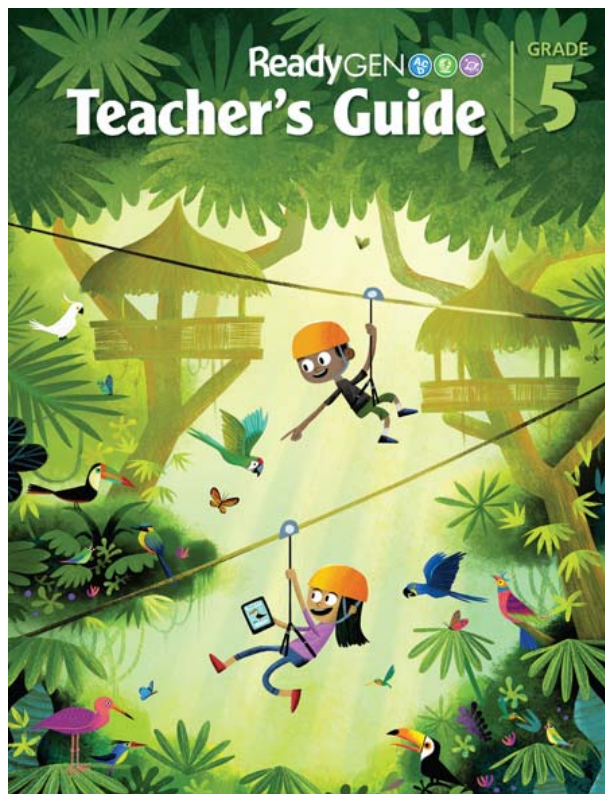


A Correlation of  
**ReadyGEN**  
Grade 5, ©2016



To the  
**Colorado**  
**Reading, Writing, and**  
**Communicating Standards (2010)**  
**Grade 5**

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

**Introduction**

This document demonstrates how *ReadyGEN*, ©2016 meets the Colorado Reading, Writing, and Communicating Standards (2010). 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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Colorado Reading, Writing, and Communicating Standards (2010) Grade 5	ReadyGEN Grade 5, ©2016
<b>Content Area: Reading, Writing and Communicating</b>	
<b>Grade Level Expectations: Fifth Grade</b>	
<b>Standard: 1. Oral Expression and Listening</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Use language appropriate for purpose and audience</li> <li>• Deliver organized and effective oral presentations for diverse audiences and varied purposes</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Describe a process and persuade an audience	
i. 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. (CCSS: SL.5.4)	<p><b>TG U1:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 370, 380, 390, 398</p> <p><b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 370, 380, 390, 398</p> <p><b>TG U3:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 370, 380, 390, 398</p> <p><b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 320, 330, 340, 350, 360, 370, 380, 390, 398</p>
ii. Use appropriate eye contact and speak clearly at an understandable pace. (CCSS: SL.5.4)	<p><b>TG U1:</b> 17, 67, 117, 157, 217, 287, 297, 347</p> <p><b>TG U2:</b> 67, 157, 177, 247, 287, 367</p> <p><b>TG U3:</b> 17, 77, 167, 187, 227, 267, 367, 377</p> <p><b>TG U4:</b> 17, 87, 97, 147, 187, 227, 267, 387</p>

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<p style="text-align: center;"><b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b></p>	<p style="text-align: center;"><b>ReadyGEN Grade 5, ©2016</b></p>
<p>b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)</p>	<p><b>TG U1:</b> 50, 70, 140, 194, 270, 330, 350-352, 360-361, 370-371, 394-396  <b>TG U2:</b> 168-170, 192-193, 194-196, 328-330, 392-394  <b>TG U4:</b> 198, 378, 393-394, 398</p>
<p>c. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)</p>	<p><b>TG U2:</b> 168, 368  <b>TG U3:</b> 368  <b>TG U4:</b> 378, 392</p>
<p>d. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.</p>	<p><b>TG U1:</b> 110, 120, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390  <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 398  <b>TG U3:</b> 110, 120, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 398  <b>TG U4:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 398</p>

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective</li> <li>• Demonstrate skill in inferential and evaluative listening</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Listen to other's ideas and form their own opinions	<b>TG U1:</b> 110, 120, 380, 390 <b>TG U2:</b> 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 190, 198, 390 <b>TG U3:</b> 110, 120, 380, 390 <b>TG U4:</b> 50, 60, 70, 80, 90, 100, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 330, 340, 350, 360, 370, 380, 390, 398
b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)	
i. 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. (CCSS: SL.5.1a)	<b>TG U2:</b> 123, 244, 293 <b>TG U3:</b> 293 <b>TG U4:</b> 14, 62, 124, 304
ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)	<b>TG U1:</b> 12, 32, 42, 72, 92, 102, 152, 222, 242, 252, 272, 342, 372 <b>TG U2:</b> 22, 52, 72, 132, 198, 222, 252, 262, 282, 292, 332, 352, 372, 382 <b>TG U3:</b> 382 <b>TG U4:</b> 22, 32, 72, 102, 132, 162, 172, 212, 242, 252, 312, 352, 372, 392, 398
iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)	<b>TG U1:</b> 134 <b>TG U2:</b> 134 <b>TG U3:</b> 134 <b>TG U4:</b> 244

