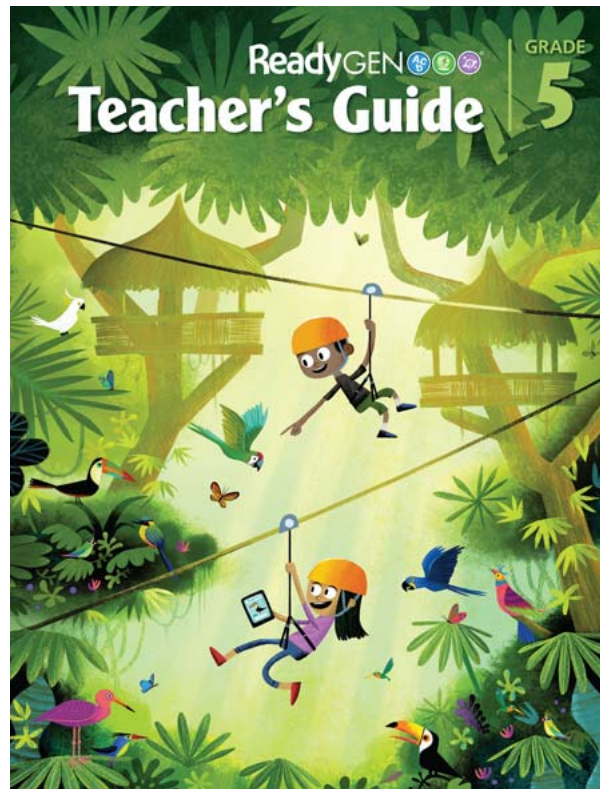


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

California

English Language Development Standards

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the California English Language Development Standards (ELD). 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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**Part 2 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
 Grade Five – California English Language Development Standards**

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	PART I: INTERACTING IN MEANINGFUL WAYS				
	A. Collaborative				
	1. Exchanging information and ideas				
PI.5.1.Em	Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using short phrases.	TG U1: 13, 23, 24, 34, 53, 64, 73, 84, 103, 114, 123, 133, 154, 164, 183 TG U2: 154, 163, 183, 213, 214, 223, 224, 233, 244, 252, 263, 277, 284, 292, 297 TG U3: 14, 24, 32, 33, 34, 52, 57, 74, 82, 93, 94, 152, 164, 242, 252 TG U4: 34, 44, 73, 83, 93, 113, 123, 134, 153, 163, 173, 177, 293, 313, 314			
PI.5.1.Ex	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	TG U1: 13, 23, 24, 34, 53, 64, 73, 84, 103, 114, 123, 133, 154, 164, 183 TG U2: 154, 163, 183, 213, 214, 223, 224, 233, 244, 252, 263, 277, 284, 292, 297 TG U3: 14, 24, 32, 33, 34, 52, 57, 74, 82, 93, 94, 152, 164, 242, 252 TG U4: 34, 44, 73, 83, 93, 113, 123, 134, 153, 163, 173, 177, 293, 313, 314			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.1.Br	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	TG U1: 13, 23, 24, 34, 53, 64, 73, 84, 103, 114, 123, 133, 154, 164, 370 TG U2: 150, 163, 170, 213, 214, 220, 224, 233, 240, 244, 263, 277, 284, 292, 297 TG U3: 14, 20, 32, 34, 52, 57, 74, 82, 94, 152, 164, 242, 252, 339, 350, 390 TG U4: 34, 44, 73, 93, 100, 113, 123, 134, 153, 163, 177, 189, 260, 293, 313			
	2. Interacting via written English				
PI.5.2.Em	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U2: 218-220, 338-339 TG U3: 192, 199, 338-340, 378-380, 392-399 TG U4: 168-170, 192-199, 392-399			
PI.5.2.Ex	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U2: 218-220, 338-339 TG U3: 192, 199, 338-340, 378-380, 392-399 TG U4: 168-170, 192-199, 392-399			
PI.5.2.Br	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc.	TG U1: 390 TG U2: 40, 60, 218-220, 310, 338-339, 390 TG U3: 192, 199, 338-340, 378-380, 390, 392-399 TG U4: 20, 160, 168-170, 192-199, 300, 392-399			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	3. Offering opinions				
PI.5.3.Em	Negotiate with or persuade others in conversations using basic learned phrases (e.g., <i>I think . . .</i>), as well as open responses, in order to gain and/or hold the floor.	TG U1: 22, 63, 73, 113, 133, 379 TG U2: 33, 63, 93, 163, 253, 303 TG U3: 53, 143, 223, 303 TG U4: 23, 113, 123, 233, 343			
PI.5.3.Ex	Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., <i>I agree with X, but...</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, etc.	TG U1: 22, 63, 73, 113, 119, 133, 379 TG U2: 19, 33, 63, 93, 163, 253, 303 TG U3: 53, 143, 223, 303, 314 TG U4: 23, 113, 123, 233, 343			
PI.5.3.Br	Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., <i>That's an interesting idea. However . . .</i>), as well as open responses, in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.	TG U1: 22, 63, 73, 113, 119, 133, 379 TG U2: 19, 33, 63, 93, 163, 253, 303 TG U3: 53, 143, 223, 303, 314, 389 TG U4: 23, 113, 123, 233, 343			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	4. Adapting language choices				
