

A Correlation of
ReadyGEN
Grade 5, ©2016



To
Arizona's
College and Career Ready Standards
English Language Arts and Literacy

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
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Grade 5**

Introduction

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

ReadyGEN ©2016 is a K-6 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Table of Contents

Reading Standards for Literature 3-5 4

Reading Standards for Informational Text 3-5 7

Reading Standards: Foundational Skills 10

Writing Standards 3-5..... 11

Speaking and Listening Standards 3-5 17

Language Standards 3-5..... 20

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Grade 5 students:	
Reading Standards for Literature 3-5	
The following standards offer a focus for instruction each year	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RL.1)	<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>
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. (5.RL.2)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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). (5.RL.3)	<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>
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (5.RL.4)	<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. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5.RL.5)	<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>
6. Describe how a narrator’s or speaker’s point of view influences how events are described. (5.RL.6)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Integration of Knowledge and Ideas	
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, and poem). (5.RL.7)	TG U1: 132, 162, 163, 226, 227, 246, 247, 252, 292 TG U2: 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173, 174, 175, 176, 177 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 TG U4: 253, 254, 255, 257, 283
8. (Not applicable to literature) (5.RL.8)	Not applicable according to Arizona’s College and Career Ready Standards English Language Arts and Literacy
Integration of Knowledge and Ideas	
9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5.RL.9)	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	
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. (5.RL.10)	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

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Reading Standards for Informational Text 3-5	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5.RI.1)	<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>
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5.RI.2)	<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>
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. (5.RI.3)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. (5.RI.4)</p>	<p>TG U1: 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 374, 384 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 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 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>
<p>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. (5.RI.5)</p>	<p>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</p>
<p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (5.RI.6)</p>	<p>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</p>
Integration of Knowledge and Ideas	
<p>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. (5.RI.7)</p>	<p>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</p>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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). (5.RI.8)	<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>
Integration of Knowledge and Ideas	
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)	<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>
Range of Reading and Level of Text Complexity	
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. (5.RI.10) a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (AZ.5.RI.10)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
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>
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. (5.RF.3)	<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	
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>
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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5.RF.4)	<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 3-5	
Text Types and Purposes	
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>
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.	<p>TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140</p> <p>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</p>
b. Provide logically ordered reasons that are supported by facts and details.	<p>TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190</p> <p>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</p>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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
d. Provide a concluding statement or section related to the opinion presented. (5.W.1)	TG U2: 59, 98, 99, 100 TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328
Text Types and Purposes	
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
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
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	TG U1: 278, 279, 280, 390 TG U2: 278, 279, 280, 299, 300 TG U3: 268, 269, 270, 388, 389, 390, 392

