

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Reading Standards for Literature		GATEWAYS LEVEL 4
Key Ideas and Details		
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>Unit 1</b> 26-28, 63-68, 106-109, 145-151, 191-193, 230-234, 374-376, 406-409, 442-445, 473-477, 539-540, 572-576, 605-607, 635-639, 701-706 <b>Unit 3</b> 23-25, 54-57, 88-91, 157-158, 248-251, 311-314, 371-373, 401-402, 461-465, 493-497, 523-526, 613-617
<b>RL.5.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>Unit 1</b> 26, 106-109, 144-147, 149-151, 188-193, 228-234, 338-344, 374-376, 406, 409, 442-445, 473-476, 541, 572, 575-576, 605-607, 635-636, 638, 670-671, 704-706 <b>Unit 3</b> 23-25, 88-91, 120-125, 157-158, 186-190, 251, 280, 282-284, 314, 340-344, 371-373, 398, 401-402, 461-465, 493-496, 523-524, 552-556, 585-586, 613-617
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>Unit 3</b> 522-526, 585-587 <i>See also</i> <b>Unit 1</b> 26-28, 106-109, 145-147, 191-193, 228-234, 338-344, 404-405, 408-409, 442-445, 473-477, 572-576, 638, 704-706 <b>Unit 3</b> 23-25, 54-57, 88-91, 120-125, 157-158, 280-284, 342-344, 401-402, 461-465, 496-497, 552-555, 613-617
Craft and Structure		
<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>Unit 1</b> 49-52, 90-93, 130-133, 176-177, 214-217, 301-302, 304-307, 324-326, 335-336, 338-342, 360-362, 392-393, 428-429, 459-461, 558-560, 592-594, 622-623, 656-657, 687-689 <b>Unit 3</b> 42-44, 72-74, 106-107, 140-141, 171-173, 266-268, 298-300, 328-329, 358-359, 385-387, 455, 480-482, 489, 510-512, 518, 540-541, 548, 572-573, 580, 601-603, 609

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

<b>GRADE FIVE</b>		
<b>RL.5.5</b>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>Unit 1</b> 149-151, 230-233, 339-341, 476-477, 573-574, 638-639, 701, 704-706 <b>Unit 3</b> 343-344, 401-402, 496-497, 555-556, 616-617
<b>RL.5.6</b>	Describe how a narrator’s or speaker’s point of view influences how events are described.	<b>Unit 1</b> 28, 146, 189, 229, 337
<b>Integration of Knowledge and Ideas</b>		
<b>RL.5.7</b>	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	N/A
<b>RL.5.8</b>	(Not applicable to literature)	
<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<i>All selections are arranged thematically and may be used to meet this standard. Examples include:</i> <b>Unit 1</b> 62-68, 103-109, 370-377, 439-445, 569-576, 634-639 <b>Unit 3</b> 52-57, 116-125, 308-314, 338-344, 457-465, 550-556
<b>Range of Reading and Level of Text Complexity</b>		
<b>RL.5.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>Unit 1</b> 21-28, 62-68, 103-109, 144-151, 188-193, 227-234, 300-307, 335-344, 370-377, 403-410, 439-445, 470-477, 535-542, 569-576, 602-608, 634-639, 666-672, 698-706 <b>Unit 3</b> 19-25, 52-57, 82-91, 116-125, 150-158, 182-186, 245-252, 277-284, 308-314, 338-344, 368-373, 396-401, 457-465, 491-497, 520-526, 550-556, 582-588, 611-617

