

A Correlation of

**ReadyGEN**

Grade 5, ©2016



To the

**Idaho Content Standards  
English Language Arts/Literacy  
Grade 5**

# A Correlation of ReadyGEN ©2016, Grade 5 to the Idaho Content Standards English Language Arts/Literacy

## Introduction

This document demonstrates how **ReadyGEN, © 2016** meets the Idaho Content Standards English Language Arts/Literacy. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

**ReadyGEN ©2016** is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

### **Authentic Text at the Core of Instruction**

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

### **Supportive, Flexible, and Customizable**

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

### **Assessment for Responsive Teaching**

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Idaho Content Standards English Language Arts/Literacy	ReadyGEN ©2016 Grade 5
<b>Reading Standards for Literature 3-5</b>	
<b>Grade 5 Students:</b>	
<b>Key Ideas and Details</b>	
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>TG U1:</b> 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243</p> <p><b>TG U2:</b> 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133,136, 137, 143, 173, 183</p> <p><b>TG U3:</b> 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 173,183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293</p> <p><b>TG U4:</b> 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233,236, 237, 243, 253, 263, 273, 283, 373, 383</p>
<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.	<p><b>TG U1:</b> 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72,233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292</p> <p><b>TG U2:</b> 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85,92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142</p> <p><b>TG U3:</b> 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174,175, 176, 177, 282, 283, 284, 285, 286, 287, 293</p> <p><b>TG U4:</b> 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285,287, 382, 383, 384, 385, 386, 387</p>
<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).	<p><b>TG U1:</b> 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146, 216,217, 222, 223, 224, 226, 227, 252, 256, 262, 263, 266</p> <p><b>TG U2:</b> 122, 123, 124, 125, 126, 127, 132</p> <p><b>TG U3:</b> 12, 13, 14, 15, 16, 17, 52, 53, 54, 55, 56, 57, 72, 73, 74, 75,224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387</p> <p><b>TG U4:</b> 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177, 212,213, 214, 215, 216, 217, 223, 233, 253, 272, 273, 283</p>

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<b>Idaho Content Standards English Language Arts/Literacy</b>	<b>ReadyGEN ©2016 Grade 5</b>
<b>Craft and Structure</b>	
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<p><b>TG U1:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 57, 63, 64, 73, 74, 83,234, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284</p> <p><b>TG U2:</b> 13, 14, 24, 33, 34, 43, 44, 53, 54, 57, 64, 73, 74, 83, 84, 93, 94,103, 104, 114, 123, 124, 132, 133, 134, 135, 144, 174, 184</p> <p><b>TG U3:</b> 13, 14, 23, 24, 32, 33, 34, 35, 36, 37, 43, 44, 53, 54, 62, 63,264, 265, 266, 267, 274, 284, 294, 304, 344, 374, 384</p> <p><b>TG U4:</b> 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247,253, 254, 263, 264, 383, 384</p>
<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.	<p><b>TG U1:</b> 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277</p> <p><b>TG U2:</b> 112, 183</p> <p><b>TG U3:</b> 42, 43, 44, 45, 46, 47, 102, 104, 106, 107, 162, 164, 166, 252,253, 254, 255, 256, 257, 302, 303, 304, 305, 306, 307</p> <p><b>TG U4:</b> 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373,382, 384, 386, 387</p>
<b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<p><b>TG U1:</b> 32, 33, 34, 54, 76, 152, 153, 154, 244</p> <p><b>TG U2:</b> 13, 14, 17, 117</p> <p><b>TG U3:</b> 17, 22, 23, 24, 25, 26, 27</p> <p><b>TG U4:</b> 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232,233, 235</p>
<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).	<p><b>TG U1:</b> 132, 162, 163, 226, 227, 246, 247, 252, 292</p> <p><b>TG U2:</b> 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173,174, 175, 176, 177</p> <p><b>TG U3:</b> 92, 93, 94, 95, 96, 97, 104, 105, 106, 107, 233, 242, 243, 244,245, 246, 247, 253, 272, 273, 274, 275, 276, 277, 372, 373</p> <p><b>TG U4:</b> 253, 254, 255, 257, 283</p>
<b>RL.5.8</b> (Not applicable to literature)	Not applicable according to the Idaho Content Standards for English Language Arts/Literacy

