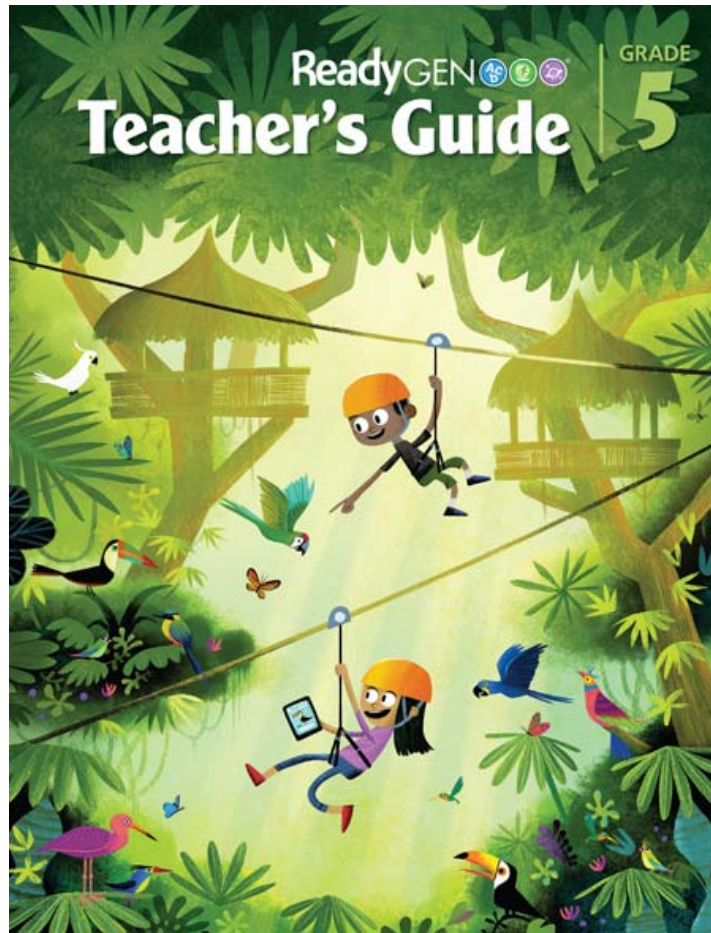


A Correlation of



Grade 5

**To the
North Carolina
Standard Course of Study for
English Language Arts
Grade 5**

**A Correlation of ReadyGEN Grade 5 to the
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| R Reading | |
| RL Reading Literature | |
| RL.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. | |
| RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <p>TG U1: 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243</p> <p>TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183</p> <p>TG U3: 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>TG U4: 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383</p> |
| RL.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | |
| 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>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p> |
| RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. | <p>TG U1: 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>TG U2: 122, 123, 124, 125, 126, 127, 132</p> <p>TG U3: 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>TG U4: 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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| RL.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | |
| RL.5.4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247, 253, 254, 263, 264, 383, 384</p> |
| RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| RL.5.5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem. | <p>TG U1: 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277</p> <p>TG U2: 112, 183</p> <p>TG U3: 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>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373, 382, 384, 386, 387</p> |
| RL.6 Assess how point of view, perspective, or purpose shapes the content and style of a text. | |
| RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. | <p>TG U1: 32, 33, 34, 54, 76, 152, 153, 154, 244</p> <p>TG U2: 13, 14, 17, 117</p> <p>TG U3: 17, 22, 23, 24, 25, 26, 27</p> <p>TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232, 233, 235</p> |
| RL.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | |
| RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text. | <p>TG U1: 132, 162, 163, 226, 227, 246, 247, 252, 292</p> <p>TG U2: 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173, 174, 175, 176, 177</p> <p>TG U3: 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>TG U4: 253, 254, 255, 257, 283</p> |