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Reading Standards for Informational Text		
Key Ideas and Details		
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>Unit 2</b> 23-25, 55-60, 89-91, 117-123, 150-155, 182-185, 273-275, 301-305, 332-336, 365-367, 392-397, 455-457, 486-490, 516-517, 546-549, 576-578, 603-606</p> <p><b>Unit 4</b> 54-57, 88, 118-123, 151-154, 179-182, 238-240, 268-273, 301-303, 331-335, 364-366, 392-395, 454-457, 483-487, 515-517, 542-545, 574-577, 601-604</p>
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<p><b>Unit 2</b> 23-25, 58, 87, 89-91, 117-123, 150-155, 182-184, 244-245, 272, 275, 303-305, 332-336, 365-367, 394-396, 455-457, 486-487, 516-518, 546, 548, 576-578, 603</p> <p><b>Unit 4</b> 54-55, 88, 91, 118-122, 151-154, 179-182, 238-242, 268-273, 301-303, 331-334, 364-366, 392-395, 454-457, 483-485, 515-517, 542-545, 574-575, 601-604</p>
<b>RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p><b>Unit 2</b> 486-490, 545-549, 602-606</p> <p><i>See also</i></p> <p><b>Unit 2</b> 58-60, 119-123, 150-151, 183-185, 274, 335-336, 396-397, 455-457</p> <p><b>Unit 4</b> 57-59, 122-123, 151-154, 179-180, 182-183, 395-396, 486-487, 545, 604-605</p>
Craft and Structure		
<b>RI.5.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<p><b>Unit 2</b> 42-44, 76-78, 106-107, 140-141, 169-170, 260-262, 275, 290-292, 320-321, 352-353, 381-383, 474-476, 504-506, 534-535, 564-565, 591-593</p> <p><b>Unit 4</b> 42-44, 74-76, 106-107, 138-139, 167-169, 256-258, 288-290, 318-319, 350-351, 379-381, 470-472, 502-504, 530-531, 562-563, 589-591</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

<b>GRADE FIVE</b>		
<b>RI.5.5</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p><i>Opportunities to address this standard</i></p> <p><b>Unit 2</b> 18-25, 53-60, 86-91, 116-123, 150-155, 179-185, 239-245, 271-276, 300-309, 330-336, 362-367, 391-397, 453-459, 485-490, 514-519, 574-578</p> <p><b>Unit 4</b> 19-25, 53-59, 84-92, 116-123, 148-154, 177-183, 235-242, 267-273, 298-304, 328-335, 360-366, 451-457, 481-487, 512-517, 540-546, 572-577, 599-605</p>
<b>RI.5.6</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p><i>All selections are arranged thematically and may be used to meet this standard. Examples include:</i></p> <p><b>Unit 2</b> 53-60, 86-91, 257-259, 271-276, 300-309, 471-475, 485-490, 531-533, 544-549</p> <p><b>Unit 4</b> 39-41, 53-59, 148-154, 253-255, 267-273, 328-335, 467-469, 481-487, 527-529</p>
<b>Integration of Knowledge and Ideas</b>		
<b>RI.5.7</b>	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p><i>All selections may be used to meet this standard.</i></p> <p><b>Unit 2</b> 18-25, 53-60, 86-91, 116-123, 150-155, 179-185, 239-245, 271-276, 300-309, 330-336, 362-367, 391-397, 453-459, 485-490, 514-519, 544-549, 574-578, 601-606</p> <p><b>Unit 4</b> 19-25, 53-59, 84-92, 116-123, 148-154, 177-183, 235-242, 298-304, 328-335, 360-366, 389-396, 451-457, 481-487, 512-517, 540-546, 572-577, 599-605</p>
<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Unit 2</b> 58-60, 117-123, 150-151, 180-181, 333-336, 363, 392-393

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

<b>GRADE FIVE</b>		
<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<i>All selections are arranged thematically and may be used to meet this standard. Examples include:</i> <b>Unit 2</b> 53-60, 86-91, 257-259, 271-276, 300-309, 471-475, 485-490, 531-533, 544-549 <b>Unit 4</b> 39-41, 53-59, 148-154, 253-255, 267-273, 328-335, 467-469, 481-487, 527-529
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.5.10</b>	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>Unit 2</b> 18-25, 53-60, 86-91, 116-123, 150-155, 179-185, 239-245, 271-276, 300-309, 330-336, 362-367, 391-397, 453-459, 485-490, 514-519, 544-549, 574-578, 601-606 <b>Unit 4</b> 19-25, 53-59, 84-92, 116-123, 148-154, 177-183, 235-242, 298-304, 328-335, 360-366, 389-396, 451-457, 481-487, 512-517, 540-546, 572-577, 599-605