PI.5.4.Em	Adjust language choices according to social setting (e.g., playground, classroom) and audience (e.g., peers, teacher) with substantial support.	TG U1: 28-30, 168-170, 288-290, 368-370, 378-380 TG U2: 54, 113, 168-170, 258-260, 368-370 TG U3: 28-30, 58-60, 148-150, 168-170, 368-370 TG U4: 218-220, 258-260, 288-290, 368-370, 378-380, 392-399			
PI.5.4.Ex	Adjust language choices according to purpose (e.g., persuading, entertaining), task (e.g., telling a story versus explaining a science experiment), and audience with moderate support.	TG U1: 28-30, 168-170, 288-290, 368-370, 378-380 TG U2: 54, 113, 168-170, 258-260, 368-370 TG U3: 28-30, 58-60, 148-150, 168-170, 368-370 TG U4: 218-220, 258-260, 288-290, 368-370, 378-380, 392-399			
PI.5.4.Br	Adjust language choices according to purpose, task (e.g., facilitating a science experiment), and audience with light support.	TG U1: 28-30, 168-170, 288-290, 368-370, 378-380 TG U2: 54, 113, 168-170, 258-260, 368-370 TG U3: 28-30, 58-60, 148-150, 168-170, 368-370 TG U4: 218-220, 258-260, 288-290, 368-370, 378-380, 392-399			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	B. Interpretive				
	5. Listening actively				
PI.5.5.Em	Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions with prompting and substantial support.	TG U1: 20, 50, 70, 90, 150, 220, 250, 270, 310, 320, 330, 340, 370, 380, 390 TG U2: 40, 70, 110, 140, 160, 180, 230, 250, 270, 280, 300, 310, 320, 330, 350 TG U3: 20, 60, 80, 90, 110, 120, 130, 150, 170, 220, 240, 260, 290, 310, 360 TG U4: 70, 100, 110, 130, 140, 150, 170, 190, 220, 240, 260, 280, 300, 320, 340			
PI.5.5.Ex	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with occasional prompting and moderate support.	TG U1: 20, 50, 70, 90, 150, 220, 250, 270, 310, 320, 330, 340, 370, 380, 390 TG U2: 40, 70, 110, 140, 160, 180, 230, 250, 270, 280, 300, 310, 320, 330, 350 TG U3: 20, 60, 80, 90, 110, 120, 130, 150, 170, 220, 240, 260, 290, 310, 360 TG U4: 70, 100, 110, 130, 140, 150, 170, 190, 220, 240, 260, 280, 300, 320, 340			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.5.Br	Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.	<p>TG U1: 20, 50, 70, 90, 150, 220, 250, 270, 310, 320, 330, 340, 370, 380, 390</p> <p>TG U2: 40, 70, 110, 140, 160, 180, 230, 250, 270, 280, 300, 310, 320, 330, 350</p> <p>TG U3: 20, 60, 80, 90, 110, 120, 130, 150, 170, 220, 240, 260, 290, 310, 360</p> <p>TG U4: 70, 100, 110, 130, 140, 150, 170, 190, 220, 240, 260, 280, 300, 320, 340</p>			
	6. Reading/viewing closely				
PI.5.6.Em	<p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with substantial support.</p> <p>b) Use knowledge of frequently-used affixes (e.g., <i>un-</i>, <i>mis-</i>), linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar topics.</p>	<p>TG U1: 12, 13, 16, 17, 64, 115, 303, 313, 315, 354, 356, 357, 358, 385</p> <p>TG U2: 44, 103, 122, 124, 158, 164, 165, 166, 191, 234, 235, 274, 360, 381, 391</p> <p>TG U3: 113, 144, 157, 163, 166, 243, 264, 265, 266, 267, 313, 326, 333</p> <p>TG U4: 63, 112, 113, 114, 115, 116, 117, 123, 133, 154, 253, 273, 304, 364</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.6.Ex	<p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>TG U1: 12, 13, 16, 17, 64, 115, 303, 313, 315, 354, 356, 357, 358, 385</p> <p>TG U2: 44, 103, 122, 124, 158, 164, 165, 166, 191, 234, 235, 274, 360, 381, 391</p> <p>TG U3: 144, 113, 157, 163, 166, 243, 264, 265, 266, 267, 313, 326, 333</p> <p>TG U4: 63, 112, 113, 114, 115, 116, 117, 123, 133, 154, 253, 273, 304, 364</p>			