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| RL.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. | TG U1: 14, 34, 64, 84 TG U2: 14, 24, 44, 74 TG U3: 64, 94 TG U4: 124, 164 |
| RL.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. | |
| RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. | TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187 TG U2: 105, 142, 143, 144, 145, 146, 147, 182 TG U3: 152, 153, 154, 155, 156, 157, 172, 174, 175, 176, 177, 182, 183, 184, 185, 186, 187, 342, 343, 344, 345, 346, 347 TG U4: 172, 176, 182, 183, 184, 185, 186, 187, 237 |
| RL.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. | |
| RL.5.10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | TG U1: 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 TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185 TG U3: 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 TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 385 |
| RI Informational Text | |
| RI.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. | |
| RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | TG U1: 36, 136, 312, 313, 352, 353 TG U2: 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 TG U3: 143, 147, 157, 183, 313 TG U4: 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 |

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| RI.2 Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. | |
| 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>TG U1: 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>TG U2: 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>TG U3: 132, 133, 134, 135, 136, 137, 323, 333, 334, 335, 343, 353, 354, 355, 356, 357, 383</p> <p>TG U4: 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> |
| RI.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text | |
| RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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> |
| RI.4 Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. | |
| RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | <p>TG U1: 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 374, 384</p> <p>TG U2: 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>TG U3: 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>TG U4: 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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| RI.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | |
| RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. | TG U1: 332, 333, 372, 373, 374, 376, 377, 382, 383 TG U2: 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376 TG U3: 184, 185, 186, 187, 344, 345, 346, 347, 382 TG U4: 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306, 342, 343, 346, 347, 372, 373 |
| RI.6 Assess how point of view, perspective, or purpose shapes the content and style of a text. | |
| RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | TG U1: 334, 382, 383, 384, 386, 387 TG U2: 302, 303, 304, 305, 306, 307 TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387 TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377 |
| RI.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | |
| RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently. | TG U1: 303, 333 TG U2: 191, 277, 381, 391 TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377 TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296 |
| RI.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. | |
| 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 point(s). | TG U1: 324, 325, 326, 327, 332 TG U2: 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 TG U3: 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354, 355, 356, 357 TG U4: 27, 32, 33, 36, 42, 43, 44, 46, 47, 52, 53, 54, 55, 56, 57, 292, 293, 294, 332, 333, 334, 335, 336, 337 |

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| RI.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. | |
| RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | TG U1: 334, 335, 382, 383, 384, 386, 387 TG U2: 382, 384, 385, 386, 387 TG U3: 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387 TG U4: 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375, 376, 377 |
| RI.10 Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. | |
| RI.5.10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. | TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385 TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365 |
| RF Foundational Skills | |
| Print Concepts | |
| Handwriting | |
| RF.5.2 Create readable documents through legible handwriting (cursive). | For supporting content please see: TG U1: 20, 70, 100, 150, 180 TG U2: 40, 90, 150, 240, 290 TG U3: 110, 190, 230, 240, 290 TG U4: 30, 50, 110, 160, 189 |
| Phonological Awareness | |
| Phonics and Word Recognition | |
| RF.5.4 Know and apply grade-level phonics and word analysis skills in decoding words. | |
| RF.5.4.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. | TG U1: FS2–FS19, FS23–FS25 TG U2: FS2–FS10, FS14–FS25 TG U3: 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS2–FS10, FS17–FS19, FS23–FS25 TG U4: 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 |

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| Fluency | |
| RF.5.5 Read with sufficient accuracy and fluency to support comprehension. | |
| RF.5.5.a Read on-level text with purpose and understanding. | <p>TG U1: 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>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382</p> <p>TG U3: 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>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p> |
| RF.5.5.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | <p>TG U1: 17, 27, 67, 77, 97, 117, 147, 157, 177, 217, 267, 287, 297, 347, 367, 377</p> <p>TG U2: 17, 27, 67, 77, 87, 97, 117, 127, 147, 157, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 168, , 347, 357, 367, 377, 387</p> <p>TG U4: 17, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 297, 327, 347, 357, 377, 387</p> |
| RF.5.5.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>TG U1: 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25</p> <p>TG U2: 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13, FS16–FS19, FS22, FS25</p> <p>TG U3: 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p>TG U4: 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25</p> |