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Reading Standards: Foundational Skills		
Phonics and Word Recognition		
<b>RF.5.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.5.3a</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>Unit 1</b> 15-19, 57-60, 99-101, 139-142, 183-186, 223-225, 295-298, 331-334, 367-369, 398-401, 434-437, 466-468, 531-533, 565-568, 599-601, 628-631, 661-664, 694-695 <b>Unit 2</b> 14-17, 49-52, 83-85, 112-115, 146-149, 176-178
Fluency		
<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.	
<b>RF.5.4a</b>	Read on-level text with purpose and understanding.	<b>Unit 1</b> 21-28, 62-68, 103-109, 144-151, 188-193, 227-234, 300-307, 335-344, 370-377, 403-410, 439-445, 470-477, 535-542, 569-576, 602-608, 634-639, 666-672, 698-706 <b>Unit 2</b> 18-25, 53-60, 86-91, 116-123, 150-155, 179-185, 239-245, 271-276, 300-309, 330-336, 362-367, 391-397, 453-459, 485-490, 514-519, 544-549, 574-578, 601-606 <b>Unit 3</b> 19-25, 52-57, 82-91, 116-125, 150-158, 182-186, 245-252, 277-284, 308-314, 338-344, 368-373, 396-401, 457-465, 491-497, 520-526, 550-556, 582-588, 611-617 <b>Unit 4</b> 19-25, 53-59, 84-92, 116-123, 148-154, 177-183, 235-242, 298-304, 328-335, 360-366, 389-396, 451-457, 481-487, 512-517, 540-546, 572-577, 599-605

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>RF.5.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<i>All lessons include "Practicing Fluency." For example, see</i> <b>Unit 1</b> 53-56, 134-137, 327-330, 430-433, 561-563, 658-660 <b>Unit 2</b> 79-81, 142-145, 263-266, 322-325, 477-479, 536-539 <b>Unit 3</b> 75-77, 174-176, 301-303, 388-390, 513-515, 604-607 <b>Unit 4</b> 45-48, 140-143, 291-294, 352-355, 505-507, 592-595
<b>RF.5.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>Unit 2</b> 237, 269, 298, 328, 360, 389, 451, 483, 512, 542, 572, 599 <b>Unit 3</b> 17, 50, 80

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Writing Standards		
Text Types and Purposes		
<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
<b>W.5.1a</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	<b>Unit 2</b> 35, 63-68, 95-97, 203, 252, 282-283, 310-312, 340-344, 416-417, 465, 495-496, 524-526, 553-556, 626-627
<b>W.5.1b</b>	Provide logically ordered reasons that are supported by facts and details.	<b>Unit 2</b> 35, 63-68, 95-97, 203, 252, 282-283, 310-312, 340-344, 416-417, 465, 495-496, 524-526, 553-556, 626-627
<b>W.5.1c</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<b>Unit 2</b> 610-612
<b>W.5.1d</b>	Provide a concluding statement or section related to the opinion presented.	<b>Unit 2</b> 96-97, 128, 311-312, 340, 525-526, 554-555
<b>W.5.2</b>	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	
<b>W.5.2a</b>	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<b>Unit 4</b> 33-34, 64-67, 96-99, 201, 248, 278-281, 308-310, 340-343, 415-416, 463, 492-494, 521-523, 551-553, 624
<b>W.5.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Unit 4</b> 33-34, 64-67, 96-99, 201, 248, 278-281, 308-310, 340-343, 415-416, 463, 492-494, 521-523, 551-553, 624