PI.5.6.Br	<p>a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with light support.</p> <p>b) Use knowledge of morphology (e.g., affixes, roots, and base words), linguistic context, and reference materials to determine the meaning of unknown words on familiar and new topics.</p>	<p>TG U1: 12, 13, 16, 17, 64, 115, 303, 313, 315, 354, 356, 357, 358, 385</p> <p>TG U2: 44, 103, 122, 124, 158, 164, 165, 166, 191, 234, 235, 274, 360, 381, 391</p> <p>TG U3: 144, 113, 157, 163, 166, 243, 264, 265, 266, 267, 313, 326, 333</p> <p>TG U4: 63, 112, 113, 114, 115, 116, 117, 123, 133, 154, 253, 273, 304, 364</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	7. Evaluating language choices				
PI.5.7.Em	Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and substantial support.	TG U1: 22, 24, 26, 27, 344, 372, 374, 375, 376, 377 TG U2: 17, 35, 43, 54, 55, 75, 134, 152, 153, 154, 156, 157, 242, 373 TG U3: 34, 64, 164, 232, 233, 234, 235, 296, 297 TG U4: 34, 134, 242, 244, 312, 314, 316			
PI.5.7.Ex	Explain how well writers and speakers use language resources to support an opinion or present an idea (e.g., whether the vocabulary used to provide evidence is strong enough, or if the phrasing used to signal a shift in meaning does this well) with moderate support.	TG U1: 22, 24, 26, 27, 344, 372, 374, 375, 376, 377 TG U2: 17, 35, 43, 54, 55, 75, 134, 152, 153, 154, 156, 157, 242, 373 TG U3: 34, 64, 164, 232, 233, 234, 235, 296, 297 TG U4: 34, 134, 242, 244, 312, 314, 316			
PI.5.7.Br	Explain how well writers and speakers use specific language resources to support an opinion or present an idea (e.g., the clarity or appealing nature of language used to provide evidence or describe characters, or if the phrasing used to introduce a topic is appropriate) with light support.	TG U1: 22, 24, 26, 27, 344, 372, 374, 375, 376, 377 TG U2: 17, 35, 43, 54, 55, 75, 134, 152, 153, 154, 156, 157, 242, 373 TG U3: 34, 64, 164, 232, 233, 234, 235, 296, 297 TG U4: 34, 134, 242, 244, 312, 314, 316			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	8. Analyzing language choices				
PI.5.8.Em	Distinguish how different words with similar meanings produce different effects on the audience (e.g., describing a character as <i>angry</i> versus <i>furious</i>).	TG U1: 121, 271, FS11, FS12, FS13 TG U2: FS11, FS12, FS13 TG U3: 263, FS3, FS14, FS16 TG U4: 244			
PI.5.8.Ex	Distinguish how different words with similar meanings (e.g., describing an event as <i>sad</i> versus <i>tragic</i>) and figurative language (e.g., <i>she ran like a cheetah</i>) produce shades of meaning and different effects on the audience.	TG U1: 72, 83, 93, 104, 105, 106, 107, 153, 344, 346, 347, FS11, FS12, FS13 TG U2: 43, 132, 135, 364, 365, 366, 367, FS11, FS12, FS13 TG U3: 34, 64, 164, 232, 233, 234, 235, 296, 297, FS3, FS14, FS16 TG U4: 34, 134, 242, 244, 312, 314, 316			
PI.5.8.Br	Distinguish how different words with related meanings (e.g., <i>fun</i> versus <i>thrilling</i> , <i>possibly</i> versus <i>certainly</i>) and figurative language (e.g., <i>the stream slithered through the parched land</i>) produce shades of meaning and different effects on the audience.	TG U1: 72, 83, 93, 104, 105, 106, 107, 153, 344, 346, 347, FS11, FS12, FS13 TG U2: 43, 132, 135, 364, 365, 366, 367, FS11, FS12, FS13 TG U3: 34, 64, 164, 232, 233, 234, 235, 296, 297, FS3, FS14, FS16 TG U4: 34, 134, 242, 244, 312, 314, 316			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	C. Productive				
	9. Presenting				
PI.5.9.Em	Plan and deliver brief oral presentations on a variety of topics and content areas (e.g., providing a report on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support, such as graphic organizers.	TG U1: 168-170, 192-199, 328-330, 368-370, 392-399 TG U2: 168-170, 192-199, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370 TG U3: 168-170, 368-370, 392-399 TG U4: 168-170, 192-199, 378-380			