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)	<b>TG U1:</b> 102, 194, 323 <b>TG U2:</b> 198, 398 <b>TG U3:</b> 398 <b>TG U4:</b> 54, 173, 182, 384
c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)	
i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.5.2)	<b>TG U1:</b> 32, 82, 92, 102, 112, 142, 172, 182, 352 <b>TG U2:</b> 132, 142-144, 152-153, 162-163, 172-174, 182-184 <b>TG U3:</b> 64, 164, 170, 304 <b>TG U4:</b> 72, 102, 154, 182, 198, 314
d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)	<b>TG U2:</b> 198, 370, 390, 398 <b>TG U3:</b> 398 <b>TG U4:</b> 169-170, 198

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
<b>Standard: 2. Reading for All Purposes</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> <li>• Evaluate how an author uses words to create mental imagery, suggest mood, and set tone</li> </ul>	
<b>Concepts and skills students master:</b>	
1. Literary texts are understood and interpreted using a range of strategies	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge	<b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 142, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 332, 372, 382 <b>TG U2:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 162, 172, 182 <b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 152, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 342, 372, 382 <b>TG U4:</b> 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 342, 372, 382
b. Use Key Ideas and Details to:	
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)	<b>TG U1:</b> 124-125, 144-146, 154-156, 212-213, 242-243, 257-259 <b>TG U2:</b> 72-73, 92-94 <b>TG U3:</b> 57-58, 212-214, 214-216 <b>TG U4:</b> 162, 224, 226-228
ii. 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. (CCSS: RL.5.2)	<b>TG U1:</b> 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244-246, 246-247, 287 <b>TG U2:</b> 42-43, 47-48, 62-64, 64-66, 66-67, 92-94, 94-96, 96-97, 112-114, 114-116, 116-117, 142-143 <b>TG U3:</b> 122-124, 124-126, 126-127, 282-283, 284-286, 286-288 <b>TG U4:</b> 102, 104, 106-107, 122, 124, 126-127, 152, 222, 382, 384, 386-388



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<p>iii. Compare and contrast two or more character's points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)</p>	<p><b>TG U1:</b> 12-14, 64-66, 66-67, 122-124, 126-127, 164-165, 222-223  <b>TG U2:</b> 122-124, 124-126, 126-127, 142-144  <b>TG U3:</b> 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  <b>TG U4:</b> 112, 114, 116-117, 174, 176-177, 212, 214, 216-218</p>
<p>c. Use Craft and Structure to:</p>	
<p>i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)</p>	<p><b>TG U1:</b> 14-16, 22-24, 26-27, 34, 44, 84, 87, 104, 154, 234-235, 254-255, 257-259, 340-342  <b>TG U2:</b> 54-55, 57, 132, 154, 156  <b>TG U3:</b> 32, 34-35, 62-64, 64-66, 66-67, 114-116, 116-117, 122  <b>TG U4:</b> 132, 134, 137, 164, 166-167, 242, 244, 246-248</p>
<p>ii. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)</p>	<p><b>TG U1:</b> FS11-12, FS17-19, 121, 162, 272, 282, 292, 302  <b>TG U2:</b> FS2, FS9  <b>TG U3:</b> FS9  <b>TG U4:</b> 23-25</p>
<p>iii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)</p>	<p><b>TG U1:</b> 224-225, 72-74, 92-93, 242-243, 256-258, 272-274, 277-279  <b>TG U2:</b> 112-114, 182-184, 184-186  <b>TG U3:</b> 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  <b>TG U4:</b> 252, 254, 256-257, 282, 284, 286-288</p>
<p>iv. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)</p>	<p><b>TG U1:</b> 32-34, 153-155  <b>TG U2:</b> 12-14, 72-74  <b>TG U3:</b> 22-24, 27  <b>TG U4:</b> 92, 94, 96-97, 152, 154, 156-158</p>