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

<b>GRADE FIVE</b>		
<b>W.5.2c</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>Unit 4</b> 610-611 <i>See also "Applying the Conventions of English."</i> <b>Unit 4</b> 578-580
<b>W.5.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Unit 4</b> 33-34, 63-67, 96-99, 187-188, 201, 248, 278-281, 308-311, 340-343, 400-401, 415-416, 463, 492-494, 521-523, 550-554, 609-610, 624
<b>W.5.2e</b>	Provide a concluding statement or section related to the information or explanation presented.	<b>Unit 4</b> 97-98, 201, 309-310, 415-416, 522-523, 624
<b>W.5.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.5.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>Unit 1</b> 75-77, 115-118, 262, 316-317, 351-353, 382-385, 498, 551, 582-584, 612-615, 643-646, 726
<b>W.5.3b</b>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>Unit 1</b> 116-118, 262, 382-385, 416-418, 452-453, 498, 646-647, 726
<b>W.5.3c</b>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<i>N/A</i>
<b>W.5.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Unit 1</b> 240-242, 262, 482-485, 498, 646-647, 710-711, 726
<b>W.5.3e</b>	Provide a conclusion that follows from the narrated experiences or events.	<b>Unit 1</b> 76-77, 115-117, 262, 352-353, 382-385, 498, 613-615, 726

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>Production and Distribution of Writing</b>		
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<p><b>Unit 1</b> 33-38, 114-118, 258-264, 311-317, 381-385, 495-500, 546-551, 612- 615, 723-728</p> <p><b>Unit 2</b> 29-35, 95-99, 200-205, 250-253, 310-312, 413-418, 463-466, 524-527, 623-628</p> <p><b>Unit 3</b> 29-34, 96-99, 207-212, 256-259, 318-321, 418-423, 469-472, 530-533, 633-638</p> <p><b>Unit 4</b> 29-34, 96-99, 198-203, 246-248, 308-310, 412-417, 461-463, 521-523, 621-626</p>
<b>W.5.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p><b>Unit 1</b> 33-38, 73-78, 114-118, 156-163, 199-203, 240-244, 258-264, 311-317, 349-353, 381-385, 415-420, 449-453, 482-485, 495-500, 546-551, 580-584, 612-615, 643-648, 677-681, 710-713, 723-728</p> <p><b>Unit 2</b> 29-35, 64-68, 95-99, 127-132, 159-163, 189-191, 200-205, 250-253, 281-283, 310-312, 340-344, 372-374, 401-403, 413-418, 463-466, 494-496, 524-526, 553-556, 582-584, 610-613, 623-628</p> <p><b>Unit 3</b> 29-34, 61-65, 96-99, 129-133, 162-165, 194-196, 207-212, 256-259, 288-291, 318-321, 348-351, 377-379, 406-408, 418-423, 457-465, 491-497, 520-526, 550-556, 582-588, 611-617, 633-638</p> <p><b>Unit 4</b> 29-34, 63-67, 96-99, 127-131, 158-161, 187-189, 198-203, 246-248, 277-281, 308-311, 339-343, 370-372, 400-402, 412-417, 461-463, 491-494, 521-523, 550-554, 581-583, 609-611, 621-626</p>
<b>W.5.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<i>N/A</i>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>Research to Build and Present Knowledge</b>		
<b>W.5.7</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>Unit 4</b> 29-34, 63-67, 96-99, 127-131, 198-203, 246-248, 277-281, 308-311, 339-343, 412-417, 461-463, 491-494, 521-523, 550-554, 621-626
<b>W.5.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<b>Unit 4</b> 29-34, 63-67, 96-99, 127-131, 198-203, 246-248, 277-281, 308-311, 339-343, 412-417, 461-463, 491-494, 521-523, 550-554, 621-626
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
<b>W.5.9a</b>	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	<b>Unit 3</b> 29-34, 61-65, 96-99, 129-133, 207-212, 256-259, 288-291, 318-321, 348-351, 418-423, 469-472, 501-503, 530-533, 560-564, 633-638
<b>W.5.9b</b>	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<i>Opportunities to address this standard</i> <b>Unit 4</b> 29-34, 63-67, 96-99, 127-131, 198-203, 246-248, 277-281, 308-311, 339-343, 412-417, 461-463, 491-494, 521-523, 550-554, 621-626

