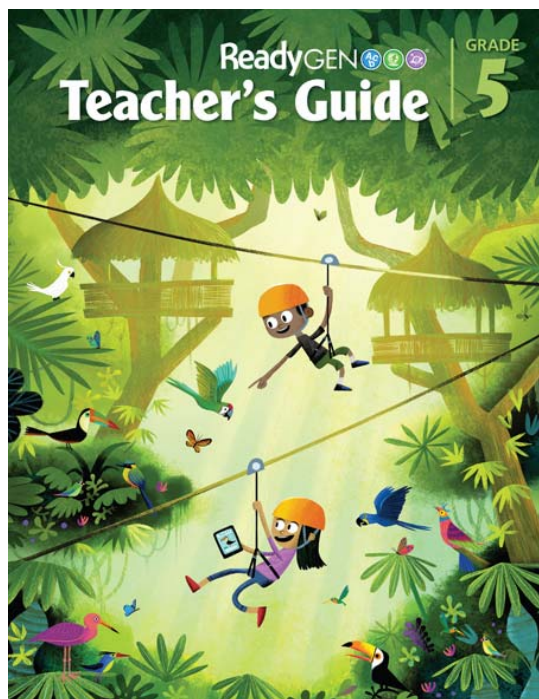


A Correlation of

ReadyGEN

©2016



To the

**California Common Core State Standards
for English Language Arts
Grade 5**

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *California Common Core Standards for English Language Arts*. Correlation citations refer to the Teacher's Guide and are cited by grade level, unit number and page number where instruction occurs.

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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**Part 1 – Standards Map for Program 2 Basic ELA/ELD, Kindergarten Through Grade Eight
 Grade Five – California Common Core State Standards for English Language Arts**