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<b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p><b>TG U1:</b> 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187</p> <p><b>TG U2:</b> 105, 142, 143, 144, 145, 146, 147, 182</p> <p><b>TG U3:</b> 152, 153, 154, 155, 156, 157, 172, 174, 175, 176, 177, 182,183, 184, 185, 186, 187, 342, 343, 344, 345, 346, 347</p> <p><b>TG U4:</b> 172, 176, 182, 183, 184, 185, 186, 187, 237</p>
<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.	<p><b>TG U1:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155,165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285</p> <p><b>TG U2:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185</p> <p><b>TG U3:</b> 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 175,185, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375</p> <p><b>TG U4:</b> 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235,245, 255, 265, 275, 285, 385</p>
<b>Reading Standards for Informational Text 3-5</b>	
<b>Key Ideas and Details</b>	
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p><b>TG U1:</b> 36, 136, 312, 313, 352, 353</p> <p><b>TG U2:</b> 153, 156, 157, 163, 213, 216, 222, 223, 233, 236, 237, 243,253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353</p> <p><b>TG U3:</b> 143, 147, 157, 183, 313</p> <p><b>TG U4:</b> 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 293,303, 312, 313, 314, 317, 323, 333, 336, 337, 363</p>

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<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>TG U1:</b> 36, 136, 292, 293, 296, 297, 302, 303, 306, 307, 314, 316, 317,322, 323, 342, 343, 344, 345, 346, 347, 352, 353, 362, 363</p> <p><b>TG U2:</b> 162, 212, 213, 216, 217, 223, 243, 244, 246, 247, 253, 263,283, 286, 287, 292, 293, 303, 313, 322, 323, 324, 325, 326, 327</p> <p><b>TG U3:</b> 132, 133, 134, 135, 136, 137, 323, 333, 334, 335, 343, 353,354, 355, 356, 357, 383</p> <p><b>TG U4:</b> 22, 23, 42, 43, 46, 47, 53, 55, 73, 77, 293, 312, 313, 314, 315,317, 322, 323, 324, 325, 326, 327, 335, 336, 337, 352, 353</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>TG U1:</b> 36, 136, 292, 293, 294, 295, 302, 303, 312, 313, 322, 323, 342,343, 352, 353, 355, 356, 357, 362, 363, 364, 365, 366, 367</p> <p><b>TG U2:</b> 164, 165, 166, 167, 222, 223, 224, 226, 227, 232, 233, 262,263, 264, 266, 267, 273, 274, 276, 277, 352, 353, 354, 355, 356</p> <p><b>TG U3:</b> 132, 133, 134, 137, 142, 143, 144, 145, 146, 147, 312, 313,314, 315, 316, 317, 322, 323, 324, 326, 327, 353, 354, 355, 356</p> <p><b>TG U4:</b> 23, 24, 27, 33, 63, 64, 66, 67, 72, 73, 82, 83, 84, 85, 86, 87,302, 303, 304, 305, 306, 307, 333, 336, 337, 362, 363, 364, 365</p>
<b>Craft and Structure</b>	
<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<p><b>TG U1:</b> 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344,353, 354, 363, 364, 374, 384</p> <p><b>TG U2:</b> 153, 154, 163, 164, 213, 214, 223, 224, 233, 234, 235, 244,253, 254, 257, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304</p> <p><b>TG U3:</b> 133, 134, 143, 144, 153, 154, 184, 313, 314, 322, 324, 325,326, 327, 333, 334, 343, 344, 354, 362, 363, 364, 365, 366, 367</p> <p><b>TG U4:</b> 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84,293, 294, 303, 304, 313, 314, 322, 323, 324, 333, 334, 344, 353</p>