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v. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme	<p><b>TG U1:</b> 13, 23, 33, 43, 53, 63, 73, 83, 92-94, 95-97, 103, 112-114, 115-117, 143, 173, 183, 213, 223, 233, 243, 244, 245-247, 253, 263, 273, 274, 275-277, 283, 333, 373, 383</p> <p><b>TG U2:</b> 13, 23 33, 43, 53, 63, 73, 83, 92-94, 95-97, 103, 112-114, 115-117, 123, 133, 143, 173, 183</p> <p><b>TG U3:</b> 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 122-124, 125-127, 153, 163, 172-174, 175-177, 183, 213, 223, 233, 243, 253, 263, 273, 282-284, 285-287, 293, 303, 343, 373, 383</p> <p><b>TG U4:</b> 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 343, 373, 382-384, 385-387</p>
vi. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)	<p><b>TG U2:</b> 134</p> <p><b>TG U3:</b> 134</p> <p><b>TG U4:</b> 134</p>
d. Use Integration of Knowledge and Ideas to:	
i. 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). (CCSS: RL.5.7)	<p><b>TG U1:</b> 163-165, 226-227, 246-247, 252-253</p> <p><b>TG U2:</b> 22-24, 24-26, 26-27, 37-38, 47-48, 82-84, 84-86, 86-87, 172, 174, 177-178</p> <p><b>TG U3:</b> 92-94, 94-96, 96-97, 104-106, 106-107, 242-244, 244-246, 246-247, 272-273, 274-276, 276-278, 174-175</p> <p><b>TG U4:</b> 26</p>
ii. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)	<p><b>TG U1:</b> 142-144, 146-147, 172-173, 176-177, 182-183, 186-188</p> <p><b>TG U2:</b> 142-144</p> <p><b>TG U3:</b> 172-174, 176-177, 182-183, 184-186, 186-188</p> <p><b>TG U4:</b> 172-174, 176-178</p>

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<p>iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</p>	<p><b>TG U1:</b> 22-24, 25-27, 102-104, 105-107, 342-344, 346-347  <b>TG U2:</b> 52-54, 55-57, 362-364, 365-367  <b>TG U3:</b> 34, 37, 62-64, 65-67, 114, 115-117, 354, 356-357  <b>TG U4:</b> 104, 105-107, 164, 165-167</p>
<p>e. Use Range of Reading and Complexity of Text to:</p>	
<p>i. 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. (CCSS: RL.5.10)</p>	<p><b>TG U1:</b> 15, 35, 65, 85, 95, 125, 145, 175, 215, 225, 235, 255, 275, 315, 335  <b>TG U2:</b> 35, 45, 15, 95, 55, 135, 145, 275, 295, 375, 72, 82, 92, 102  <b>TG U3:</b> 15, 25, 45, 55, 75, 85, 225, 245, 255, 265, 275, 295  <b>TG U4:</b> 15, 25, 95, 155, 235, 252, 262, 272, 282</p>

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Demonstrate comprehension of a variety of informational, literary, and persuasive texts</li> <li>• Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Ideas found in a variety of informational texts need to be compared and understood	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Use Key Ideas and Details to:	
i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)	<b>TG U1:</b> 37, 313-314, 353-355, 343-344 <b>TG U2:</b> 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 <b>TG U3:</b> 312-314, 314-316, 316-317, 334 <b>TG U4:</b> 12-13, 62, 172, 182, 316
ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)	<b>TG U1:</b> 292-294, 296-297, 302-304, 306-307, 342-343, 345-347, 362-364 <b>TG U2:</b> 212-214, 214-216, 216-217, 242-244, 244-246, 246-247, 282-284, 284-286, 286-287, 322, 324-325, 326-328 <b>TG U3:</b> 132-134, 134-135, 137, 142, 312, 332, 337, 352 <b>TG U4:</b> 22, 42, 312, 322, 324, 326-327, 352, 362
iii. 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. (CCSS: RI.5.3)	<b>TG U1:</b> 136-137, 292-294, 352-354, 362-364, 366-368 <b>TG U2:</b> 102, 104-105, 106-107, 222-224, 224-226, 226-227, 262-264, 264-266, 266-267, 352-353, 354-356, 356-358 <b>TG U3:</b> 142-144, 144-146, 146-147, 312-313, 316-318 <b>TG U4:</b> 24, 72, 82, 84, 86-87, 302, 304, 306-307, 362, 364, 366-368
iv. Distinguish between fact and opinion, providing support for judgments made	<b>TG U1:</b> 324 <b>TG U2:</b> 334 <b>TG U3:</b> 334 <b>TG U4:</b> 44, 334