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	LITERATURE				
	Key Ideas and Details				
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 124-125, 144-146, 154-156, 212-213, 242-243, 257-259 TG U2: 72-73, 92-94 TG U3: 57-58, 212-214, 214-216 TG U4: 162, 224, 226-228			
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TG U1: 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244-246, 246-247, 287 TG U2: 42-43, 47-48, 62-64, 64-66, 66-67, 92-94, 94-96, 96-97, 112-114, 114-116, 116-117, 142-143 TG U3: 122-124, 124-126, 126-127, 282-283, 284-286, 286-288 TG U4: 102, 104, 106-107, 122, 124, 126-127, 152, 222, 382, 384, 386-388			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TG U1: 12-14, 64-66, 66-67, 122-124, 126-127, 164-165, 222-223 TG U2: 122-124, 124-126, 126-127, 142-144 TG U3: 12-14, 14-16, 16-17, 52-54, 54-56, 56-57, 82-84, 84-86, 86-87, 152-154, 154-156, 156-157, 222-223, 224-226, 226-228 TG U4: 112, 114, 116-117, 174, 176-177, 212, 214, 216-218			
	Craft and Structure				
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4–6 for additional expectations.) CA	TG U1: 14-16, 22-24, 26-27, 34, 44, 84, 87, 104, 154, 234-235, 254-255, 257-259, 340-342 TG U2: 54-55, 57, 132, 154, 156 TG U3: 32, 34-35, 62-64, 64-66, 66-67, 114-116, 116-117, 122 TG U4: 132, 134, 137, 164, 166-167, 242, 244, 246-248			
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG U1: 224-225, 72-74, 92-93, 242-243, 256-258, 272-274, 277-279 TG U2: 112-114, 182-184, 184-186 TG U3: 22, 32-33, 42-44, 44-46, 46-47, 52, 62, 72-73, 102-104, 104-106, 106-107, 252-253, 254-256, 256-258 TG U4: 252, 254, 256-257, 282, 284, 286-288			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	TG U1: 32-34, 153-155 TG U2: 12-14, 72-74 TG U3: 22-24, 27 TG U4: 92, 94, 96-97, 152, 154, 156-158			
	Integration of Knowledge and Ideas				
RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	TG U1: 163-165, 226-227, 246-247, 252-253 TG U2: 22-24, 24-26, 26-27, 37-38, 47-48, 82-84, 84-86, 86-87, 172, 174, 177-178 TG U3: 92-94, 94-96, 96-97, 104-106, 106-107, 242-244, 244-246, 246-247, 272-273, 274-276, 276-278, 174-175 TG U4: 26			
RL.5.8	(Not applicable to literature)	Not applicable according to California Common Core State Standards for English Language Arts			
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG U1: 142-144, 146-147, 172-173, 176-177, 182-183, 186-188 TG U2: 142-144 TG U3: 172-174, 176-177, 182-183, 184-186, 186-188 TG U4: 172-174, 176-178			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Reading and Level of Text Complexity				
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	TG U1: 15, 35, 65, 85, 95, 125, 145, 175, 215, 225, 235, 255, 275, 315, 335 TG U2: 35, 45, 15, 95, 55, 135, 145, 275, 295, 375, 72, 82, 92, 102 TG U3: 15, 25, 45, 55, 75, 85, 225, 245, 255, 265, 275, 295 TG U4: 15, 25, 95, 155, 235, 252, 262, 272, 282			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	INFORMATIONAL TEXT				
	Key Ideas and Details				
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 37, 313-314, 353-355, 343-344 TG U2: 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 TG U3: 312-314, 314-316, 316-317, 334 TG U4: 12-13, 62, 172, 182, 316			
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TG U1: 292-294, 296-297, 302-304, 306-307, 342-343, 345-347, 362-364 TG U2: 212-214, 214-216, 216-217, 242-244, 244-246, 246-247, 282-284, 284-286, 286-287, 322, 324-325, 326-328 TG U3: 132-134, 134-135, 137, 142, 312, 332, 337, 352 TG U4: 22, 42, 312, 322, 324, 326-327, 352, 362			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<p>TG U1: 136-137, 292-294, 352-354, 362-364, 366-368</p> <p>TG U2: 102, 104-105, 106-107, 222-224, 224-226, 226-227, 262-264, 264-266, 266-267, 352-353, 354-356, 356-358</p> <p>TG U3: 142-144, 144-146, 146-147, 312-313, 316-318</p> <p>TG U4: 24, 72, 82, 84, 86-87, 302, 304, 306-307, 362, 364, 366-368</p>			
	Craft and Structure				
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4–6 for additional expectations.) CA	<p>TG U1: 293-294, 307-309, 312-314, 316-317, 323-324, 327-328, 364-365, 374-376</p> <p>TG U2: 232-234, 234-235, 362-363, 364-366, 366-368</p> <p>TG U3: 324-326, 362-363, 364-366, 366-368</p> <p>TG U4: 314-316</p>			
RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<p>TG U1: 332-333, 372-374, 383-385</p> <p>TG U2: 104-106, 106-107, 162-164, 224-226, 226-227, 312-314, 314-316, 316-317, 372-373, 374-376, 376-378</p> <p>TG U3: 182-184, 184-186, 186-187, 342-343, 344-346, 346-348</p> <p>TG U4: 144-146, 344-346, 372-374</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 TG U4: 184-186, 374-376			
	Integration of Knowledge and Ideas				
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TG U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311			
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TG U1: 36-37, 324-326, 326-328 TG U2: 152-154, 154-156, 156-157, 242-244, 332-334, 334-336 TG U3: 322, 324, 332, 334-335, 352-353, 354-356, 356-358 TG U4: 14, 16-17, 32, 44-46, 292-293, 332-334			
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U1: 137-139, 382-384 TG U2: 382-384, 384-386 TG U3: 372-373, 374-376, 376-378 TG U4: 372-374			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Range of Reading and Level of Text Complexity				
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	TG U1: 295, 305, 325, 342 TG U2: 65, 165, 215, 225, 235, 245, 265, 315 TG U3: 35, 95, 115, 135, 165, 345, 375, 385 TG U4: 45, 55, 65, 185, 265, 315, 335			
	FOUNDATIONAL SKILLS				
	Phonics and Word Recognition				
RF.5.3a	Know and apply grade-level phonics and word analysis skills in decoding words. 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.	TG U1: FS2-4, FS5-6, FS7, FS9-10, FS16-18, FS25 TG U2: FS8-10, FS17-19, FS23 TG U3: FS4-6, FS6-7, FS10-12, FS17-19, FS23-25 TG U4: FS2-4, FS5-7, FS14-15			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Fluency				
RF.5.4a	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.	TG U1: 56-57, 106-107, 127, 217 TG U2: 27 TG U3: 168, 327 TG U4: 157, 167, 347, 377			
RF.5.4b	Read with sufficient accuracy and fluency to support comprehension. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 17, 27, 67, 97, 157, 177, 187, 247, 267, 277, 317, 357, 367, 377 TG U2: 17, 47, 67, 77, 127, 147, 157, 227, 247, 287, 317, 347, 357, 367, 377 TG U3: 17, 67, 77, 87, 117, 167, 187, 227, 237, 277, 317, 347, 367, 377 TG U4: 47, 67, 117, 127, 147, 157, 177, 217, 227, 267, 297, 327, 347, 357, 377			