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<b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>TG U1:</b> 332, 333, 372, 373, 374, 376, 377, 382, 383 <b>TG U2:</b> 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376 <b>TG U3:</b> 184, 185, 186, 187, 344, 345, 346, 347, 382 <b>TG U4:</b> 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306,342, 343, 346, 347, 372, 373
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>TG U1:</b> 334, 382, 383, 384, 386, 387 <b>TG U2:</b> 302, 303, 304, 305, 306, 307 <b>TG U3:</b> 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387 <b>TG U4:</b> 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375,376, 377
<b>Integration of Knowledge and Ideas</b>	
<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>TG U1:</b> 303, 333 <b>TG U2:</b> 191, 277, 381, 391 <b>TG U3:</b> 343, 346, 363, 372, 373, 374, 375, 376, 377 <b>TG U4:</b> 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296
<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>TG U1:</b> 324, 325, 326, 327, 332 <b>TG U2:</b> 212, 214, 216, 217, 242, 244, 246, 247, 283, 284, 285, 286,287, 323, 324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 342 <b>TG U3:</b> 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354,355, 356, 357 <b>TG U4:</b> 27, 32, 33, 36, 42, 43, 44, 46, 47, 52, 53, 54, 55, 56, 57, 292,293, 294, 332, 333, 334, 335, 336, 337
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>TG U1:</b> 334, 335, 382, 383, 384, 386, 387 <b>TG U2:</b> 382, 384, 385, 386, 387 <b>TG U3:</b> 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387 <b>TG U4:</b> 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375,376, 377



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<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.	<p><b>TG U1:</b> 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U2:</b> 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U3:</b> 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385</p> <p><b>TG U4:</b> 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365</p>
<b>Reading Standards for Foundational Skills 3-5</b>	
<b>Print Concepts</b>	
In Kindergarten and First grade	Not applicable according to the Idaho Content Standards for English Language Arts/Literacy
<b>Phonological Awareness</b>	
In Kindergarten and First grade	Not applicable according to the Idaho Content Standards for English Language Arts/Literacy
<b>Phonics and Word Recognition</b>	
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS25</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382, FS2–FS10, FS14–FS25</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS2–FS10, FS17–FS19</p> <p><b>TG U4:</b> 12, 22, 42, 212, 222, 232, 242, 252, FS2–FS25</p>
a. 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.	<p><b>TG U1:</b> FS2–FS19, FS23–FS25</p> <p><b>TG U2:</b> FS2–FS10, FS14–FS25</p> <p><b>TG U3:</b> 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS2–FS10, FS17–FS19, FS23–FS25</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS3–FS7, FS14–FS19, FS23–FS25</p>

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<b>Fluency</b>	
<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension.	<p><b>TG U1:</b> 77, 97, 177, 247, 317, 387</p> <p><b>TG U2:</b> 24, 47, 127, 167</p> <p><b>TG U3:</b> 27, 47, 87, 97, 127, 157, 167, 177, 187, 217, 227, 247, 287, 327, 367, 377, 387</p> <p><b>TG U4:</b> 67, 127, 167, 247, 287, 317, 327, 357, 367, 377</p>
a. Read grade-level text with purpose and understanding.	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p>
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<p><b>TG U1:</b> 17, 27, 67, 77, 97, 117, 147, 157, 177, 217, 247, 267, 287, 297, 317, 347, 367, 377, 387</p> <p><b>TG U2:</b> 17, 47, 67, 77, 87, 117, 127, 147, 157, 177, 187, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p><b>TG U3:</b> 17, 27, 67, 77, 87, 117, 127, 147, 167, 177, 187, 217, 227, 237, 247, 267, 277, 287, 317, 327, 347, 357, 367, 377</p> <p><b>TG U4:</b> 17, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 297, 327, 347, 357, 377, 387</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TG U1:</b> 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25</p> <p><b>TG U2:</b> 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13, FS16–FS19, FS22, FS25</p> <p><b>TG U3:</b> 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p><b>TG U4:</b> 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25</p>

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<b>Idaho Content Standards English Language Arts/Literacy</b>	<b>ReadyGEN ©2016 Grade 5</b>
<b>Writing Standards 3-5</b>	
<b>Text Types and Purposes</b>	
<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>TG U2:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119 <b>TG U4:</b> 18, 19, 20, 48, 49, 50, 58, 59, 60, 68, 69, 70, 108, 109, 110, 239, 240, 248, 249, 250, 288, 289, 290, 298, 299, 300, 338, 339
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.	<b>TG U2:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 <b>TG U4:</b> 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340
b. Provide logically ordered reasons that are supported by facts and details.	<b>TG U2:</b> 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190 <b>TG U4:</b> 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<b>TG U2:</b> 59, 70, 88, 89, 90, 148, 149, 150 <b>TG U4:</b> 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280
d. Use precise language and domain-specific vocabulary to support the opinion piece.	<b>TG U2:</b> 88-90, 138-140, 148-150 <b>TG U4:</b> 38-40, 108-110, 148-150, 258-260, 319, 359
e. Provide a concluding statement or section related to the opinion presented.	<b>TG U2:</b> 59, 98, 99, 100 <b>TG U4:</b> 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328