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| W Writing | |
| W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | |
| W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | TG U2: 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 TG U4: 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 |
| W.5.1.a Organize information and ideas around a topic to plan and prepare to write. | TG U2: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 88, 89, 90, 108, 109, 110, 118, 119, 120, 128, 129, 130, 168, 169, 170, 178, 179, 180, 188, 189, 190 TG U4: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 98, 99, 100, 108, 109, 110, 118, 119, 120, 128, 129, 130, 178, 179, 180, 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 288, 289, 290, 308, 309, 310, 318, 319, 320, 328, 329, 330, 388, 389, 390 |
| W.5.1.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. | TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 TG U4: 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 |
| W.5.1.c Provide logically ordered reasons that are supported by facts and details. | TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190 TG U4: 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359 |
| W.5.1.d Link opinion and reasons using words, phrases, and clauses. | TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280 |
| W.5.1.e Provide a concluding statement or section related to the opinion presented. | TG U2: 59, 98, 99, 100 TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328 |

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| W.5.1.f With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. | TG U2: 78, 79, 80, 88, 89, 90, 148, 149, 150, 158, 159, 160, 190 TG U4: 270, 278, 279, 280, 298, 299, 300, 358, 359, 360, 368, 369, 370 |
| W.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. | |
| W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | TG U1: 218, 219, 220, 228, 229, 230, 268, 269, 270, 278, 279, 280, 370, 378, 379, 380, 388, 389, 390, 392 TG U2: 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 TG U3: 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 |
| W.5.2.a Organize information and ideas around a topic to plan and prepare to write. | TG U1: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 288, 289, 290, 298, 299, 300, 308, 309, 310, 318, 319, 320, 328, 329, 330, 370, 378, 379, 380, 388, 389, 390 TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310, 318, 319, 320, 328, 329, 330, 378, 379, 380, 388, 389, 390 TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 278, 279, 280, 288, 289, 290, 298, 299, 300, 308, 309, 310, 318, 319, 320, 328, 329, 330, 378, 379, 380, 388, 389, 390 |
| W.5.2.b Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension. | TG U1: 218, 219, 220, 228, 229, 230, 318, 319, 320, 328, 329, 330, 338, 339, 340, 378, 379, 380, 392 TG U2: 218, 219, 220, 228, 229, 230, 268, 269, 270, 328, 329, 330, 339 TG U3: 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330, 338, 339, 340, 368, 369, 370, 378, 379, 380, 392 |

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| W.5.2.c Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <p>TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 338, 339, 340, 378, 379, 380, 388, 389, 390, 392</p> <p>TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392</p> |
| W.5.2.d Link ideas within and across categories of information using words, phrases, and clauses. | <p>TG U1: 278, 279, 280, 390</p> <p>TG U2: 278, 279, 280, 299, 300</p> <p>TG U3: 268, 269, 270, 388, 389, 390, 392</p> |
| W.5.2.e Use precise language and domain-specific vocabulary to inform about or explain the topic. | <p>TG U1: 258, 259, 260, 338, 339, 340, 348, 349, 350, 392</p> <p>TG U2: 258, 259, 260, 348, 349, 350</p> <p>TG U3: 268, 269, 270, 348, 349, 350, 378, 379, 380, 392</p> |
| W.5.2.f Provide a concluding statement or section related to the information or explanation presented. | <p>TG U1: 288, 289, 290, 388, 389, 390, 392</p> <p>TG U2: 288, 289, 290</p> <p>TG U3: 298, 299, 300, 388, 389, 390, 392</p> |
| W.5.2.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. | <p>TG U1: 278, 279, 280, 348, 349, 350, 358, 359, 360</p> <p>TG U2: 348, 349, 350, 358, 359, 360</p> <p>TG U3: 348, 349, 350, 358, 359, 360</p> |
| W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | |
| W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <p>TG U1: 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</p> <p>TG U3: 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</p> |