RF.5.4c	Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: FS11-12, FS13-15, FS16-18, FS23-24, FS25-27 TG U2: FS3-5, FS7-8, FS10-11, FS12-13, FS16, FS19, FS22, FS25-26 TG U3: FS8-9, FS10-12, FS15-17 TG U4: FS10			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	WRITING				
	Text Types and Purposes				
W.5.1a	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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 U1: 108-110, 118-120, 378-380 TG U2: 48-50 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392-399			
W.5.1b	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide logically ordered reasons that are supported by facts and details.	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 18-20, 38-40, 78-80, 188-190 TG U3: 108-110, 378-380, 388-390 TG U4: 68-70, 128-130, 178-180, 248-250, 268-270, 392-399			
W.5.1c	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	TG U1: 118-120, 388-390 TG U2: 70-72, 88-90, 148-150, 192-194 TG U3: 108-110, 118-120, 390 TG U4: 88-90, 278-280, 392			
W.5.1d	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Provide a concluding statement or section related to the opinion presented.	TG U1: 118-120, 388-390 TG U2: 98-100, 190-191, 192-193, 390-392 TG U3: 108-110, 118-120 TG U4: 98-100, 288-290, 392			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.2a	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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: 218-220, 228-230, 328-330, 394-395, 396-398 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330 TG U3: 218-220, 228-230, 278-280, 328-330, 392 TG U4: 28-30, 308-310			
W.5.2b	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 238-240, 248-250, 258-260, 268-270, 394-395, 396-398 TG U2: 238-240, 248-250, 392-394 TG U3: 238-240, 248-250, 258-260, 392 TG U4: 18-20, 38-40			
W.5.2c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG U1: 278-280 TG U2: 278-280, 288-290, 392-399 TG U3: 268-270, 392-399			
W.5.2d	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 258-260, 328-330, 348-350, 395-397 TG U2: 258-260, 348-350, 392-399 TG U3: 268-270, 392-399 TG U4: 38-40			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.2e	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Provide a concluding statement or section related to the information or explanation presented.	TG U1: 288-289, 338-340 TG U2: 288-290, 392-399 TG U3: 298-300, 392-399 TG U4: 38-40			
W.5.3a	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 68-70, 78-80, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 48-50, 192-199			
W.5.3b	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1: 18-20, 48-50, 98-100, 138-140, 158-160, 192-199 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 192-199			
W.5.3c	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG U1: 68-70, 138-140, 192-199 TG U3: 48-50, 138-140, 148-150			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.3d	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1: 28-30, 58-60, 78-80, 128-130, 138-140 TG U3: 18-20, 38-40, 88-90, 138-140, 148-150			
W.5.3e	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Provide a conclusion that follows from the narrated experiences or events.	TG U1: 98-100, 188-190 TG U3: 98-100, 192-199			
	Production and Distribution of Writing				
W.5.4	Produce clear and coherent writing (including multiple-paragraph texts) 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.) CA	TG U1: 49-50, 128-130, 168-170, 218-220, 229-230, 248-250, 318-320, 328-330, 392-399 TG U2: 68-70, 258-260, 348-350 TG U3: 338-340 TG U4: 78-80, 138-140, 258-260, 338-340			
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	TG U1: 158-160, 148-150, 248-250, 349-350, 358-360 TG U2: 78-80, 98-100, 88-90, 348-350, 358-360 TG U3: 148-150, 158-160, 348-350, 358-360 TG U4: 148-150, 158-160, 298-300, 358-360, 368-370			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 230, 260, 310, 320, 390, 394 TG U3: 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340 TG U4: 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394			
	Research to Build and Present Knowledge				
W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TG U1: 178-180, 188-190, 219-220, 238-240, 308-310 TG U2: 178-180, 308-310 TG U3: 178-180, 188-190, 308-310 TG U4: 108-110, 318-320			
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320			
W.5.9a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).	TG U1: 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 298-300 TG U2: 18-20, 28-30, 298-300 TG U3: 108-110, 118-120			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
W.5.9b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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]”).</p>	<p>TG U1: 238-240, 248-250, 258-260, 268-270, 278-280, 288-290</p> <p>TG U2: 58-60, 68-70, 78-80, 378-380</p> <p>TG U3: 178-180, 388-390, 392-399</p> <p>TG U4: 18-20, 38-40</p>			
	Range of Writing				
W.5.10	<p>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>	<p>TG U1: 40, 70, 90, 110, 120, 192, 220, 240, 260, 290, 300, 320, 350, 380</p> <p>TG U2: 20, 50, 100, 130, 160, 192, 230, 250, 270, 300, 310, 330, 360, 370, 392</p> <p>TG U3: 30, 60, 80, 140, 170, 192, 220, 240, 260, 280, 300, 320, 340, 370, 380</p> <p>TG U4: 20, 50, 90, 130, 150, 192, 230, 250, 270, 290, 330, 350, 380, 392</p>			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	SPEAKING AND LISTENING				
	Comprehension and Collaboration				
SL.5.1a	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. 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.	TG U1: 14, 34, 54, 74, 124, 164, 184, 214, 254, 284, 314, 344, 364 TG U2: 54, 74, 124, 154, 164, 244, 254, 264, 274, 284, 294, 304, 314 TG U3: 14, 24, 34, 104, 154, 164, 174, 294, 304, 314, 324, 344, 354 TG U4: 14, 62, 124, 304, 314, 324, 334, 343, 353			
SL.5.1b	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. Follow agreed-upon rules for discussions and carry out assigned roles.	TG U1: 12, 32, 42, 72, 92, 102, 152, 222, 242, 252, 272, 342, 372 TG U2: 22, 52, 72, 132, 222, 252, 262, 282, 292, 332, 352, 372, 382 TG U3: 22, 52, 72, 132, 262, 282, 292, 332, 382 TG U4: 22, 32, 72, 102, 132, 162, 172, 212, 242, 252, 312, 352, 372, 392, 398			
SL.5.1c	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. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TG U1: 30, 60, 80, 134, 160 TG U2: 90, 134, 150, 170, 190, 220, 230, 250, 270, 280, 300, 339 TG U3: 20, 90, 134, 150, 184, 214, 254, 350, 390 TG U4: 80, 100, 150, 170, 190, 244, 300, 370			