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<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p><b>TG U1:</b> 218, 219, 220, 228, 229, 230, 268, 269, 270, 278, 279, 280,370, 378, 379, 380, 388, 389, 390, 392</p> <p><b>TG U2:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250,340, 348, 349, 350, 358, 359, 360, 368, 369, 370, 378, 379, 380</p> <p><b>TG U3:</b> 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250,340, 348, 349, 350, 358, 359, 360, 368, 369, 370, 378, 379, 380</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><b>TG U1:</b> 218, 219, 220, 228, 229, 230, 318, 319, 320, 328, 329, 330,338, 339, 340, 378, 379, 380, 392</p> <p><b>TG U2:</b> 218, 219, 220, 228, 229, 230, 268, 269, 270, 328, 329, 330, 339</p> <p><b>TG U3:</b> 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330,338, 339, 340, 368, 369, 370, 378, 379, 380, 392</p>
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<p><b>TG U1:</b> 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270,338, 339, 340, 378, 379, 380, 388, 389, 390, 392</p> <p><b>TG U2:</b> 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340</p> <p><b>TG U3:</b> 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300,308, 309, 310, 318, 319, 320, 388, 389, 390, 392</p>
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<p><b>TG U1:</b> 278, 279, 280, 390</p> <p><b>TG U2:</b> 278, 279, 280, 299, 300</p> <p><b>TG U3:</b> 268, 269, 270, 388, 389, 390, 392</p>
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>TG U1:</b> 258, 259, 260, 338, 339, 340, 348, 349, 350, 392</p> <p><b>TG U2:</b> 258, 259, 260, 348, 349, 350</p> <p><b>TG U3:</b> 268, 269, 270, 348, 349, 350, 378, 379, 380, 392</p>
e. Provide a concluding statement or section related to the information or explanation presented.	<p><b>TG U1:</b> 288, 289, 290, 388, 389, 390, 392</p> <p><b>TG U2:</b> 288, 289, 290</p> <p><b>TG U3:</b> 298, 299, 300, 388, 389, 390, 392</p>

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<b>Text Types and Purposes (continued)</b>	
<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>TG U1:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68,168, 169, 170, 178, 179, 180, 188, 189, 190, 192 <b>TG U3:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68,168, 169, 170, 178, 179, 180, 188, 189, 190, 192
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U1:</b> 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 128, 129, 130,138, 139, 140, 148, 149, 150, 192 <b>TG U3:</b> 18, 19, 20, 28, 29, 30, 48, 49, 50, 128, 129, 130, 138, 139, 140, 192
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>TG U1:</b> 18, 19, 20, 40, 48, 49, 50, 53, 58, 59, 60, 88, 89, 90, 98, 99,100, 101, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139 <b>TG U3:</b> 19, 29, 38, 39, 40, 58, 59, 60, 68, 69, 70, 78, 79, 80, 108, 109,110, 118, 119, 120, 138, 139, 140, 148, 149, 150, 192
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>TG U1:</b> 68, 69, 70, 99, 139, 140, 192 <b>TG U3:</b> 48, 49, 50, 89, 148, 149, 150, 192
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TG U1:</b> 58, 59, 60, 78, 79, 80, 99, 108, 109, 110 <b>TG U3:</b> 38, 39, 40, 88, 89, 90, 108, 109, 110, 119, 120, 139, 149, 150, 192
e. Provide a conclusion that follows from the narrated experiences or events.	<b>TG U1:</b> 98, 99, 100, 392 <b>TG U3:</b> 98, 99, 100, 192