PI.5.9.Ex	Plan and deliver longer oral presentations on a variety of topics and content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with moderate support.	TG U1: 168-170, 192-199, 328-330, 368-370, 392-399 TG U2: 168-170, 192-199, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370 TG U3: 168-170, 368-370, 392-399 TG U4: 168-170, 192-199, 378-380			
PI.5.9.Br	Plan and deliver oral presentations on a variety of topics in a variety of content areas (e.g., providing an opinion speech on a current event, reciting a poem, recounting an experience, explaining a science process) with light support.	TG U1: 168-170, 192-199, 328-330, 368-370, 392-399 TG U2: 168-170, 192-199, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370 TG U3: 168-170, 368-370, 392-399 TG U4: 168-170, 192-199, 378-380			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	10. Writing				
PI.5.10.Em	<p>a) Write short literary and informational texts (e.g., a description of a camel) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p> <p>b) Write brief summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>TG U1: 48-50, 118-120, 178-180, 192-199, 248-250, 308-310, 318-320</p> <p>TG U2: 98-100, 148-150, 178-180, 192-199, 288-290, 318-320, 378-380, 392-399</p> <p>TG U3: 44, 168-170, 178-180, 238-240, 248-250, 258-260, 288-290, 298-300</p> <p>TG U4: 58-60, 108-110, 168-170, 188-190, 228-230, 288-290, 298-300, 318-320</p>			
PI.5.10.Ex	<p>a) Write longer literary and informational texts (e.g., an informative report on different kinds of camels) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.</p> <p>b) Write increasingly concise summaries of texts and experiences using complete sentences and key words (e.g., from notes or graphic organizers).</p>	<p>TG U1: 48-50, 118-120, 178-180, 192-199, 248-250, 308-310, 318-320</p> <p>TG U2: 98-100, 148-150, 178-180, 192-199, 288-290, 318-320, 378-380, 392-399</p> <p>TG U3: 44, 168-170, 178-180, 238-240, 248-250, 258-260, 288-290, 298-300</p> <p>TG U4: 58-60, 108-110, 168-170, 188-190, 228-230, 288-290, 298-300, 318-320</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.10.Br	<p>a) Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.</p> <p>b) Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).</p>	<p>TG U1: 48-50, 118-120, 178-180, 192-199, 248-250, 308-310, 318-320</p> <p>TG U2: 98-100, 148-150, 178-180, 192-199, 288-290, 318-320, 378-380, 392-399</p> <p>TG U3: 44, 168-170, 178-180, 238-240, 248-250, 258-260, 288-290, 298-300</p> <p>TG U4: 58-60, 108-110, 168-170, 188-190, 228-230, 288-290, 298-300, 318-320</p>			
	11. Supporting opinions				
PI.5.11.Em	<p>a) Support opinions by expressing appropriate/accurate reasons using textual evidence (e.g., referring to text) or relevant background knowledge about content with substantial support.</p> <p>b) Express ideas and opinions or temper statements using basic modal expressions (e.g., <i>can, has to, maybe</i>).</p>	<p>TG U1: 108-110, 118-120, 368-370, 378-380, 388-390</p> <p>TG U2: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 378-380</p> <p>TG U3: 108-110, 118-120, 378-380, 388-390</p> <p>TG U4: 48-50, 58-60, 68-70, 78-80, 88-90, 98-102, 128-130, 138-140, 148-150, 178-180, 328-330</p>			