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| W.5.3.a Organize information and ideas around a topic to plan and prepare to write. | TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 128, 129, 130, 178, 179, 180, 188, 189, 190 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 88, 89, 90, 98, 99, 100, 108, 109, 110, 128, 129, 130, 178, 179, 180, 188, 189, 190 |
| W.5.3.b Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | TG U1: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 192 TG U3: 18, 19, 20, 28, 29, 30, 48, 49, 50, 128, 129, 130, 138, 139, 140, 192 |
| W.5.3.c Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. | TG U1: 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 TG U3: 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 |
| W.5.3.d Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | TG U1: 68, 69, 70, 99, 139, 140, 192 TG U3: 48, 49, 50, 89, 148, 149, 150, 192 |
| W.5.3.e Use concrete words and phrases and sensory details to convey experiences and events precisely. | TG U1: 58, 59, 60, 78, 79, 80, 99, 108, 109, 110 TG U3: 38, 39, 40, 88, 89, 90, 108, 109, 110, 119, 120, 139, 149, 150, 192 |
| W.5.3.f Provide a conclusion that follows from the narrated experiences or events. | TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192 |
| W.5.3.g With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience. | TG U1: 98, 99, 100, 118, 119, 120, 148, 149, 150, 158, 159, 160 TG U3: 118, 119, 120, 148, 149, 150, 158, 159, 160 |

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| W.4 Use digital tools and resources to produce and publish writing and to interact and collaborate with others. | |
| W.5.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills. | <p>TG U1: 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</p> <p>TG U2: 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</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 368, 369, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 90, 100, 107, 110, 120, 130, 140, 150, 307, 310, 320, 330, 340, 350, 360, 370, 378, 380, 390, 394, 398</p> |
| W.5 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | |
| W.5.5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | <p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310</p> <p>TG U2: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310</p> <p>TG U4: 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p> |
| W.6 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | |
| W.5.6 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>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320</p> <p>TG U4: 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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| SL Speaking and Listening | |
| SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | |
| SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p> |
| SL.5.1.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>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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> |
| SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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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| SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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> |
| SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | <p>TG U1: 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>TG U2: 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>TG U3: 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>TG U4: 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> |
| SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | |
| SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <p>TG U1: 318, 319, 320, 334, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U2: 64, 65, 66, 67, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U3: TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U4: 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> |

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| SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. | |
| SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | <p>TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340</p> <p>TG U2: 370</p> <p>TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370</p> <p>TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p> |
| SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. | |
| SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; adapt speech to a variety of contexts and tasks. | <p>TG U1: 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167, 347, 357, 367, 377, 387</p> <p>TG U2: 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</p> <p>TG U3: 17, 57, 77, 87, 127, 136, 137, 168, 169, 170, 217, 227, 236, 237, 287, 297, 317, 336, 337, 357, 369, 370, 387</p> <p>TG U4: 17, 37, 136, 137, 168, 169, 170, 217, 227, 286, 287, 377</p> |
| SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. | |
| SL.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | <p>TG U1: 170, 194, 270, 370</p> <p>TG U2: 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338, 339, 349, 350, 368, 369, 370</p> <p>TG U3: 168, 169, 170, 194, 198, 280, 369, 370, 394, 398</p> <p>TG U4: 30, 194, 198, 256, 257, 270, 294, 337, 378, 380</p> |

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| L Language | |
| L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. | |
| L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. | |
| Subject/Verb Agreement | |
| L.5.1.a Continue to ensure subject/verb agreement | TG U1: 191, 359 TG U2: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 358-360 TG U3: 101, 121, 358-359 TG U4: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 280-281, 368-369 |
| Nouns | |
| L.5.1.b Use abstract nouns (such as courage) | TG U1: 30-31 TG U3: 30-31 |
| L.5.1.c Continue to use regular and irregular plural nouns | TG U1: 40-41 TG U2: 221 TG U3: 40-41, 103 TG U4: 260-261, 270-271 |
| Verbs | |
| L.5.1.d Form and use progressive verb tenses | For supporting content please see: TG U2: 228 TG U3: 231 TG U4: 31 |
| L.5.1.e Use modal auxiliaries (such as may or must) | TG U3: 280-281, 290-291 |
| L.5.1.f Continue to form and use the perfect verb tenses | TG U1: 240-241, 250-251, 311 TG U3: 240-241, 250-251, 270-271 |
| L.5.1.g Convey sense of various times, sequences, states, and conditions | TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16 TG U2: FS8, FS9 TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4 |
| L.5.1.h Recognize and correct inappropriate shifts in verb tense | TG U1: 310, 311, 320, 321, 358 TG U2: 359 |