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<b>Production and Distribution of Writing</b>	
<p><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.)</p>	<p><b>TG U1:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388</p> <p><b>TG U2:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p> <p><b>TG U3:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388</p> <p><b>TG U4:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p>
<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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</p>	<p><b>TG U1:</b> 128, 129, 130, 148, 149, 150, 158, 159, 160, 328, 329, 330,348, 349, 350, 358, 359, 360</p> <p><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 99, 100, 110, 120, 128, 129, 240,250, 260, 270, 280, 290, 300, 310, 320, 328, 329, 330, 340</p> <p><b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300</p> <p><b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 310, 320, 330, 340, 350, 360, 370, 380</p>

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<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 multi-paragraph text (e.g., 1-3 pages).</p>	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398</p> <p><b>TG U2:</b> 20, 30, 40, 50, 60, 780, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398</p> <p><b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398</p> <p><b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398</p>
<b>Research to Build and Present Knowledge</b>	
<p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>TG U1:</b> 178, 179, 180, 188, 189, 190, 308, 309, 310</p> <p><b>TG U2:</b> 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p><b>TG U3:</b> 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310</p> <p><b>TG U4:</b> 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p>
<p><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.</p>	<p><b>TG U1:</b> 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p><b>TG U2:</b> 178, 179, 180, 308, 309, 310, 318, 319, 320</p> <p><b>TG U3:</b> 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320</p> <p><b>TG U4:</b> 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359</p>

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<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>TG U1:</b> 28, 29, 30, 38, 40, 298, 299, 300, 393 <b>TG U2:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 218, 228, 238, 248,258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388 <b>TG U3:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 218, 288, 318, 338, 358 <b>TG U4:</b> 18, 19, 20, 28, 29, 30, 58, 59, 108, 109, 110, 118, 119, 130,138, 228, 229, 269, 308, 309, 336, 337, 339, 349, 358, 359, 388
a. 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>TG U1:</b> 18, 19, 20, 28, 29, 30, 38, 39, 40 <b>TG U2:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118 <b>TG U3:</b> 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218 <b>TG U4:</b> 218, 229
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<b>TG U1:</b> 298, 299, 300, 378, 379, 380 <b>TG U2:</b> 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348,358, 368, 378, 388 <b>TG U3:</b> 138, 148, 288, 318, 338, 358 <b>TG U4:</b> 18, 28, 38, 48, 58, 59, 68, 78, 88, 148, 228, 229, 269, 308, 309,336, 337, 339, 349, 358, 359, 388, 389
<b>Range of Writing</b>	
<b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,290, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394 <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290 <b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390 <b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290



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<b>Speaking and Listening Standards 3-5</b>	
<b>Comprehension and Collaboration</b>	
<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302,312, 322, 332, 342, 352, 362, 372, 382</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 202, 212, 222, 232, 242, 252, 262, 272, 282</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302,312, 322, 332, 342, 352, 362, 372, 382</p>
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 303,313, 323, 333, 343, 353, 363, 373, 383</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p> <p><b>TG U4:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p>
b. Follow agreed-upon rules for discussions and carry out assigned roles.	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p><b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 144, 154, 214, 224,234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354</p> <p><b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p><b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 214, 224, 234, 244, 254, 264, 284, 294, 304, 314</p>

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c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p><b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p><b>TG U4:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p><b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p><b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p><b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304</p>
<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>TG U1:</b> 318, 319, 320, 334, TR2-TR3, TR4-TR5, TR6-TR7</p> <p><b>TG U2:</b> 64, 65, 66, 67, TR2-TR3, TR4-TR5, TR6-TR7</p> <p><b>TG U3:</b> TR2-TR3, TR4-TR5, TR6-TR7</p> <p><b>TG U4:</b> 22, 23, 42, 43, 162, 163, 312, 313, 323, 324, 325, 326, 327,342, 343, 352, 353, 362, 363, TR2-TR3, TR4-TR5, TR6-TR7</p>
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<p><b>TG U1:</b> 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340</p> <p><b>TG U2:</b> 370</p> <p><b>TG U3:</b> 20, 30, 120, 170, 180, 240, 260, 300, 370</p> <p><b>TG U4:</b> 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p>