PI.5.11.Ex	<p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using some textual evidence (e.g., paraphrasing facts from a text) or relevant background knowledge about content.</p> <p>b) Express attitude and opinions or temper statements with familiar modal expressions (e.g., <i>maybe/probably, can/must</i>).</p>	<p>TG U1: 108-110, 118-120, 368-370, 378-380, 388-390</p> <p>TG U2: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 378-380</p> <p>TG U3: 108-110, 118-120, 378-380, 388-390</p> <p>TG U4: 48-50, 58-60, 68-70, 78-80, 88-90, 98-102, 128-130, 138-140, 148-150, 178-180, 328-330</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.11.Br	<p>a) Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.</p> <p>b) Express attitude and opinions or temper statements with nuanced modal expressions (e.g., probably/certainly, should/would) and phrasing (e.g., <i>In my opinion...</i>).</p>	<p>TG U1: 108-110, 118-120, 368-370, 378-380, 388-390</p> <p>TG U2: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 378-380</p> <p>TG U3: 108-110, 118-120, 378-380, 388-390</p> <p>TG U4: 48-50, 58-60, 68-70, 78-80, 88-90, 98-102, 128-130, 138-140, 148-150, 178-180, 328-330</p>			
	12. Selecting language resources				
PI.5.12.Em	<p>a) Use a select number of general academic and domain-specific words to create precision while speaking and writing.</p> <p>b) Select a few frequently used affixes for accuracy and precision (e.g., She walks, I'm <i>unhappy</i>).</p>	<p>TG U1: 258-260, 312, 313, 314, 317, 328-330</p> <p>TG U2: 158-160, 192-199, 232, 234, 258-260, 274, 284, 288-290, 314, 348-350</p> <p>TG U3: 103, 104, 144, 224, 268-270, 322, 324, 326, 327, 334, 348-350, 364, 366, 367</p> <p>TG U4: 14, 24, 54, 74, 84, 154, 184, 192-199, 264, 304, 314, 324, 364, 384, 392-399</p>			
PI.5.12.Ex	<p>a) Use a growing number of general academic and domain-specific words, synonyms, and antonyms to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a growing number of frequently used affixes for accuracy and precision (e.g., She walked. He likes..., I'm <i>unhappy</i>).</p>	<p>TG U1: 73, 258-260, 312, 313, 314, 317, 328-330, 343</p> <p>TG U2: 158-160, 192-199, 232, 234, 258-260, 274, 284, 288-290, 314, 348-350, FS23, FS24</p> <p>TG U3: 13, 63, 103, 133, 143, 144, 224, 268-270, 322, 324, 326, 334, 348-350, 364, 367</p> <p>TG U4: 14, 24, 74, 84, 154, 184, 191, 192-199, 264, 304, 314, 364, 384, 391, 392-399, FS9</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
PI.5.12.Br	<p>a) Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and figurative language to create precision and shades of meaning while speaking and writing.</p> <p>b) Select a variety of appropriate affixes for accuracy and precision (e.g., <i>She’s walking. I’m uncomfortable. They left reluctant/y.</i>).</p>	<p>TG U1: 73, 258-260, 312, 313, 314, 317, 328-330, 343</p> <p>TG U2: 158-160, 192-199, 232, 234, 258-260, 274, 284, 288-290, 314, 348-350, FS23, FS24</p> <p>TG U3: 13, 63, 103, 133, 143, 144, 224, 268-270, 322, 324, 326, 334, 348-350, 364, 367</p> <p>TG U4: 14, 24, 74, 84, 154, 184, 191, 192-199, 264, 304, 314, 364, 384, 391, 392-399, FS9</p>			
	PART II: LEARNING ABOUT HOW ENGLISH WORKS				
	A. Structuring Cohesive Texts				
	1. Understanding text structure				
PII.5.1.Em	<p>Apply basic understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are organized around ideas) to comprehending texts and writing basic texts.</p>	<p>TG U1: 44, 118-120, 138-140, 237, 280, 365, 377, 388-390, 392-399</p> <p>TG U2: 34, 98-100, 183, 184, 186, 187, 188-190, 224, 228-230, 278-280, 313, 373, 374, 375</p> <p>TG U3: 45, 108-110, 164, 184, 187, 228-230, 338-340, 344, 348-350, 378-380, 383</p> <p>TG U4: 37, 46, 64, 67, 78-80, 144, 158-160, 168-170, 237, 257, 258-260, 318-320, 343, 347, 373</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