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Range of Writing		
<b>W.5.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<p><b>Unit 1</b> 33-38, 73-78, 114-118, 156-163, 199-203, 240-244, 258-264, 311-317, 349-353, 381-385, 415-420, 449-453, 482-485, 495-500, 546-551, 580-584, 612-615, 643-648, 677-681, 710-713, 723-728</p> <p><b>Unit 2</b> 29-35, 64-68, 95-99, 127-132, 159-163, 189-191, 200-205, 250-253, 281-283, 310-312, 340-344, 372-374, 401-403, 413-418, 463-466, 494-496, 524-526, 553-556, 582-584, 610-613, 623-628, 657-659</p> <p><b>Unit 3</b> 29-34, 61-65, 96-99, 129-133, 162-165, 194-196, 207-212, 256-259, 288-291, 318-321, 348-351, 377-379, 406-408, 418-423, 457-465, 491-497, 520-526, 550-556, 582-588, 611-617, 633-638</p> <p><b>Unit 4</b> 29-34, 63-67, 96-99, 127-131, 158-161, 187-189, 198-203, 246-248, 277-281, 308-311, 339-343, 370-372, 400-402, 412-417, 461-463, 491-494, 521-523, 550-554, 581-583, 609-611, 621-626, 655-657</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Speaking and Listening Standards		
Comprehension and Collaboration		
<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
<b>SL.5.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p><i>Opportunities to address this standard may be found throughout Gateways Level 4. Examples include:</i></p> <p><b>Unit 1</b> 103-106, 227-234, 336-344, 439-445, 470-477, 536-542, 699-706</p> <p><b>Unit 2</b> 86-91, 150-155, 179-185, 202-203, 362-367, 392-397, 545-549</p> <p><b>Unit 3</b> 52-57, 83-87, 116-125, 246-252, 309-314, 491-497, 550-556</p> <p><b>Unit 4</b> 19-22, 148-154, 298-304, 328-335, 389-395, 451-457, 572-577</p>
<b>SL.5.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	<p><i>Opportunities to address this standard may be found throughout Gateways Level 4 on pages with Structured Student Interaction. Examples include:</i></p> <p><b>Unit 1</b> 22-23, 103-106, 145-150, 277-284, 370-377, 538-542</p> <p><b>Unit 2</b> 86-91, 150-155, 272-276, 330-336, 486-490, 545-549</p> <p><b>Unit 3</b> 83-87, 150-158, 309-314, 368-373, 491-497, 550-556</p> <p><b>Unit 4</b> 19-22, 148-154, 298-304, 360-366, 512-517, 572-577</p>
<b>SL.5.1c</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p><i>This standard is addressed throughout Gateways Level 4. Examples include:</i></p> <p><b>Unit 1</b> 144-150, 227-234, 335-344, 570-576, 699-706</p> <p><b>Unit 2</b> 18-25, 239-245, 271-276, 391-397, 545-549</p> <p><b>Unit 3</b> 82-91, 150-158, 338-344, 520-526, 611-617</p> <p><b>Unit 4</b> 84-91, 177-183, 328-335, 389-396, 572-577</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

<b>GRADE FIVE</b>		
<b>SL.5.1d</b>	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<i>Opportunities to address this standard may be found throughout Gateways Level 4. Examples include:</i> <b>Unit 1</b> 103-106, 227-234, 336-344, 439-445, 470-477, 536-542, 699-706 <b>Unit 2</b> 86-91, 150-155, 179-185, 202-203, 362-367, 392-397, 545-549 <b>Unit 3</b> 52-57, 83-87, 116-125, 246-252, 309-314, 491-497, 550-556 <b>Unit 4</b> 19-22, 148-154, 298-304, 328-335, 389-395, 451-457, 572-577
<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Unit 1</b> 275-277; see also 106-109, 147-150, 191-192, 230-231 <b>Unit 2</b> 216-218; see also 89-91, 119-122, 153-154, 182-183 <b>Unit 3</b> 223-225; see also 87-91, 121-125, 155-158, 186-190, 248-251, 311-312, 370-372, 460-463, 523-524, 585-586 <b>Unit 4</b> 213-215; see also 87-91, 150-154, 238-242, 301-302, 363-365, 454-455, 514-516, 574-576
<b>SL.5.3</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>Unit 1</b> 275-277, 739-741, 749 <b>Unit 2</b> 216-218, 638-640, 648 <b>Unit 3</b> 223-225, 649-651, 658 <b>Unit 4</b> 213-215, 637-639, 646, 658
<b>Presentation and Knowledge of Ideas</b>		
<b>SL.5.4</b>	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>Unit 1</b> 748-750 <b>Unit 2</b> 647-649, 660 <b>Unit 3</b> 657-659 <b>Unit 4</b> 645-647, 659
<b>SL.5.5</b>	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	N/A