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<b>Presentation of Knowledge and Ideas</b>	
<b>SL.5.4</b> Report on 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>TG U1:</b> 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167, 347, 357, 367, 377, 387 <b>TG U2:</b> 17, 27, 36, 37, 47, 57, 67, 77, 87, 97, 107, 117, 127, 136, 277, 287, 297, 307, 317, 327, 336, 337, 347, 357, 367, 377, 387 <b>TG U3:</b> 17, 57, 77, 87, 127, 136, 137, 168, 169, 170, 217, 227, 236, 237, 287, 297, 317, 336, 337, 357, 369, 370, 387 <b>TG U4:</b> 17, 37, 136, 137, 168, 169, 170, 217, 227, 286, 287, 377
<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>TG U1:</b> 170, 194, 270, 370 <b>TG U2:</b> 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338, 339, 349, 350, 368, 369, 370 <b>TG U3:</b> 168, 169, 170, 194, 198, 280, 369, 370, 394, 398 <b>TG U4:</b> 30, 194, 198, 256, 257, 270, 294, 337, 378, 380
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	<b>TG U1:</b> TR20–TR23 <b>TG U2:</b> TR20–TR23 <b>TG U3:</b> TR20–TR23 <b>TG U4:</b> TR20–TR23
<b>Language Standards 3-5</b>	
<b>Conventions of Standard English</b>	
<b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG U1:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 161, 321, 331, 341, 351, 361, 371, 381, 391 <b>TG U2:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301 <b>TG U3:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 321, 331, 341, 351, 361, 371, 381, 391 <b>TG U4:</b> 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311

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a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>TG U2:</b> 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 <b>TG U4:</b> 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<b>TG U1:</b> 241, 251 <b>TG U3:</b> 221, 231, 240, 241, 250, 251
c. Use verb tense to convey various times, sequences, states, and conditions.	<b>TG U1:</b> 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16 <b>TG U2:</b> FS8, FS9 <b>TG U3:</b> 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4
d. Recognize and correct inappropriate shifts in verb tense.*	<b>TG U1:</b> 310, 311, 320, 321, 358 <b>TG U2:</b> 359
e. Use correlative conjunctions (e.g., either/or, neither/nor).	<b>TG U2:</b> 110, 111, 159 <b>TG U4:</b> 110, 111, 120, 121
<b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG U1:</b> 159, 160, 358, 359 <b>TG U2:</b> 159, 191, 281, 291, 301, 311, 321, 331, 358, 359, 360, 361, 381, 391 <b>TG U3:</b> 70, 158, 159, 160, 288, 289, 290, 358, 359, 360 <b>TG U4:</b> 158, 159, 170, 171, 180, 181, 190, 191, 290, 291, 300, 301
a. Use punctuation to separate items in a series.*	<b>TG U2:</b> 280, 281, 290, 291 <b>TG U4:</b> 290, 291, 300, 301
b. Use a comma to separate an introductory element from the rest of the sentence.	<b>TG U2:</b> 299, 300, 301, 310, 311 <b>TG U4:</b> 310, 311, 320, 321

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c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	<b>TG U2:</b> 310, 311, 320, 321, 330, 331 <b>TG U4:</b> 330, 331, 340, 341, 350, 351
d. Use underlining, quotation marks, or italics to indicate titles of works.	<b>TG U2:</b> 340, 341, 350, 351, 360, 361, 370, 371 <b>TG U4:</b> 360, 361, 370, 371
e. Spell grade-appropriate words correctly, consulting references as needed.	<b>TG U1:</b> 358 <b>TG U2:</b> 191, 381, 391, FS10 <b>TG U3:</b> 158, 159, 160, 190, 195, 358, 359, 360, 395 <b>TG U4:</b> 180, 181, 190, 191, 380, 381, 390, 391, FS2, FS4, FS14–FS16
<b>Knowledge of Language</b>	
<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>TG U1:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306,316, 326, 336, 346, 356, 366, 376, 386 <b>TG U2:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156,166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296 <b>TG U3:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306,316, 326, 336, 346, 356, 366, 376, 386 <b>TG U4:</b> 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156,166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>TG U2:</b> 141, 161 <b>TG U3:</b> 148, 149, 150, 348, 349, 350 <b>TG U4:</b> 131, 141, 151, 161, 243, 244, 245, 246, 247
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>TG U2:</b> 43, 63 <b>TG U3:</b> 68, 69, 149, 150 <b>TG U4:</b> 303, 354, 356, 357