P.5.1.Ex	Apply growing understanding of how different text types are organized to express ideas (e.g., how a narrative is organized sequentially with predictable stages versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing texts with increasing cohesion.	<p>TG U1: 44, 118-120, 138-140, 237, 280, 365, 377, 388-390, 392-399</p> <p>TG U2: 34, 98-100, 183, 184, 186, 187, 188-190, 224, 228-230, 278-280, 313, 373, 374, 375</p> <p>TG U3: 45, 108-110, 164, 184, 187, 228-230, 338-340, 344, 348-350, 378-380, 383</p> <p>TG U4: 37, 46, 64, 67, 78-80, 144, 158-160, 168-170, 237, 257, 258-260, 318-320, 343, 347, 373</p>			
P.5.1.Br	Apply increasing understanding of how different text types are organized to express ideas (e.g., how a historical account is organized chronologically versus how opinions/arguments are structured logically around reasons and evidence) to comprehending texts and writing cohesive texts.	<p>TG U1: 44, 118-120, 138-140, 237, 280, 365, 377, 388-390, 392-399</p> <p>TG U2: 34, 98-100, 183, 184, 186, 187, 188-190, 224, 228-230, 278-280, 313, 373, 374, 375</p> <p>TG U3: 45, 108-110, 164, 184, 187, 228-230, 338-340, 344, 348-350, 378-380, 383</p> <p>TG U4: 37, 46, 64, 67, 78-80, 144, 158-160, 168-170, 237, 257, 258-260, 318-320, 343, 347, 373</p>			

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			Y	N	
	2. Understanding cohesion				
PII.5.2.Em	<p>a) Apply basic understanding of language resources for referring the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts.</p> <p>b) Apply basic understanding of how ideas, events, or reasons are linked throughout a text using a select set of everyday connecting words or phrases (e.g., <i>first/next, at the beginning</i>) to comprehending texts and writing basic texts.</p>	<p>TG U1: 34, 38-40, 48-50, 51, 58-60, 61, 68-70, 71, 78-80, 81, 88-90, 91, 108-110, 111</p> <p>TG U2: 14, 68-70, 71, 78-80, 88-90, 98-100, 118-120, 138-140, 148-150, 238-240, 241, 254, 256, 258-260</p> <p>TG U3: 48-50, 118-120, 121, 128-130, 131, 148-150, 164, 166, 268-270, 298-300, 348-350, 383, 388-390</p> <p>TG U4: 58-60, 64, 66, 67, 68-70, 88-90, 138-140, 148-150, 188-190, 238-240, 278-280, 358-360, 388-390</p>			
PII.5.2.Ex	<p>a) Apply growing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion.</p> <p>b) Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., <i>for example, in the first place, as a result</i>) to comprehending texts and writing texts with increasing cohesion.</p>	<p>TG U1: 34, 38-40, 48-50, 51, 58-60, 61, 68-70, 71, 78-80, 81, 88-90, 91, 108-110, 111</p> <p>TG U2: 14, 68-70, 71, 78-80, 88-90, 98-100, 118-120, 138-140, 148-150, 238-240, 241, 254, 256, 258-260</p> <p>TG U3: 48-50, 118-120, 121, 128-130, 131, 148-150, 164, 166, 268-270, 298-300, 348-350, 383, 388-390</p> <p>TG U4: 58-60, 64, 66, 67, 68-70, 88-90, 138-140, 148-150, 188-190, 238-240, 278-280, 358-360, 388-390</p>			

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PII.5.2.Br	<p>a) Apply increasing understanding of language resources for referring the reader back or forward in text (e.g., how pronouns, synonyms, or nominalizations refer back to nouns in text) to comprehending texts and writing cohesive texts.</p> <p>b) Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of academic connecting and transitional words or phrases (e.g., <i>consequently</i>, <i>specifically</i>, <i>however</i>) to comprehending texts and writing cohesive texts.</p>	<p>TG U1: 34, 38-40, 48-50, 51, 58-60, 61, 68-70, 71, 78-80, 81, 88-90, 91, 108-110, 111</p> <p>TG U2: 14, 68-70, 71, 78-80, 88-90, 98-100, 118-120, 138-140, 148-150, 238-240, 241, 254, 256, 258-260</p> <p>TG U3: 48-50, 118-120, 121, 128-130, 131, 148-150, 164, 166, 268-270, 298-300, 348-350, 383, 388-390</p> <p>TG U4: 58-60, 64, 66, 67, 68-70, 88-90, 138-140, 148-150, 188-190, 238-240, 278-280, 358-360, 388-390</p>			