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| Adjectives | |
| L.5.1.i Form and use comparative and superlative adjectives | TG U1: 370-371, 390-391 TG U3: 360-361, 370-371 |
| L.5.1.j Order adjectives within sentences according to conventional patterns | For supporting content please see: TG U1: 358, 360-361 TG U3: 320-321, 370-371, 390-391 TG U4: 290-291 |
| Conjunctions | |
| L.5.1.k Continue to use coordinating and subordinating conjunctions | TG U2: 90-91, 140-141, 150-151, 159-161, 181 TG U4: 90-91, 140-141, 150-151, 159 |
| L.5.1.l Use correlative conjunctions (such as either/or) | TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121 |
| Adverbs | |
| L.5.1.m Form and use comparative and superlative adverbs | TG U1: 370-371 TG U3: 360-361, 370-371 |
| L.5.1.n Use relative adverbs | For supporting content please see: TG U1: 340-341, 358 TG U3: 330-331 |
| Sentences | |
| L.5.1.o Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences | TG U1: 220-221, 230-231 TG U2: 30-31, 40-41, 90-91, 120-121, 130-131, 140-141, 150-151, 159-161, 170-171, 180-181, 358 TG U3: 90-91, 159, 250-251, 290-291 TG U4: 90-91, 150-151, 159-161, 170-171, 220-221, 230-231 |
| L.5.1.p Produce, expand, and rearrange simple, compound, and complex sentences | TG U1: 220-221, 230-231 TG U2: 30-31, 40-41, 90-91, 120-121, 130-131, 140-141, 150-151, 160-161 TG U3: 90-91, 250-251, 290-291 TG U4: 90-91, 150-151, 220-221, 230-231 |
| Prepositions | |
| L.5.1.q Form and use prepositional phrases | TG U2: 50-51, 60-61, 70-71, 300-301 TG U4: 50-51, 60-61, 70-71, 80-81 |

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| Pronouns | |
| L.5.1.r Ensure pronoun-antecedent agreement | TG U1: 91, 100-101, 110-111 TG U3: 120-121, 130-131 |
| L.5.1.s Use relative pronouns | TG U1: 50-51, 80-81 TG U3: 50-51, 80-81, 90-91 |
| Determiners | |
| Commonly Confused Words | |
| L.5.1.t Correctly use frequently confused words (such as to, two, too) | For supporting content please see: TG U4: 180-181 |
| Interjections | |
| L.5.1.u Continue to use interjections | TG U2: 100-101, 158-159, 310-311 TG U4: 100-101 |
| Phrases and Clauses | |
| L.5.1.v Explain the function of phrases and clauses | TG U1: 80-81, 167 TG U2: 90-91, 120-121, 130-131, 140-141, 150-151, 300-301 TG U3: 90-91 TG U4: 80-81, 130-131, 140-141 |
| L.5.1.w Recognize independent and dependent clauses | TG U1: 80-81 TG U2: 90-91, 120-121, 130-131, 140-141, 150-151, 160-161, 170-171, 180-181 TG U3: 90-91 TG U4: 39, 90-91, 130-131, 140-141, 150-151, 170-171 |
| Usage | |
| L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. | |
| L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. | |
| Capitalization | |
| L.5.2.a Capitalize appropriate words in titles | TG U2: 359 TG U3: 359 |

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| L.5.2.b Continue to use correct capitalization | TG U1: 20-21, 89, 159-160, 358-359 TG U2: 158, 160, 358-360, 359-360 TG U3: 21, 70, 159-160, 358-360 TG U4: 158, 160, 368-369 |
| Punctuation | |
| L.5.2.c Use punctuation to separate items in a series | TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301 |
| L.5.2.d Continue to use commas in addresses | For supporting content please see: TG U2: 330, 331 TG U4: 350, 351 |
| L.5.2.e Continue to use commas in dialogue | TG U1: 158, 160 TG U2: 321 TG U3: 159 TG U4: 341 |
| L.5.2.f Continue to use quotation marks in dialogue | TG U1: 86, 89 TG U3: 68, 70, 159 TG U4: 277 |
| L.5.2.g Use a comma before a coordinating conjunction in a compound sentence | TG U2: 91, 141, 181 TG U4: 39, 91, 171 |
| L.5.2.h Use commas and quotations to mark direct speech and quotations from a text | TG U1: 89 TG U3: 70 |
| L.5.2.i Use a comma to separate an introductory element from the rest of a sentence | TG U2: 299, 300, 301, 310, 311 TG U4: 310, 311, 320, 321 |
| L.5.2.j Use a comma to set off the words yes and no | TG U2: 310, 311 TG U4: 330, 331 |
| L.5.2.k Use a comma to set off a tag question from the rest of the sentence | TG U2: 320, 321 TG U4: 340, 341 |
| L.5.2.l Use a comma to indicate a direct address | TG U2: 330, 331 TG U4: 350, 351 |
| L.5.2.m Use underlining, quotation marks, or italics to indicate titles of works | TG U2: 340, 341, 350, 351, 360, 361, 370, 371 TG U4: 360, 361, 370, 371 |