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<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.	<p><b>TG U1:</b> 43, 57, 257, 303, 363, FS7–FS10, FS12, FS13, FS17–FS25</p> <p><b>TG U2:</b> 13, 23, 33, 43, 53, 73, 83, 93, 103, 123, 153, 163, 213, 223, FS3, FS4, FS7, FS12–FS16, FS20, FS21, FS23, FS25</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 323,333, 353, 363, 383, FS11–FS13, FS23–FS25</p> <p><b>TG U4:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 153, 333,353, 363, 383, FS11–FS16, FS23–FS25</p>
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p><b>TG U1:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 113, 114, 124, 134, 294,303, 304, 314, 324, 334, 344, 354, 364, 374</p> <p><b>TG U2:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p><b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 304,314, 324, 334, 344, 354, 364, 374, 384</p> <p><b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p>
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<p><b>TG U1:</b> 62, 72, 82, 92, 102, FS5–FS7</p> <p><b>TG U2:</b> 212, 222, 232, 242, 252, FS14–FS16</p> <p><b>TG U3:</b> 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272,282, 292, 302, 362, 372, FS5–FS10, FS17–FS19, FS23–FS25</p> <p><b>TG U4:</b> 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19</p>
c. 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.	<p><b>TG U1:</b> 115, 303, 385, FS6, FS9, FS10, FS12, FS13, FS17, FS20–FS24</p> <p><b>TG U2:</b> 158, 235, 277, 359, 381, 391, FS3, FS6, FS11, FS12, FS14, FS16–FS18, FS21, FS22</p> <p><b>TG U3:</b> FS6, FS8–FS16, FS18, FS20, FS21, FS23, FS24</p> <p><b>TG U4:</b> 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13, FS15, FS20, FS21, FS23</p>

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<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>TG U1:</b> 83, 93, 108, 153, 162, 172, 182, 346, 347, 353, FS11, FS12, FS13 <b>TG U2:</b> 243, 283, 364, 365, 366, 367, FS11–FS13 <b>TG U3:</b> 23, 32, 33, 34, 35, 36, 53, 62, 63, 64, 65, 66, 67, 143, 163, 173, 283, 353, 363, FS11–FS13 <b>TG U4:</b> 134, 135, 137, 164, 165, 166, 167, 223, 233, 243, 247, 313, 363
a. Interpret figurative language, including similes and metaphors, in context.	<b>TG U1:</b> 83, 93, 108, 153, 353 <b>TG U2:</b> 43, 364, 365, 366, 367 <b>TG U3:</b> 34, 65, 143, 163, 353, 363 <b>TG U4:</b> 134, 135, 164, 165, 166, 167
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>TG U1:</b> 23, 33, 43, 53, 63, 73, 113, 133, 153, 163 <b>TG U2:</b> 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363 <b>TG U3:</b> 23, 33, 53, 63, 162, 172, 173, 182, 283, 353, 363, FS11–FS13 <b>TG U4:</b> 13, 73, 163, 223, 233, 243, 313
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<b>TG U1:</b> 272, 273, 282, 292, 302, 313, 363, FS11, FS12, FS17–FS19 <b>TG U2:</b> 391, FS9 <b>TG U3:</b> 212, 222, 232, 242, 252, FS14–FS16 <b>TG U4:</b> 362, 372, 373, FS23–FS25
<b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<b>TG U1:</b> 14, 24, 34, 44, 54, 64, 66, 67, 74, 76, 77, 84, 86, 87, 94, 214, 224, 234, 244, 254, 263, 264, 274, 284, 294, 304, 306, 307 <b>TG U2:</b> 14, 24, 64, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 259, 264, 274, 283, 294, 304, 314, 324 <b>TG U3:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 103, 104, 114, 124, 134, 144, 154, 164, 165, 166, 167, 174, 184, 214, 224, 234, 244, 254 <b>TG U4:</b> 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 274, 278, 279, 284

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<b>Writing Component – Handwriting K-6</b>	
<b>Writing Components: Acquire Handwriting Skills for Print and Cursive Handwriting</b>	
<b>HW.5.1</b> Write fluently and legibly in print or cursive.	<b>TG U1:</b> 198, 398 <b>TG U2:</b> 198, 398 <b>TG U3:</b> 194, 198, 394, 398 <b>TG U4:</b> 189, 198, 394, 398