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
b. Use Craft and Structure to:	
i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)	<b>TG U1:</b> 293-294, 307-309, 312-314, 316-317, 323-324, 327-328, 364-365, 374-376 <b>TG U2:</b> 232-234, 234-235, 362-363, 364-366, 366-368 <b>TG U3:</b> 324-326, 362-363, 364-366, 366-368 <b>TG U4:</b> 314-316
ii. 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. (CCSS: RI.5.5)	<b>TG U1:</b> 332-333, 372-374, 383-385 <b>TG U2:</b> 104-106, 106-107, 162-164, 224-226, 226-227, 312-314, 314-316, 316-317, 372-373, 374-376, 376-378 <b>TG U3:</b> 182-184, 184-186, 186-187, 342-343, 344-346, 346-348 <b>TG U4:</b> 144-146, 344-346, 372-374
iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)	<b>TG U1:</b> 332-334, 336-337, 382-384, 386-388 <b>TG U2:</b> 302-304, 304-306 <b>TG U3:</b> 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 <b>TG U4:</b> 184-186, 374-376
iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks	<b>TG U1:</b> 294, 295-297, 303-304, 306-307, 313-314, 316-317 <b>TG U3:</b> 316-317, 335 <b>TG U4:</b> 294, 296-297, 354, 356-357

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
c. Use Integration of Knowledge and Ideas to:	
i. 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. (CCSS: RI.5.7)	<b>TG U1:</b> 253-254 <b>TG U2:</b> 244-246, 246-248 <b>TG U3:</b> 182-184, 308-309, 372, 389 <b>TG U4:</b> 108, 309-311
ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)	<b>TG U1:</b> 36-37, 324-326, 326-328 <b>TG U2:</b> 152-154, 154-156, 156-157, 242-244, 332-334, 334-336 <b>TG U3:</b> 322, 324, 332, 334-335, 352-353, 354-356, 356-358 <b>TG U4:</b> 14, 16-17, 32, 44-46, 292-293, 332-334
iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)	<b>TG U1:</b> 137-139, 382-384 <b>TG U2:</b> 382-384, 384-386 <b>TG U3:</b> 372-373, 374-376, 376-378 <b>TG U4:</b> 372-374
d. Use Range of Reading and Complexity of Text to:	
i. 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. (CCSS: RI.5.10)	<b>TG U1:</b> 295, 305, 325, 342 <b>TG U2:</b> 65, 165, 215, 225, 235, 245, 265, 315 <b>TG U3:</b> 35, 95, 115, 135, 165, 345, 375, 385 <b>TG U4:</b> 45, 55, 65, 185, 265, 315, 335

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Knowledge of morphology and word relationships matters when reading	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
<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. (CCSS: RF.5.3a)</p>	<p><b>TG U1:</b> FS2-4, FS7-9, FS9-10, FS16-18, FS25-27  <b>TG U2:</b> FS2-3, FS6-7, FS9-10, FS13-15, FS17-19, FS21-23  <b>TG U3:</b> FS4-6, FS6-7, FS10-12, FS15-17, FS23-25  <b>TG U4:</b> 2-4, 10, 14-16, 23-25</p>
<p>b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: RF.5.4)</p>	
<p>i. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)</p>	<p><b>TG U1:</b> FS9-11, FS15, FS17, FS19, 53-55, 63-64, 303-304, 363-365  <b>TG U2:</b> FS6-8, FS11-13, FS15-16, FS19-20, FS22, FS25  <b>TG U3:</b> FS25  <b>TG U4:</b> 10-12, 63, 273</p>
<p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). (CCSS: L.5.4b)</p>	<p><b>TG U1:</b> FS5-7, 22-24, 42-43, 52-53, 362-363, 372-374  <b>TG U2:</b> FS15-17  <b>TG U4:</b> 3-5, 17-19</p>
<p>iii. 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. (CCSS: L.5.3c)</p>	<p><b>TG U1:</b> FS6-8, FS9-10, FS12-13, FS17-19, FS20-22, 303, 305, 313, 315, 262  <b>TG U2:</b> 360, FS3-5, FS6-7, FS12-13, FS14-16, FS16-18, FS21-22, 235  <b>TG U3:</b> 235  <b>TG U4:</b> 6, 8-10, 15, 18, 20, 23, 25</p>

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c. Read and identify the meaning of words with sophisticated prefixes and suffixes	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 362, 372, 382, FS2-FS4, FS23-FS25</p> <p><b>TG U2:</b> 262, 272, 282, 292, 302, 362, 372, 382, FS8-FS10, FS17-FS19, FS23-FS25</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS5-FS7, FS8-FS10, FS17-FS19</p> <p><b>TG U4:</b> 62, 72, 82, 92, 102, FS5-FS7</p>
d. Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity)	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 362, 372, 382, FS2-FS4, FS23-FS25</p> <p><b>TG U2:</b> 262, 272, 282, 292, 302, FS8-FS10, FS17-FS19</p> <p><b>TG U3:</b> 62, 72, 82, 92, 102, FS5-FS7</p> <p><b>TG U4:</b></p>
e. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings	<p><b>TG U1:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, 362, 372, 382, FS2-FS4, FS5-FS7, FS8-FS10, FS14-FS16, FS23-FS25</p> <p><b>TG U2:</b> 112, 122, 132, 142, 152, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, 312, 322, 332, 342, 352, 362, 372, 382, FS8-FS10, FS14-FS16, FS17-FS19, FS20-FS22, FS23-FS25</p> <p><b>TG U3:</b> 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 262, 272, 282, 292, 302, 362, 372, 382, FS2-FS4, FS5-FS7, FS8-FS10, FS17-FS19, FS23-FS25</p> <p><b>TG U4:</b> 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 312, 322, 332, 342, 352, FS3, FS5-FS7, FS8-FS10, FS20-FS22</p>
f. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change	<p><b>TG U1:</b> 62, 72, 82, 92, 102, FS5-FS7</p> <p><b>TG U2:</b> 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, FS5-FS7, FS14-FS16</p> <p><b>TG U3:</b> 362, 372, 382, FS23-FS25</p> <p><b>TG U4:</b> 52, 262, 272, 282, 292, 302, FS17-FS19</p>