B. Expanding & Enriching Ideas					
3. Using verbs and verb phrases					
PII.5.3.Em	Use frequently used verbs (e.g., take, like, eat) and various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the text type and discipline (e.g., simple past for recounting an experience) on familiar topics.	<p>TG U1: 28-30, 38-40, 41, 118-120, 121, 123, 128-130, 131, 138-140, 141, 148-150, 158-160, 161</p> <p>TG U2: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 131, 138-140, 141, 148-150, 151, 158-160, 161</p> <p>TG U3: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 118-120, 121, 168-170, 171, 228-230, 231</p> <p>TG U4: 28-30, 31, 38-40, 41, 58-60, 61, 218-220, 221, 228-230, 231, 261, 343</p>			

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PII.5.3.Ex	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task, text type, and discipline (e.g., simple past for recounting an experience, timeless present for a science description) on an increasing variety of topics.	<p>TG U1: 28-30, 38-40, 41, 118-120, 121, 123, 128-130, 131, 138-140, 141, 148-150, 158-160, 161</p> <p>TG U2: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 131, 138-140, 141, 148-150, 151, 158-160, 161</p> <p>TG U3: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 118-120, 121, 168-170, 171, 228-230, 231</p> <p>TG U4: 28-30, 31, 38-40, 41, 58-60, 61, 218-220, 221, 228-230, 231, 261, 343</p>			
PII.5.3.Br	Use various verb types (e.g., doing, saying, being/having, thinking/feeling) and tenses appropriate for the task and text type (e.g., timeless present for science description, mixture of past and present for narrative or history explanation) on a variety of topics.	<p>TG U1: 28-30, 38-40, 41, 118-120, 121, 123, 128-130, 131, 138-140, 141, 148-150, 158-160, 161</p> <p>TG U2: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 131, 138-140, 141, 148-150, 151, 158-160, 161</p> <p>TG U3: 18-20, 21, 23, 28-30, 31, 73, 78-80, 81, 118-120, 121, 168-170, 171, 228-230, 231</p> <p>TG U4: 28-30, 31, 38-40, 41, 58-60, 61, 218-220, 221, 228-230, 231, 261, 343</p>			

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	4. Using nouns and noun phrases				
PII.5.4.Em	Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U2: 228-230, 231 TG U3: 38-40, 41			
PII.5.4.Ex	Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases or simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 368-370, 371 TG U2: 228-230, 231 TG U3: 38-40, 41, 358-360, 361, 368-370, 371, 378-380, 381			
PII.5.4.Br	Expand noun phrases in an increasing variety of ways (e.g., adding comparative/superlative and general academic adjectives to noun phrases or more complex clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	TG U1: 78-80, 81, 368-370, 371 TG U2: 228-230, 231, 288-290, 291 TG U3: 38-40, 41, 88-90, 91, 358-360, 361, 368-370, 371, 378-380, 381			
	5. Modifying to add details				
PII.5.5.Em	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar activity or process.	TG U1: 338-340, 341 TG U2: 78-80, 81 TG U3: 328-330, 331, 358-360, 361, 368-370, 371 TG U4: 38-40, 41, 78-80, 81, 308-310, 311, 318-320, 321			
PII.5.5.Ex	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a familiar or new activity or process.	TG U1: 338-340, 341 TG U2: 78-80, 81 TG U3: 328-330, 331, 358-360, 361, 368-370, 371 TG U4: 38-40, 41, 78-80, 81, 308-310, 311, 318-320, 321			

