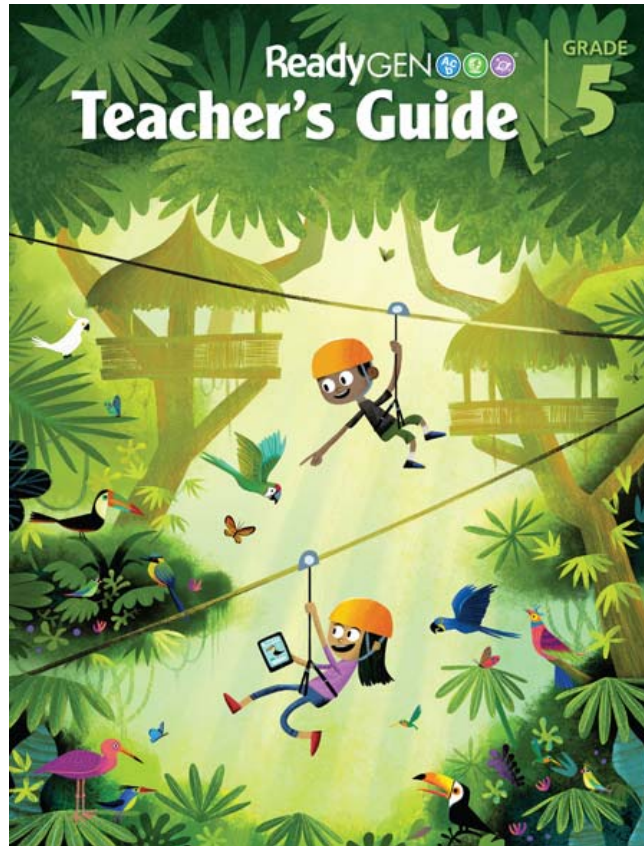


A Correlation of
ReadyGEN
Grade 5, ©2016



To

Arizona's
English Language Arts Standards

A Correlation of ReadyGEN ©2016, Grade 5 To Arizona’s English Language Arts Standards (2016)

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets *Arizona’s English Language Arts Standards (2016)*. 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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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Arizona’s English Language Arts Standards -5th Grade	
Reading Standards for Literature	
Key Ideas and Details	
5.RL.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>
5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of 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>
5.RL.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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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
Craft and Structure	
5.RL.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>
5.RL.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>
5.RL.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	
5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and 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>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
5.RL.8 (Not applicable to literature)	Not applicable to literature according to Arizona’s English Language Arts Standards (2016)
5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<p>TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187</p> <p>TG U2: 105, 142, 143, 144, 145, 146, 147, 182</p> <p>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</p> <p>TG U4: 172, 176, 182, 183, 184, 185, 186, 187, 237</p>
Range of Reading and Level of Text Complexity	
5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	<p>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</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185</p> <p>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</p> <p>TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 385</p>
Reading Standards for Informational Text	
Key Ideas and Details	
5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 36, 136, 312, 313, 352, 353</p> <p>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</p> <p>TG U3: 143, 147, 157, 183, 313</p> <p>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</p>

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Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
5.RI.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>
5.RI.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	
5.RI.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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5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>TG U1: 332, 333, 372, 373, 374, 376, 377, 382, 383</p> <p>TG U2: 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376</p> <p>TG U3: 184, 185, 186, 187, 344, 345, 346, 347, 382</p> <p>TG U4: 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306, 342, 343, 346, 347, 372, 373</p>
5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>TG U1: 334, 382, 383, 384, 386, 387</p> <p>TG U2: 302, 303, 304, 305, 306, 307</p> <p>TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377</p>
Integration of Knowledge and Ideas	
5.RI.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.	<p>TG U1: 303, 333</p> <p>TG U2: 191, 277, 381, 391</p> <p>TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377</p> <p>TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296</p>
5.RI.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).	<p>TG U1: 324, 325, 326, 327, 332</p> <p>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</p> <p>TG U3: 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354, 355, 356, 357</p> <p>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</p>
5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TG U1: 334, 335, 382, 383, 384, 386, 387</p> <p>TG U2: 382, 384, 385, 386, 387</p> <p>TG U3: 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387</p> <p>TG U4: 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375, 376, 377</p>

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Range of Reading and Level of Text Complexity	
5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.	<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</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365</p>
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
5.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.	<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>
a. Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words.	<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>

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b. Apply knowledge of the six syllable patterns to read grade level words accurately.	<p>Syllables: TG U1: 72, 387, TR28 TG U2: 112, TR28 TG U3: 327, 371, TR28 TG U4: 127, 381, FS23, TR28</p> <p>Decoding Multisyllabic Words: TG U1: FS4, FS7, FS16, FS25 TG U2: FS2, FS4, FS7, FS10, FS13, FS18, FS19, FS22 TG U3: FS4, FS6, FS7, FS16, FS19, FS25 TG U4: FS3, FS4</p>
c. Use combined knowledge of morphology to read grade level words accurately.	<p>TG U1: 62, 72, 82, 92, 102, FS5–FS7 TG U2: 212, 222, 232, 242, 252, FS14–FS16 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 TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19</p>
d. Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.	<p>TG U1: 62, 72, 82, 92, 102, FS5–FS7 TG U2: 212, 222, 232, 242, 252, FS14–FS16 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 TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19</p>
Fluency	
5.RF.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 77, 97, 177, 247, 317, 387 TG U2: 24, 47, 127, 167 TG U3: 27, 47, 87, 97, 127, 157, 167, 177, 187, 217, 227, 247, 287, 327, 367, 377, 387 TG U4: 67, 127, 167, 247, 287, 317, 327, 357, 367, 377</p>