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g. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)	
i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)	<b>TG U1:</b> 56-57, 106-107, 127, 217, 327, FS4-6 <b>TG U2:</b> 25, 27, 77, 387 <b>TG U3:</b> 287, 327 <b>TG U4:</b> 157, 347
ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)	<b>TG U1:</b> 17, 27, 67, 97, 157, 177, 187, 247, 267, 277, 317, 357, 367, 377 <b>TG U2:</b> 17, 47, 67, 77, 127, 147, 157, 227, 247, 287, 317, 347, 357, 367, 377 <b>TG U3:</b> 17, 67, 77, 87, 117, 167, 187, 227, 237, 277, 317, 347, 367, 377 <b>TG U4:</b> 47, 67, 117, 127, 147, 157, 177, 217, 227, 267, 297, 327, 347, 357, 377
iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)	<b>TG U1:</b> FS11-12, FS13-15, FS16-18, FS23-24, FS25-27 <b>TG U2:</b> FS3-5, FS7-8, FS10-12, FS12-13, FS16, FS19, FS22, FS25-26 <b>TG U3:</b> FS8-9, FS10-12, FS15-17 <b>TG U4:</b> FS10

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
<b>Standard: 3. Writing and Composition</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)	
i. Create personal and fictional narratives with a strong personal voice	<b>TG U1:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 90-100, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 196-199, <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 196-199
ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)	<b>TG U1:</b> 68-70, 78-80, 128-130, 138-140, 148-150, 192-194 <b>TG U3:</b> 18-20, 28-30, 48-50, 192
iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)	<b>TG U1:</b> 18-20, 48-50, 98-100, 138-140, 158-160, 196-198 <b>TG U2:</b> 196-198 <b>TG U3:</b> 38-40, 58-60, 68-70, 78-80, 98-100, 192
iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)	<b>TG U1:</b> 68-70, 139-140, 192-193, 196-198 <b>TG U2:</b> 196-198 <b>TG U3:</b> 48-50, 138-140, 148-150, 192
v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)	<b>TG U1:</b> 58-60, 78-80, 139-141 <b>TG U2:</b> 139-141 <b>TG U3:</b> 38-40, 88-90, 192

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<p>vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p>	<p><b>TG U1:</b> 98-100, 192-193, 196-198 <b>TG U2:</b> 196-198 <b>TG U3:</b> 98-100, 192</p>
<p>b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)</p>	<p><b>TG U1:</b> 22-24, 26-27, 44, 104, 258-259 <b>TG U2:</b> 57, 132 <b>TG U3:</b> 34-35, 62-64, 65-67, 114, 115-117 <b>TG U4:</b> 134, 135, 137, 164, 165-167 These pages explore figurative language.</p>

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Implement the writing process successfully to plan, revise, and edit written work</li> </ul>	
<b>Concepts and skills students master:</b>	
2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)	
i. Include cause and effect, opinions, and other opposing viewpoints in persuasive writing	<b>TG U1:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U2:</b> 18-20, 28-30, 38-40, 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, 188-190, 196-199, 388-390 <b>TG U3:</b> 108-110, 118-120 <b>TG U4:</b> 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 196-199, 218-219, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 396-399
ii. 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. (CCSS: W.5.1a)	<b>TG U1:</b> 108-110, 118-120, 378-380 <b>TG U2:</b> 48-50 <b>TG U3:</b> 108-110, 118-120, 378-380 <b>TG U4:</b> 48-50, 68-70, 218-220, 238-240, 392
iii. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)	<b>TG U1:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U2:</b> 78-80, 20-21, 40-42, 190-192 <b>TG U3:</b> 108-110, 378-380, 388-390 <b>TG U4:</b> 178-180, 248-250, 268-270, 392
iv. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). (CCSS: W.5.1c)	<b>TG U1:</b> 118-120, 388-390 <b>TG U2:</b> 70-72, 88-90, 148-150, 192-194 <b>TG U3:</b> 108-110, 118-120, 390 <b>TG U4:</b> 88-90, 278-280, 392