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			Y	N	
SL.5.1d	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. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TG U1: 120 TG U2: 380 TG U3: 260 TG U4: 192-199			
SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352 TG U2: 132, 142-144, 152-153, 162-163, 172-174, 182-184 TG U3: 64, 164, 170, 304 TG U4: 72, 102, 154, 182, 198, 314			
SL.5.3	Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA	TG U2: 198, 370, 390, 398 TG U3: 398 TG U4: 169-170, 198			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
	Presentation of Knowledge and Ideas				
SL.5.4a	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. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA	TG U1: 110, 120-122, 158-160, 220-221, 230-231, 330-332, 380, 368-370, 390, 398 TG U2: 30, 40, 160, 170, 192, 198, 290, 310, 368, 370, 390 TG U3: 390 TG U4: 60, 80, 170, 180, 198, 340, 379, 398			
SL.5.4b	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. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA	TG U1: 72, 110, 120-122, 132, 152, 158-160, 220-221, 230-231, 292, 312, 330-332, 368-370, 380, 390 TG U2: 30, 40, 42, 132, 160, 162, 170, 192, 198, 290, 310, 362, 370, 390 TG U3: 22, 162, 212, 352, 390 TG U4: 12, 60, 80, 152, 170, 180, 182, 198, 212, 242, 292, 340, 379, 398			
SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 50, 70, 140, 194, 270, 330, 350-352, 360-361, 370-371, 394-396 TG U2: 168-170, 192-193, 194-196, 328-330, 392-394 TG U4: 198, 378, 393-394, 398			