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			Y	N	
PII.5.5.Br	Expand and enrich sentences with adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause, etc.) about a variety of familiar and new activities and processes.	TG U1: 338-340, 341 TG U2: 78-80, 81 TG U3: 328-330, 331, 358-360, 361, 368-370, 371 TG U4: 38-40, 41, 78-80, 81, 308-310, 311, 318-320, 321			
C. Connecting & Condensing Ideas					
6. Connecting ideas					
PII.5.6.Em	Combine clauses in a few basic ways to make connections between and join ideas (e.g., You must X because X.) or to provide evidence to support ideas or opinions (e.g., creating compound sentences using and, but, so).	TG U1: 361 TG U2: 31, 88-90, 91, 118-120, 121, 138-140, 141, 178-180, 181 TG U4: 89-90, 91			
PII.5.6.Ex	Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion came.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), or to provide reasons to support ideas (e.g., X is an extremely good book because X.).	TG U1: 361 TG U2: 31, 88-90, 91, 118-120, 121, 138-140, 141, 178-180, 181 TG U4: 89-90, 91			
PII.5.6.Br	Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., <i>The deer ran because the mountain lion approached them.</i>), to make a concession (e.g., <i>She studied all night even though she wasn't feeling well.</i>), to link two ideas that happen at the same time (e.g., <i>The cubs played while their mother hunted.</i>), or to provide reasons to support ideas (e.g., The author persuades the reader by X.).	TG U1: 168-170, 228-230, 361, 392-399 TG U2: 31, 88-90, 91, 118-120, 121, 138-140, 141, 178-180, 181, 192-199, 278-280, 392-399 TG U3: 118-120, 192-199, 258-260, 268-270 TG U4: 68-70, 89-90, 91, 128-130, 392-399			

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	7. Condensing ideas				
PII.5.7.Em	Condense clauses in simple ways (e.g., through simple embedded clauses as in, <i>The book is on the desk. The book is mine.</i> → <i>The book that is on the desk is mine.</i>) to create precise and detailed sentences.	TG U1: 361 TG U2: 91, 121, 181 TG U4: 38-40, 148-150, 151, 161			
PII.5.7.Ex	Condense clauses in an increasing variety of ways (e.g., through a growing number of types of embedded clauses and other condensing as in, <i>The book is mine. The book is about science. The book is on the desk.</i> → <i>The science book that's on the desk is mine.</i>) to create precise and detailed sentences.	TG U1: 361 TG U2: 91, 121, 181 TG U4: 38-40, 148-150, 151, 161			
PII.5.7.Br	Condense clauses in a variety of ways (e.g., through various types of embedded clauses and some nominalizations as in, <i>They were a very strong army. They had a lot of enemies. They crushed their enemies because they were strong.</i> → <i>Their strength helped them crush their numerous enemies.</i>) to create precise and detailed sentences.	TG U1: 361 TG U2: 91, 121, 181 TG U4: 38-40, 148-150, 151, 161			

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	Part III: Using Foundational Literacy Skills				
	Foundational Literacy Skills (See Appendix A-Grade 5):				
	Literacy in an Alphabetic Writing System <ul style="list-style-type: none"> • Print concepts • Phonological awareness • Phonics & word recognition • Fluency 	TG U1: 17, 27, 47, 53, 63, 67, 77, 87, 117, 147, 167, 303, 363, 367, 377 TG U2: 127, 147, 177, 217, 227, 247, 267, 287, 317, 347, 357, 363, 367 TG U3: 217, 227, 237, 247, 267, 277, 287, 297, 317, 327, 347, 357, 387 TG U4: 17, 27, 47, 67, 87, 117, 147, 167, 177, 217, 267, 287, 297, 317, 357			
Appendix					

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