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v. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)	<b>TG U1:</b> 118-120, 388-390 <b>TG U2:</b> 98-100, 190-191, 192-193, 390-392 <b>TG U3:</b> 108-110, 118-120 <b>TG U4:</b> 98-100, 288-290, 392
b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)	
i. 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. (CCSS: W.5.2a)	<b>TG U1:</b> 218-220, 228-230, 328-330, 394-395, 396-398 <b>TG U2:</b> 218-220, 228-230, 268-270, 298-300, 328-330 <b>TG U3:</b> 218-220, 228-230, 278-280, 328-330, 392 <b>TG U4:</b> 28-30, 308-310
ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)	<b>TG U1:</b> 238-240, 248-250, 258-260, 268-270, 394-395, 396-398 <b>TG U2:</b> 238-240, 248-250, 392-394 <b>TG U3:</b> 238-240, 248-250, 258-260, 392 <b>TG U4:</b> 18-20, 38-40
iii. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). (CCSS: W.5.2c)	<b>TG U1:</b> 278-280 <b>TG U2:</b> 278-280, 392-394 <b>TG U3:</b> 268-270, 392 <b>TG U4:</b> 18-20
iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)	<b>TG U1:</b> 258-260, 348-350, 395-397, 290-292 <b>TG U2:</b> 258-260, 348-350, 392-394 <b>TG U3:</b> 268-270, 392, 396 <b>TG U4:</b> 38-40
v. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)	<b>TG U1:</b> 288-289, 338-340 <b>TG U2:</b> 288-290, 392-394 <b>TG U3:</b> 298-300, 392 <b>TG U4:</b> 38-40

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Apply standard English conventions to effectively communicate with written language</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Conventions apply consistently when evaluating written texts	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)	
i. Use punctuation to separate items in a series. (CCSS: L.5.2a)	<b>TG U2:</b> 280-281, 290-292 <b>TG U4:</b> 290-291, 300-302
ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)	<b>TG U2:</b> 300-301 <b>TG U4:</b> 310-311, 320-322
iii. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). (CCSS: L.5.2c)	<b>TG U2:</b> 310-311 <b>TG U4:</b> 330-331, 340-342
iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)	<b>TG U2:</b> 340-342, 350-351, 360-361, 370-372 <b>TG U4:</b> 360-361, 370-372
v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)	<b>TG U1:</b> 115-116, 358-359, 360-362 <b>TG U2:</b> 190-191, 360, 381, 391, FS10-12 <b>TG U3:</b> FS10-12 <b>TG U4:</b> 2, 4, 14, 16, 191, 380-381, 390-392

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b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)	
i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)	<b>TG U2:</b> 90-91, 110-111, 150-151, 160-162, 50-52, 60-61, 70-71, 101-103 <b>TG U3:</b> 101-103 <b>TG U4:</b> 50-51, 60-61, 80-81, 90-91, 100-101, 140-142
ii. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b)	<b>TG U1:</b> 240-241, 250-252 <b>TG U4:</b> 30-32
iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)	<b>TG U1:</b> 220-221, 260-261, 310-311, FS14-16, FS16-18, 321-323 <b>TG U2:</b> FS8-9, 359 <b>TG U3:</b> 359 <b>TG U4:</b> 359
iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)	<b>TG U1:</b> 320 <b>TG U2:</b> 231 <b>TG U3:</b> 231 <b>TG U4:</b> 231
v. Use correlative conjunctions (e.g., either/or, neither/nor). (CCSS: L.5.1e)	<b>TG U2:</b> 110-111, 159 <b>TG U3:</b> 159 <b>TG U4:</b> 110-111, 120-122
c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)	<b>TG U2:</b> 170-171, 180-182 <b>TG U4:</b> 38, 160-161, 259  <b>TG U1:</b> 49-50, 229-230, 130-132, 169-171, 219-220, 249-251, 318-320, 328-330, 394-396 <b>TG U2:</b> 68-70, 260-261, 350-352 <b>TG U3:</b> 338-340 <b>TG U4:</b> 78-80, 138-140, 258-260, 338-340

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<p>d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)</p>	<p><b>TG U1:</b> 158-160, 148-150, 248-250, 349-350, 358-360  <b>TG U2:</b> 78-80, 98-100, 88-90, 348-350, 358-360  <b>TG U3:</b> 148-150, 158-160, 348-350, 358-360  <b>TG U4:</b> 148-150, 158-160, 298-300, 358-360, 368-370</p>
<p>e. 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. (CCSS: W.5.6)</p>	<p><b>TG U1:</b> 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370  <b>TG U2:</b> 50, 80, 90, 100, 130, 150, 170, 194, 230, 260, 310, 320, 390, 394  <b>TG U3:</b> 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340  <b>TG U4:</b> 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394</p>