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>SL.5.6</b>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<p><i>Opportunities to address this standard may be found throughout Gateways Level 4. Examples include:</i></p> <p><b>Unit 1</b> 17-19, 204-207, 252-255, 286-288, 360-362, 457-458, 558-560, 632-639, 717-720</p> <p><b>Unit 2</b> 42-44, 104-105, 179-185, 250-253, 290-292, 430-432, 502-503, 592-593</p> <p><b>Unit 3</b> 6-8, 103-105, 182-190, 235-236, 295-297, 407-408, 469-471, 507-509, 627-629</p> <p><b>Unit 4</b> 29-34, 103-105, 168-169, 244-245, 328-335, 401-402, 461-463, 500-501, 615-618</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
Language Standards		
Conventions of Standard English		
<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
<b>L.5.1a</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>Unit 1</b> 110-112, 152-154 <b>Unit 2</b> 26-28, 61-63, 92-94, 124-126, 156-158, 186-188, 190-191 <b>Unit 3</b> 26-28, 191-193, 498-500 <b>Unit 4</b> 27-28, 155-157, 274-276, 458-460, 488-490
<b>L.5.1b</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>Unit 2</b> 277-280, 306-309, 337-339, 373-374 <b>Unit 3</b> 285-287, 315-317, 345-347, 377-379
<b>L.5.1c</b>	Use verb tense to convey various times, sequences, states, and conditions.	<b>Unit 2</b> 277-280, 306-309, 337-339, 373-374 <b>Unit 3</b> 285-287, 315-317, 345-347, 377-379
<b>L.5.1d</b>	Recognize and correct inappropriate shifts in verb tense.	<b>Unit 2</b> 277-280, 306-309, 337-339, 373-374 <b>Unit 3</b> 285-287, 315-317, 345-347, 377-379
<b>L.5.1e</b>	Use correlative conjunctions (e.g., either/or, neither/nor).	<i>N/A</i>
<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
<b>L.5.2a</b>	Use punctuation to separate items in a series.	<i>Opportunities to address this standard</i> <b>Unit 3</b> 26-28 <b>Unit 4</b> 26-28, 458-460
<b>L.5.2b</b>	Use a comma to separate an introductory element from the rest of the sentence.	<b>Unit 2</b> 521 <b>Unit 3</b> 467