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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
e. Provide a concluding statement or section related to the information or explanation presented. (5.W.2)	TG U1: 288, 289, 290, 388, 389, 390, 392 TG U2: 288, 289, 290 TG U3: 298, 299, 300, 388, 389, 390, 392
Text Types and Purposes	
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
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
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
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
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. (5.W.3)	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Production and Distribution of Writing	
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. (5.W.4))	<p>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</p> <p>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</p> <p>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</p> <p>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</p>
a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. (AZ.5.W.4)	<p>TG U1: 268-270, 308,-310, 318-320, 328-330, 338-340, 345, 348-350, 358-360, 368-370, 378-380</p> <p>TG U2: 18-20, 28-30, 48-50, 58-60, 88-90, 108-110, 118-120, 128-130, 178-180, 188-190, 218-220, 228-230, 248-250, 268-270, 278-280, 288-290, 298-300</p> <p>TG U3: 278-280, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p> <p>TG U4: 28-30, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 118-120, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 218-220, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300</p>
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.) (5.W.5)	<p>TG U1: 128, 129, 130, 148, 149, 150, 158, 159, 160, 328, 329, 330, 348, 349, 350, 358, 359, 360</p> <p>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</p> <p>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</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 310, 320, 330, 340, 350, 360, 370, 380</p>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Production and Distribution of Writing	
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. (5.W.6)	<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	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5.W.7)	<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>
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. (5.W.8)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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>
a. Apply <i>grade 5 Reading standards</i> 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]").	<p>TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218</p> <p>TG U4: 218, 229</p>
b. Apply <i>grade 5 Reading standards</i> 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]"). (5.W.9)	<p>TG U1: 298, 299, 300, 378, 379, 380</p> <p>TG U2: 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388</p> <p>TG U3: 138, 148, 288, 318, 338, 358</p> <p>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	
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. (5.W.10)	<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, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290</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, 370, 380, 390</p> <p>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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Speaking and Listening Standards 3-5	
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.	<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>
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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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>
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5.SL.1)	<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>
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5.SL.2)	<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>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (5.SL.3)	TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340 TG U2: 370 TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370 TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337
Presentation of Knowledge and Ideas	
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. (5.SL.4)	TG U1: 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167, 347, 357, 367, 377, 387 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 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 TG U4: 17, 37, 136, 137, 168, 169, 170, 217, 227, 286, 287, 377
Presentation of Knowledge and Ideas	
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (5.SL.5)	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
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.) (5.SL.6)	TG U1: TR20–TR23 TG U2: TR20–TR23 TG U3: TR20–TR23 TG U4: TR20–TR23

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Language Standards 3-5	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 161, 321, 331, 341, 351, 361, 371, 381, 391</p> <p>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</p> <p>TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 321, 331, 341, 351, 361, 371, 381, 391</p> <p>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</p>
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p>TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161</p> <p>TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171</p>
b. 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.	<p>TG U1: 241, 251</p> <p>TG U3: 221, 231, 240, 241, 250, 251</p>
c. Use verb tense to convey various times, sequences, states, and conditions.	<p>TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16</p> <p>TG U2: FS8, FS9</p> <p>TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4</p>
d. Recognize and correct inappropriate shifts in verb tense.*	<p>TG U1: 310, 311, 320, 321, 358</p> <p>TG U2: 359</p>
e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>). (5.L.1)	<p>TG U2: 110, 111, 159</p> <p>TG U4: 110, 111, 120, 121</p>
f. Construct one or more paragraphs that contain:	
□ a topic sentence,	<p>TG U1: 248, TR62, TR67</p> <p>TG U2: 248-250, TR62, TR67</p> <p>TG U3: TR62, TR67</p> <p>TG U4: 238, TR62, TR67</p>

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
□ supporting details,	TG U1: 389, 390, 394 TG U2: 59, 100, 190, 195, 324, 326 TG U3: 135, 238, 389 TG U4: 69, 178, 190, 194, 239, 329, 359
□ relevant information, and	TG U1: 188 TG U2: 59, 178, 180, 318, 380, 390 TG U3: 290, 308, 318, 320 TG U4: 58, 110, 148, 228, 230, 308, 310, 318, 320
□ concluding sentences. (AZ.5.L.1)	TG U1: 288 TG U2: 59, 290 TG U3: 76, 298, 299, 300 TG U4: 99, 160
Conventions of Standard English	
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 <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
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

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
e. Spell grade-appropriate words correctly, consulting references as needed. (5.L.2)	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	
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. (5.L.3)	TG U2: 43, 63 TG U3: 68, 69, 149, 150 TG U4: 303, 354, 356, 357

**A Correlation of ReadyGEN, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
Vocabulary Acquisition and Use	
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>
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>
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>
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. (5.L.4)	<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, Grade 5, ©2016 to the
Arizona’s College and Career Ready Standards English Language Arts and Literacy
Grade 5**

Arizona’s College and Career Ready Standards English Language Arts and Literacy Grade 5	ReadyGEN, Grade 5 ©2016
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. (5.L.5)	<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>
8. 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>). (5.L.6)	<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>