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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
<b>Standard: 4. Research and Reasoning</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Use primary, secondary, and tertiary written sources to generate and answer research questions</li> </ul>	
<b>Concepts and skills students master:</b>	
1. High-quality research requires information that is organized and presented with documentation	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)	
i. Summarize and support key ideas	<b>TG U1:</b> 178-180, 319-320 <b>TG U2:</b> 178-180, 288-290 <b>TG U3:</b> 178-180, 238-240, 258-260, 298-300, 328-330 <b>TG U4:</b> 108-110, 218-220, 308-310
ii. Demonstrate comprehension of information with supporting logical and valid inferences	<b>TG U1:</b> 178-180, 319-320 <b>TG U2:</b> 178-180, 288-290 <b>TG U3:</b> 178-180, 238-240, 258-260, 298-300, 328-330 <b>TG U4:</b> 108-110, 218-220, 308-310
iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience	<b>TG U1:</b> 178-180, 188-190, 308-310, 318-320 <b>TG U2:</b> 178-180, 188-190, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 308-310, 318-320, 328-330, 338-340, 348-350, 358-360, 368-370 <b>TG U3:</b> 178-180, 218-220, 228-230, 238-240, 248-250, 258-260, 308-309, 318-319, 328-329, 338-339, 396-399 <b>TG U4:</b> 108-110, 118-119, 308-310, 318-320, 328-330, 338-340, 348-350

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<b>Colorado Reading, Writing, and Communicating Standards (2010) Grade 5</b>	<b>ReadyGEN Grade 5, ©2016</b>
b. 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. (CCSS: W.5.8)	
i. Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models)	<b>TG U1:</b> 130, 268-270, 368-370, 396-399 <b>TG U2:</b> 198, 268-270, 328-330, 396-399 <b>TG U3:</b> 278-280, 398
ii. Provide documentation of sources used in a grade-appropriate format	<b>TG U1:</b> 179, 188, 310 <b>TG U2:</b> 179, 240, 319 <b>TG U3:</b> 179, 240, 249-250, 260, 288-290, 318, 320, 328 <b>TG U4:</b> 109, 119, 309

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<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Articulate the position of self and others using experiential and material logic</li> </ul>	
<b>Concepts and skills students master:</b>	
2. Identifying and evaluating concepts and ideas have implications and consequences	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)	
i. Accurately explain the implications of concepts they use	<p><b>TG U1:</b> 28-30, 38-40, 108-110, 118-120, 178-180, 188-190, 218-220, 228-230, 238-240, 248-250, 298-300, 308-310, 328-330, 338-340, 378-380, 388-390</p> <p><b>TG U2:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 108-110, 118-120, 128-130, 138-140, 178-180, 188-190, 196-199, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p> <p><b>TG U3:</b> 108-110, 118-120, 178-180, 188-190, 258-260, 268-270, 298-300, 308-310, 338-340, 348-350, 378-380, 388-390, 396-399</p> <p><b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 108-110, 118-120, 128-130, 138-140, 178-180, 188-190, 196-199, 238-240, 248-250, 268-270, 288-290, 308-310, 318-320, 328-330, 338-340, 348-350, 388-390, 396-399</p>

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<p>ii. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose</p>	<p><b>TG U1:</b> 28-30, 38-40, 108-110, 118-120, 178-180, 188-190, 218-220, 228-230, 238-240, 248-250, 298-300, 308-310, 328-330, 338-340, 378-380, 388-390</p> <p><b>TG U2:</b> 18-20, 28-30, 38-40, 48-50, 58-60, 68-70, 108-110, 118-120, 128-130, 138-140, 178-180, 188-190, 196-199, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390</p> <p><b>TG U3:</b> 108-110, 118-120, 178-180, 188-190, 258-260, 268-270, 298-300, 308-310, 338-340, 348-350, 378-380, 388-390, 396-399</p> <p><b>TG U4:</b> 18-20, 28-30, 38-40, 48-50, 108-110, 118-120, 128-130, 138-140, 178-180, 188-190, 196-199, 238-240, 248-250, 268-270, 288-290, 308-310, 318-320, 328-330, 338-340, 348-350, 388-390, 396-399</p>
<p>iii. Analyze concepts and draw distinctions between related but different concepts</p>	<p><b>TG U1:</b> 18-20</p> <p><b>TG U2:</b> 88-90, 278-280, 298-300</p> <p><b>TG U4:</b> 88-90, 278-280</p>
<p>iv. Demonstrate use of language that is careful and precise while holding others to the same standards</p>	<p><b>TG U1:</b> 29, 58-60, 78-80, 89, 99-99, 139, 148-150, 258-260, 348-350, 396-399</p> <p><b>TG U2:</b> 258-260, 348-350</p> <p><b>TG U3:</b> 196-199, 269, 348-349, 396-399</p> <p><b>TG U4:</b> 148-150, 359</p>
<p>v. Distinguish clearly and precisely the difference between an implication and consequence</p>	<p><b>TG U1:</b> 88-90</p> <p><b>TG U2:</b> 228-230, 278-280</p> <p><b>TG U4:</b> 88-90, 238-240</p>