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>L.5.2c</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	<i>N/A</i>
<b>L.5.2d</b>	Use underlining, quotation marks, or italics to indicate titles of works.	<b>Unit 3</b> 159-161, 191-193
<b>L.5.2e</b>	Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Unit 1</b> 18-20, 60-61, 101-102, 142-143, 186-187, 225-226, 243-244, 298-299, 334, 369, 401-402, 437-438, 468-469, 485, 533-534, 568, 601, 631, 664, 696, 713</p> <p><b>Unit 2</b> 17, 52, 85, 115, 149, 178, 191-192, 237-238, 270, 299, 329, 361, 390, 402, 451-452, 483-484, 513, 542-543, 573, 599-600, 611-612</p> <p><b>Unit 3</b> 17-18, 51, 81, 115, 149, 179-180, 196, 243-244, 275-276, 307, 336-337, 366-367, 394-395, 407-408, 455-456, 490, 519, 548-549, 580-581, 610, 623</p> <p><b>Unit 4</b> 17-18, 51-52, 82-83, 114-115, 146-147, 176, 188-189, 231-234, 263-266, 295-297, 324-327, 356-359, 386-388, 402, 449-450, 479-480, 511, 538-539, 570, 598, 611</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>Knowledge of Language</b>		
<b>L.5.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
<b>L.5.3a</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<p><b>Unit 1</b> 33-38, 114-118, 258-264, 311-317, 381-385, 495-500, 546-551, 612-615, 723-728</p> <p><b>Unit 2</b> 29-35, 95-99, 159-163, 200-205, 250-253, 310-312, 413-418, 463-466, 524-527, 582-584, 623-628</p> <p><b>Unit 3</b> 29-34, 96-99, 162-165, 207-212, 256-259, 318-321, 418-423, 469-472, 530-533, 592-594, 633-638</p> <p><b>Unit 4</b> 29-34, 96-99, 198-203, 246-248, 308-310, 370-372, 412-417, 461-463, 521-523, 621-626, 655-657</p>
<b>L.5.3b</b>	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p><i>Opportunities to address this standard</i></p> <p><b>Unit 1</b> 46-47, 86-87, 172-174, 300-307, 335-341, 370-377, 403-410, 439-445, 470-477, 619-620, 653-654</p> <p><b>Unit 3</b> 308-314, 326, 338-344, 355-356, 368-373, 396-401, 537-538, 569-570</p>
<b>Vocabulary Acquisition and Use</b>		
<b>L.5.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
<b>L.5.4a</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p><b>Unit 2</b> 237, 269, 298, 328, 360, 389, 451, 483, 512, 542, 572, 599</p> <p><b>Unit 3</b> 17, 50, 80</p>

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>L.5.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<b>Unit 2</b> 14-17, 49-52, 83-85, 112-115, 146-149, 176-178 <i>See also "Building Word Study Skills."</i> <b>Unit 1</b> 15-19, 57-60, 99-101, 139-142, 183-186, 223-225, 295-298, 331-334, 367-369, 398-401, 434-437, 466-468, 531-533, 565-568, 599-601, 628-631, 661-664, 694-695
<b>L.5.4c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>Unit 2</b> 235, 267, 297, 326-327, 358-359, 388-389, 483, 512-513, 540, 570-573, 598 <b>Unit 3</b> 15-17, 48-50, 79-80, 112
<b>L.5.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L.5.5a</b>	Interpret figurative language, including similes and metaphors, in context.	<b>Unit 1</b> 301, 306, 338, 340-342
<b>L.5.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.	N/A
<b>L.5.5c</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>Unit 2</b> 235-237, 267-269, 297-298, 326-328, 358-360, 388-389, 449-451, 481-483, 511-513, 540-542, 570-572, 598-599 <b>Unit 3</b> 15-17, 48-51, 79-81, 453-456, 487-490, 517-519, 546-549, 578-581, 608-610

**A Houghton Mifflin Harcourt Correlation of Gateways, Level 4  
to Common Core State Standards for English Language Arts (2010)**

GRADE FIVE		
<b>L.5.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<p><b>Unit 1</b> 49-52, 90-93, 130-133, 176-177, 214-217, 289-290, 324-326, 360-362, 392-393, 428-429, 459-461, 525-526, 558-560, 592-594, 622-623, 656-657, 687-689</p> <p><b>Unit 2</b> 9-10, 42-44, 76-78, 106-107, 140-141, 169-171, 229-230, 260-262, 290-292, 320-321, 352-353, 381-383, 443-444, 474-476, 504-506, 534-535, 564-565, 591-593</p> <p><b>Unit 3</b> 9-10, 42-44, 72-74, 106-107, 140-141, 171-173, 235-236, 266-268, 298-300, 328-329, 358-359, 385-387, 447-448, 480-482, 510-512, 540-541, 572-573, 601-603</p> <p><b>Unit 4</b> 9-10, 42-44, 74-76, 106-107, 138-139, 167-169, 225-226, 256-258, 288-290, 318-319, 350-351, 379-381, 441-442, 470-472, 502-504, 530-531, 562-563, 589-591</p>