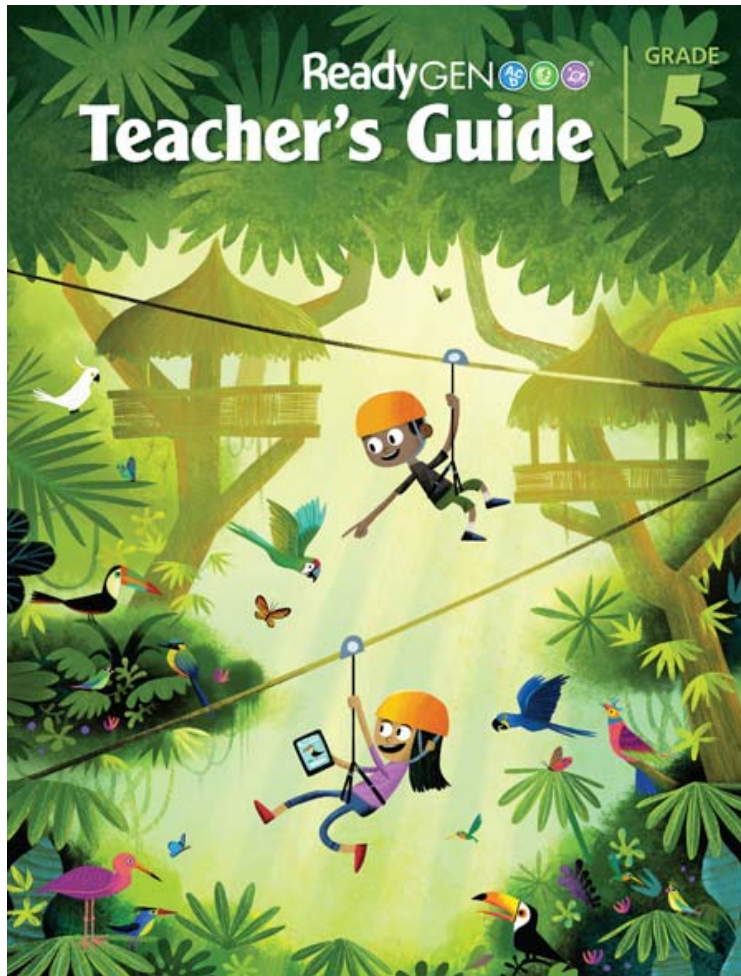


A Correlation of
ReadyGEN
Grade 5, ©2016



To the
**Utah Core State Standards
for English Language Arts
Grade 5**

**A Correlation of ReadyGEN, ©2016 to the
Utah Core State Standards for English Language Arts, Grade 5**

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Utah Core State Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
Reading Standards for Literature	
Key Ideas and Details	
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.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.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<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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Craft and Structure	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<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.5.5 Explain how a series of chapters, scenes, or stanzas fits together to 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.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>
Integration of Knowledge and Ideas	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<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>
RL.5.8 (Not applicable to literature)	Not applicable according to Utah Core State Standards for English Language Arts

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RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) 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
Range of Reading and Level of Text Complexity	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.	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, 194-195, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375, 394-395 TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235,245, 255, 265, 275, 285, 385
Reading Standards for Informational Texts	
Key Ideas and Details	
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.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.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>
Craft and Structure	
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.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	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.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
Integration of Knowledge and Ideas	
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	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.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
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

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Range of Reading and Level of Text Complexity	
RI.5.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.	<p>TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385, 394-395</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 189, 295, 305, 315, 325, 335, 345, 355, 365, 394</p>
Reading Standards for Foundational Skills	
Phonics and Word Recognition	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<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, FS2–FS25</p> <p>TG U2: 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>TG U3: 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>TG U4: 12, 22, 42, 212, 222, 232, 242, 252, FS2–FS25</p>
RF.5.3.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>TG U1: FS2–FS19, FS23–FS25</p> <p>TG U2: FS2–FS10, FS14–FS25</p> <p>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</p> <p>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</p>
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 77, 97, 177, 247, 317, 387</p> <p>TG U2: 24, 47, 127, 167</p> <p>TG U3: 27, 47, 87, 97, 127, 157, 167, 177, 187, 217, 227, 247, 287, 327, 367, 377, 387</p> <p>TG U4: 67, 127, 167, 247, 287, 317, 327, 357, 367, 377</p>

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RF.5.4.a Read grade-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.5.4.b Read grade-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.5.4.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>
Writing Standards	
Text Types and Purposes	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>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</p> <p>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</p>

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W.5.1.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.	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.b 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.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	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.d 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
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 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.	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.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270,338, 339, 340, 378, 379, 380, 388, 389, 390, 392 TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340 TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300,308, 309, 310, 318, 319, 320, 388, 389, 390, 392
W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG U1: 278, 279, 280, 390 TG U2: 278, 279, 280, 299, 300 TG U3: 268, 269, 270, 388, 389, 390, 392
W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 258, 259, 260, 338, 339, 340, 348, 349, 350, 392 TG U2: 258, 259, 260, 348, 349, 350 TG U3: 268, 269, 270, 348, 349, 350, 378, 379, 380, 392
W.5.2.e Provide a concluding statement or section related to the information or explanation presented.	TG U1: 288, 289, 290, 388, 389, 390, 392 TG U2: 288, 289, 290 TG U3: 298, 299, 300, 388, 389, 390, 392
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	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 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
W.5.3.a 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.b 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