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| Spelling | |
| L.5.2.n Continue to use conventional spelling for high frequency words and other studied words | TG U1: 159-160, 358-360 TG U2: 158-160, 190-191, 358-360, 380-382, 390-391 TG U3: 158-160, 358-360 TG U4: 158-160, 180-181, 190-19, 368-369, 380-381, 390-391 |
| L.5.2.o Continue to use conventional spelling for adding suffixes to base words | TG U1: FS24, FS25 TG U2: 191, FS6, FS15, FS17, FS18 TG U3: FS5, FS6 TG U4: 190-191, 380-381, 390-391, FS2 |
| L.5.2.p Continue to use spelling patterns and generalizations when writing words | TG U4: 12, 22, 32, 42, 212, 222, 232, 242, 252, FS2, FS4, FS14, FS15, FS16 |
| L.5.2.q Spell grade-appropriate words correctly | TG U2: 380-381, 390-391, FS10 TG U3: FS3, FS5, FS6 TG U4: 180-181, 190-191, 380-381, 390-391, FS2, FS4, FS14, FS16 |
| References | |
| L.5.2.r Continue to consult reference materials as needed to check and correct spellings | TG U1: 358 TG U2: 191, 381, 391, FS10 TG U3: 158, 159, 160, 190, 195, 358, 359, 360, 395 TG U4: 180, 181, 190, 191, 380, 381, 390, 391, FS2, FS4, FS14–FS16 |
| L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | |
| L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | |
| L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | TG U2: 141, 161 TG U3: 148, 149, 150, 348, 349, 350 TG U4: 131, 141, 151, 161, 243, 244, 245, 246, 247 |
| L.5.3.b Compare and contrast the varieties of English used in stories, dramas, or poems. | TG U2: 43, 63 TG U3: 68, 69, 149, 150 TG U4: 303, 354, 356, 357 |

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| L.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. | |
| L.5.4 Determine and/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: context clues, word parts, word relationships, and reference materials. | <p>TG U1: 43, 57, 257, 303, 363, FS7–FS10, FS12, FS13, FS17–FS25</p> <p>TG U2: 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>TG U3: 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>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 153, 333, 353, 363, 383, FS11–FS16, FS23–FS25</p> |
| L.5 Demonstrate understanding of figurative language and nuances in word meanings. | |
| L.5.5 Demonstrate understanding of figurative language and nuances in word meanings. | |
| L.5.5.a Interpret figurative language, including similes and metaphors, in context. | <p>TG U1: 83, 93, 108, 153, 353</p> <p>TG U2: 43, 364, 365, 366, 367</p> <p>TG U3: 34, 65, 143, 163, 353, 363</p> <p>TG U4: 134, 135, 164, 165, 166, 167</p> |
| L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs. | <p>TG U1: 23, 33, 43, 53, 63, 73, 113, 133, 153, 163</p> <p>TG U2: 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363</p> <p>TG U3: 23, 33, 53, 63, 162, 172, 173, 182, 283, 353, 363, FS11–FS13</p> <p>TG U4: 13, 73, 163, 223, 233, 243, 313</p> |

**A Correlation of ReadyGEN Grade 5 to the
North Carolina Standard Course of Study for English Language Arts**

| North Carolina Standard Course of Study for English Language Arts | ReadyGEN Grade 5 |
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| L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. | |
| L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | <p>TG U1: 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</p> <p>TG U2: 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</p> <p>TG U3: 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</p> <p>TG U4: 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</p> |