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<p>vi. Distinguish probable from improbable implications and consequences</p>	<p><b>TG U1:</b> 108-110, 118-120, 378-380, 388-390  <b>TG U2:</b> 18-20, 28-30, 38-40, 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, 188-190, 196-199, 388-390  <b>TG U3:</b> 108-110, 118-120  <b>TG U4:</b> 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 196-199, 218-219, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 396-399</p>
<p>vii. Include cause and effect, opinions, and other opposing viewpoints in persuasive writing</p>	<p><b>TG U1:</b> 108-110, 118-120, 378-380, 388-390  <b>TG U2:</b> 18-20, 28-30, 38-40, 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, 188-190, 196-199, 388-390  <b>TG U3:</b> 108-110, 118-120  <b>TG U4:</b> 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 128-130, 138-140, 148-150, 158-160, 168-170, 178-180, 188-190, 196-199, 218-219, 228-230, 238-240, 248-250, 258-260, 268-270, 278-280, 288-290, 298-300, 328-330, 338-340, 348-350, 358-360, 368-370, 378-380, 388-390, 396-399</p>
<p>viii. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a)</p>	<p><b>TG U1:</b> 18-20, 30, 40, 50-52, 60-62, 70-71, 80-81, 90-92, 298-300  <b>TG U2:</b> 18-20, 28-30, 298-300  <b>TG U3:</b> 108-110, 118-120</p>

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ix. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)	<b>TG U1:</b> 240, 250-252, 260-262, 270-271, 280-281, 290-292, 298-300, 310-312, 320-321, 330-331, 350-352 <b>TG U2:</b> 58-60, 68-70, 78-80, 378-380 <b>TG U3:</b> 178-180, 388-390, 393 <b>TG U4:</b> 18-20, 38-40
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>• Discriminate and justify a position using traditional lines of rhetorical argument and reasoning</li> </ul>	
<b>Concepts and skills students master:</b>	
3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints	
<b>Evidence Outcomes</b>	
<b>Students Can:</b>	
a. Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth	<b>TG U1:</b> 18-20, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 138-140, 178-180, 218-220, 238-240, 248-250, 268-270, 308-310, 378-380 <b>TG U2:</b> 18-20, 28-30, 38-40, 108-110, 128-130, 188-190, 218-220, 228-230, 288-290, 298-300, 308-310, 378-380 <b>TG U3:</b> 18-20, 28-30, 88-90, 108-110, 128-130, 138-139, 168-170, 218-220, 308-310 <b>TG U4:</b> 18-20, 38-40, 48-50, 108-110, 118-120, 128-130, 138-140, 178-180, 228-230, 268-270, 318-320, 348-350
b. Acknowledge the need to treat all viewpoints fair-mindedly	<b>TG U1:</b> 179, 308-310, 318-320 <b>TG U2:</b> 129, 178-180, 308-310 <b>TG U3:</b> 178-180, 238-240, 248-250, 258-260, 308-309, 318-319, 396-399 <b>TG U4:</b> 28-30, 108-110, 118-119, 308-310, 318-320, 328-330, 348-350

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<p>c. Recognize what they know and don't know (intellectual humility)</p>	<p><b>TG U1:</b> 18-20, 48-50, 58-60, 68-70, 78-80, 98-100, 108-110, 118-120, 138-140, 178-180, 218-220, 238-240, 248-250, 268-270, 308-310, 378-380  <b>TG U2:</b> 18-20, 28-30, 38-40, 108-110, 128-130, 188-190, 218-220, 228-230, 288-290, 298-300, 308-310, 378-380  <b>TG U3:</b> 18-20, 28-30, 88-90, 108-110, 128-130, 138-139, 168-170, 218-220, 308-310  <b>TG U4:</b> 18-20, 38-40, 48-50, 108-110, 118-120, 128-130, 138-140, 178-180, 228-230, 268-270, 318-320, 348-350</p>
<p>d. Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)</p>	<p><b>TG U1:</b> 179, 308-310, 318-320  <b>TG U2:</b> 129, 178-180, 308-310  <b>TG U3:</b> 178-180, 238-240, 248-250, 258-260, 308-309, 318-319, 396-399  <b>TG U4:</b> 28-30, 108-110, 118-119, 308-310, 318-320, 328-330, 348-350</p>