p> <p>myBook: Write an Encyclopedia Entry <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i></p> <p>myBook: Write a Presentation <i>Quaking Earth, Racing Waves</i></p>

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STANDARD	TEACH	APPLY	ASSESS/CHECK FOR UNDERSTANDING
WRITING STANDARDS <i>(continued)</i>			
ANCHOR STANDARD W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use of concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences, or events.</p> <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.*</p>	<p>Anchor Chart W4: Elements of a Narrative</p> <p>Anchor Chart W6: Narrative Structure</p> <p>Writing Workshop Teacher's Guide: Module 2, Lesson 4 Prewriting I: Preparing to Write</p> <p>Writing Workshop Teacher's Guide: Module 2, Lesson 6 Drafting II: Narrative Structure</p> <p>Writing Workshop Teacher's Guide: Module 2, Lesson 7 Drafting III: Completing the Draft</p> <p>Writing Workshop Teacher's Guide: Module 2, Lesson 8 Revising I: Organization and Elaboration</p> <p>Writing Workshop Teacher's Guide: Module 2, Lesson 9 Revising II: Including Dialogue</p> <p>Waggle Lesson Identify and Write Paragraph Types</p>	<p>Writer's Notebook p. 2.5: Freewriting</p> <p>Writer's Notebook p. 2.8: Characterization Chart</p>	<p>Writing Workshop Teacher's Guide Narrative Writing Rubric</p> <p>Writer's Notebook p. 2.4: Story Rubric</p> <p>myBook: Write a Blog Post <i>Captain Arsenio</i></p> <p>myBook: Write a Journal Entry <i>Airborn</i></p>

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