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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>
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>
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	
5.W.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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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
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
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280
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
5.W.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
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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b. 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>
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<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>
d. 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>
e. 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>
5.W.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>
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>TG U1: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 192</p> <p>TG U3: 18, 19, 20, 28, 29, 30, 48, 49, 50, 128, 129, 130, 138, 139, 140, 192</p>
b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.	<p>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</p> <p>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</p>

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c. Use a variety of transitional words and phrases 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
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
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	
5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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
5.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	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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5.W.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 in order to complete a writing task.	<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	
5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.	<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>
5.W.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>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>
5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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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a. Apply grade 5 Reading standards to literature.	<p>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</p>
b. Apply grade 5 Reading standards to informational texts.	<p>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</p>
Range of Writing	
5.W.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.	<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 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</p>
Writing Standards: Foundational Skills	
Sound-letter basics and Handwriting	
5.WF.1 Demonstrate and apply handwriting skills.	<p>TG U3: 190</p> <p>Students apply in all writing practices, exercises, and activities For example, please see: Paragraph writing: TG U1: 248, 288, 389, 390, 394, TR62, TR67 TG U2: 59, 100, 190, 195, 248-250, 290, 324, 326, TR62, TR67 TG U3: 76, 135, 158, 238, 298, 299, 300, 389, TR62, TR67 TG U4: 69, 99, 160, 178, 190, 194, 238, 239, 329, 359, TR62, TR67</p>

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a. Read and write cursive letters, upper and lower case.	<p>Students apply in all writing practices, exercises, and activities.</p> <p>For example, please see: Paragraph writing: TG U1: 248, 288, 389, 390, 394, TR62, TR67 TG U2: 59, 100, 190, 195, 248-250, 290, 324, 326, TR62, TR67 TG U3: 76, 135, 158, 238, 298, 299, 300, 389, TR62, TR67 TG U4: 69, 99, 160, 178, 190, 194, 238, 239, 329, 359, TR62, TR67</p>
b. Transcribe ideas legibly and fluently with appropriate spacing and indentation.	<p>TG U1: 198, 398 TG U2: 198, 398 TG U3: 194, 198, 394, 398 TG U4: 189, 198, 394, 398</p> <p>Also see Paragraph writing: TG U1: 248, 288, 389, 390, 394, TR62, TR67 TG U2: 59, 100, 190, 195, 248-250, 290, 324, 326, TR62, TR67 TG U3: 76, 135, 158, 238, 298, 299, 300, 389, TR62, TR67 TG U4: 69, 99, 160, 178, 190, 194, 238, 239, 329, 359, TR62, TR67</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
5.SL.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 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</p>

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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>
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>
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>

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d. Review the key ideas expressed and draw conclusions based on 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>
5.SL.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>
5.SL.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	
5.SL.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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5.SL.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
5.SL.6 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.)	TG U1: TR20–TR23 TG U2: TR20–TR23 TG U3: TR20–TR23 TG U4: TR20–TR23
Language Standards	
Conventions of Standard English	
5.L.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
a. 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
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251

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c. 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
d. Recognize and correct inappropriate shifts in verb tense.	TG U1: 310, 311, 320, 321, 358 TG U2: 359
e. Use correlative conjunctions (e.g., either/or, neither/nor).	TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121
f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).	TG U1: 248, 288, 389, 390, 394, TR62, TR67 TG U2: 59, 100, 190, 195, 248-250, 290, 324, 326, TR62, TR67 TG U3: 76, 135, 238, 298, 299, 300, 389, TR62, TR67 TG U4: 69, 99, 160, 178, 190, 194, 238, 239, 329, 359, TR62, TR67
5.L.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
a. Use punctuation to separate items in a series.	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
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
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?).	TG U2: 310, 311, 320, 321, 330, 331 TG U4: 330, 331, 340, 341, 350, 351

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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
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
Knowledge of Language	
5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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 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 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 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
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
b. Compare and contrast the varieties of English (e.g., dialects, registers) 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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Vocabulary Acquisition and Use	
5.L.4 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>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>
a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<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>
b. 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>
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>

**A Correlation of ReadyGEN ©2016, Grade 5
To Arizona’s English Language Arts Standards (2016)**

Arizona’s English Language Arts Standards (2016)	ReadyGEN ©2016
5.L.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>
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>
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>
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>
5.L.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., however, although, nevertheless, similarly, moreover, in addition).	<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>