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W.5.3.c 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.d 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.e Provide a conclusion that follows from the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192
Production and Distribution of Writing	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388 TG U2: 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 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388 TG U4: 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
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TG U1: 128, 129, 130, 148, 149, 150, 158, 159, 160, 328, 329, 330,348, 349, 350, 358, 359, 360 TG U2: 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 TG U3: 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 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 310, 320, 330, 340, 350, 360, 370, 380

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<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<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>
Research to Build and Present Knowledge	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<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>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<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>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>TG U1: 28, 29, 30, 38, 40, 298, 299, 300, 393</p> <p>TG U2: 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</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 218, 288, 318, 338, 358</p> <p>TG U4: 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</p>

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W.5.9.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]”).	TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218 TG U4: 218, 229
W.5.9.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]”).	TG U1: 298, 299, 300, 378, 379, 380 TG U2: 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388 TG U3: 138, 148, 288, 318, 338, 358 TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 148, 228, 229, 269, 308, 309, 336, 337, 339, 349, 358, 359, 388, 389
Range of Writing	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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 TG U2: 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 TG U3: 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 TG U4: 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
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	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 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 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 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

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<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>	<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>
<p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<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>
<p>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>	<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>

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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.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>
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>
Presentation of Knowledge and Ideas	
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; speak clearly at an understandable pace.	<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>

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SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 170, 194, 270, 370 TG U2: 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338,339, 349, 350, 368, 369, 370 TG U3: 168, 169, 170, 194, 198, 280, 369, 370, 394, 398 TG U4: 30, 194, 198, 256, 257, 270, 294, 337, 378, 380
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG U1: 369, TR20–TR23 TG U2: 369, TR20–TR23 TG U3: 369, R20–TR23 TG U4: 378-379, 398, TR20–TR23
Language Standards	
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 161,321, 331, 341, 351, 361, 371, 381, 391 TG U2: 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 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151,321, 331, 341, 351, 361, 371, 381, 391 TG U4: 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
L.5.1.a Maintain legible and fluent cursive writing.	TG U1: 198, 398 TG U2: 198, 398 TG U3: 198, 398 TG U4: 198, 398
L.5.1.b Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141,150, 151, 171
L.5.1.c Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251

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L.5.1.d Use verb tense to convey 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.e Recognize and correct inappropriate shifts in verb tense.	TG U1: 310, 311, 320, 321, 358 TG U2: 359
L.5.1.f Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG U1: 159, 160, 358, 359 TG U2: 159, 191, 281, 291, 301, 311, 321, 331, 358, 359, 360, 361, 381, 391 TG U3: 70, 158, 159, 160, 288, 289, 290, 358, 359, 360 TG U4: 158, 159, 170, 171, 180, 181, 190, 191, 290, 291, 300, 301
L.5.2.a Use punctuation to separate items in a series.	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 299, 300, 301, 310, 311 TG U4: 310, 311, 320, 321
L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	TG U2: 310, 311, 320, 321, 330, 331 TG U4: 330, 331, 340, 341, 350, 351
L.5.2.d 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
L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.	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

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Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>TG U1: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306,316, 326, 336, 346, 356, 366, 376, 386</p> <p>TG U2: 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</p> <p>TG U3: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306,316, 326, 336, 346, 356, 366, 376, 386</p> <p>TG U4: 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</p>
L.5.3.a Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style.	<p>TG U2: 141, 161</p> <p>TG U3: 148, 149, 150, 348, 349, 350</p> <p>TG U4: 131, 141, 151, 161, 243, 244, 245, 246, 247</p>
L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p>TG U2: 43, 63</p> <p>TG U3: 68, 69, 149, 150</p> <p>TG U4: 303, 354, 356, 357</p>
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.	<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>

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L.5.4.a Use context (e.g., cause/ effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p>TG U1: 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>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, 304,314, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U4: 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>
L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	<p>TG U1: 62, 72, 82, 92, 102, FS5–FS7</p> <p>TG U2: 212, 222, 232, 242, 252, FS14–FS16</p> <p>TG U3: 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>TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19</p>
L.5.4.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>TG U1: 115, 303, 385, FS6, FS9, FS10, FS12, FS13, FS17, FS20–FS24</p> <p>TG U2: 158, 235, 277, 359, 381, 391, FS3, FS6, FS11, FS12, FS14,FS16–FS18, FS21, FS22</p> <p>TG U3: FS6, FS8–FS16, FS18, FS20, FS21, FS23, FS24</p> <p>TG U4: 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13, FS15, FS20,FS21, FS23</p>
Vocabulary Acquisition and Use	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p>TG U1: 83, 93, 108, 153, 162, 172, 182, 346, 347, 353, FS11, FS12, FS13</p> <p>TG U2: 243, 283, 364, 365, 366, 367, FS11–FS13</p> <p>TG U3: 23, 32, 33, 34, 35, 36, 53, 62, 63, 64, 65, 66, 67, 143, 163, 173,283, 353, 363, FS11–FS13</p> <p>TG U4: 134, 135, 137, 164, 165, 166, 167, 223, 233, 243, 247, 313, 363</p>
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>

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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>
L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>TG U1: 272, 273, 282, 292, 302, 313, 363, FS11, FS12, FS17–FS19</p> <p>TG U2: 391, FS9</p> <p>TG U3: 212, 222, 232, 242, 252, FS14–FS16</p> <p>TG U4: 362, 372, 373, FS23–FS25</p>
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 (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	<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>