Standard	Standard Language	Publisher Citations	Meets Standard		Reviewer Comments, Citations, and Questions
			Y	N	
SL.5.6	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 U2: 168, 368 TG U3: 368 TG U4: 378, 392			
	LANGUAGE				
	Conventions of Standard English				
L.5.1a	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 150-151, 160-161 TG U4: 50-51, 60-61, 80-81, 90-91, 100-101, 140-142			
L.5.1b	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	TG U1: 240-241, 250-251 TG U4: 30-31			
L.5.1c	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use verb tense to convey various times, sequences, states, and conditions.	TG U1: 220-221, 240-241, 250-251, 260-261, 310-311, 321-323, FS14-16, FS16, FS18 TG U2: FS8-9, 359 TG U3: 359 TG U4: 359			
L.5.1d	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in verb tense.*	TG U1: 310-311, 320-321 TG U2: 230-231 TG U3: 260-261, 300-301, 310-311 TG U4: 230-231			

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			Y	N	
L.5.1e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	TG U2: 110-111 158-160 TG U3: 158-160 TG U4: 110-111, 120-121			
L.5.2a	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series.*	TG U2: 280-281, 290-291 TG U4: 290-291, 300-301			
L.5.2b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 300-301 TG U4: 310-311, 320-321			
L.5.2c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to set off the words yes and no (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 TG U4: 330-331, 340-342			
L.5.2d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use underlining, quotation marks, or italics to indicate titles of works.	TG U2: 340-341, 350-351, 360-361, 370-371 TG U4: 360-361, 370-371			

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			Y	N	
L.5.2e	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 115-116, 358-360 TG U2: 190-191, 358-360, 381, 391, FS10, FS13 TG U3: FS10, FS13 TG U4: 191, 380-381, 390-391, FS2, FS4, FS14, FS16			
	Knowledge of Language				
L.5.3a	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U2: 90-91, 170-171, 180-181 TG U4: 38-40, 160-161, 259			
L.5.3b	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TG U1: 379 TG U2: 54, 113 TG U3: 149, 369 TG U4: 258-260, 288-290, 368-370			

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			Y	N	
	Vocabulary Acquisitions and Use				
L.5.4a	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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG U1: 53-55, 63-64, 303-304, 363-365 TG U2: FS6-8, FS11-13, FS15-16, FS19-20, FS22, FS25 TG U3: 157, 163, 166, 264, 265-267, 313, 326 TG U4: 63, 113, 273			
L.5.4b	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. 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>).	TG U1: 52-53, 73, 362-363, 372-374, FS5-7 TG U2: FS15-17, FS25 TG U4: FS3-FS5			
L.5.4c	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. 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 and to identify alternate word choices in all content areas. CA	TG U1: 54, 149, 303, 305, 313, 315, 348-350, FS6-8, FS9-10, FS12-13, FS17-19, FS20-22 TG U2: 130, 235, 360, FS3-5, FS6-7, FS12-13, FS14-16, FS16-18, FS21-22 TG U3: 28-30, 38-40, 235, 326, 348-350 TG U4: 148-150, 358-360, FS6, FS8-10, FS15, FS18, FS20, FS23, FS25			

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			Y	N	
L.5.5a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.	TG U1: 22-23, 25-27, 72, 83-85, 104-107, 344-345, 346-347, 353 TG U2: 43-44, 132-133, 135-137, 364-367 TG U3: 34-37, 62-63, 64-67, 114-117, 133 TG U4: 132, 134-135, 137, 164-167, 363			
L.5.5b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 23, 33, 43, 53, 63, 73, 133, 153, 163, 213, 233, 363 TG U2: 13, 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363 TG U3: 23, 33, 43, 53, 63, 173, 283, 313, 353, 363 TG U4: 13, 73, 163, 223, 233, 243, 293, 313			
L.5.5c	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TG U1: 83, 121, 162, 273, 282, 292, 302, 363, FS11-12, FS17-19 TG U2: 148-150, FS2, FS9 TG U3: 263, FS14-16 TG U4: FS23-25			
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	TG U1: 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384 TG U2: 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384 TG U3: 384 TG U4: 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364			

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			Y	N	
Appendix					

California Department of Education
 Posted September 2014