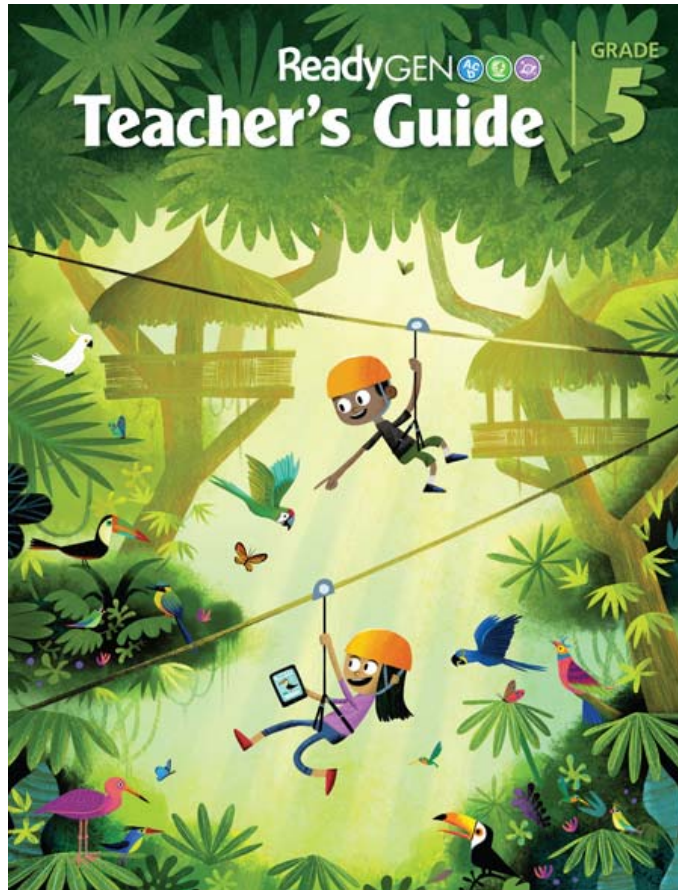


A Correlation of

**ReadyGEN**

©2016



To the

**Kansas College and Career  
Ready Standards  
Grade 5**

# A Correlation of ReadyGEN ©2016 to the Kansas College and Career Ready Standards, Grade 5

## Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets Kansas College and Career Ready Standards. 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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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Anchor Standards* for Literacy Learning</b>	
<b>College and Career Readiness Anchor Standards for Literacy Learning</b>	
<b>Literacy Learning</b>	
<p><b>1</b>  Engage in literacy learning through a collaborative and community effort and in an integrated fashion, rather than as discreet skills in isolation.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 14, 34, 130, 140, 150, 160, 184, 194, 234, 254, 262, 284, 344, 364, 370  <b>TG U2:</b> 14, 24, 32, 34, 44, 50, 80, 90, 100, 224, 254, 294, 324, 344, 364  <b>TG U3:</b> 14, 44, 64, 94, 104, 134, 164, 184, 194, 214, 270, 280, 290, 320, 340  <b>TG U4:</b> 34, 60, 74, 104, 120, 160, 182, 190, 214, 224, 244, 264, 294, 314, 394</p>
<p><b>2</b>  Use meta-cognitive strategies to monitor literacy learning progress.</p>	<p><b>TG U1:</b> 303, 313  <b>TG U2:</b> 235, 383, FS7  <b>TG U3:</b> 157, 265, 305  <b>TG U4:</b> 63, 253, 273</p> <p>For related content, please see:</p> <p><b>TG U1:</b> 129, 193, 299, 315  <b>TG U2:</b> 105, 135, 328 330  <b>TG U3:</b> 7, 109, 129, 207, 229, 264  <b>TG U4:</b> 7, FS6</p>
<p><b>3</b>  Engage the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) at all grade levels based on individual student needs.</p>	<p>Correlation includes all five essential components of reading but not necessarily in the same order the objective presents.</p> <p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 67, 117, 227, 258-260, 297, 338-340, 348-350, 387, 392-399, FS2, FS7, FS11, FS13, FS19, FS25  <b>TG U2:</b> 47, 187, 258-260, 277, 317, 348-350, 387, 392-399, FS2, FS3, FS10, FS11, FS12, FS16, FS25  <b>TG U3:</b> 27, 127, 177, 247, 268-270, 327, 392-399, FS3, FS7, FS10, FS13, FS16, FS19, FS22, FS25  <b>TG U4:</b> 67, 127, 247, 327, 377, 318-320, FS2, FS3, FS4, FS7, FS14, FS16, FS19, FS22, FS25</p>

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<p align="center"><b>Kansas College and Career Ready Standards</b></p>	<p align="center"><b>ReadyGEN ©2016</b></p>
<p><b>4</b>  Engage a strategic and coherent focus on literacy learning across all content areas with shared literacy responsibility from all Kansas educators.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 14, 30-31, 67, 108-110, 124, 136-137, 145-146, 154, 212-213, 227, 242-243, 284, 315-317, 388-390  <b>TG U2:</b> 18-20, 32, 72-73, 118-120, 162-164, 187, 192-199, 230-231, 277, 372-374, 382  <b>TG U3:</b> 42, 52-54, 108-110, 127, 182-184, 215-217, 232, 247, 250-251, 316-317, 362, 388-390  <b>TG U4:</b> 12, 47, 67, 88-90, 144, 162, 182, 226-227, 250-251, 296-297, 372-373, 392-399</p>
<p><b>5</b>  Develop the literacy skills presented throughout these standards in both academic and career/technical education contexts.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 14, 24, 137, 154, 184, 224, 264, 290, 304, 316, 334, 374, TR24, TR55, TR59  <b>TG U2:</b> 74, 94, 124, 134, 164, 258, 294, 334, 364, 374, 384, FS15, TR25, TR54-TR56, TR61,  <b>TG U3:</b> 133, 168, 322, 349, 360, 362, 374, TR24, TR25, TR54, TR55, TR57, TR59, TR61, TR50  <b>TG U4:</b> 74, 144, 284, 354, TR24, TR25, TR48, TR54, TR55, TR57, TR59</p> <p>For related content, please see:</p> <p><b>TG U1:</b> 13, 64, 83, 105-107, 164, 214, 234, 294, 315-317, 346-347, 389, FS7, FS13, FS17, FS22  <b>TG U2:</b> 14, 33, 54, 74, 144, 174, 224, 254, 284, 304, 365-367, 384, FS3, FS11, FS22  <b>TG U3:</b> 14, 35, 65-67, 115-117, 133, 184, 224, 265-267, 303, 324, 365-367, 384, FS8, FS14, FS24  <b>TG U4:</b> 14, 43, 103, 132-134, 137, 165-167, 184, 254, 294, 304, 323, 364, FS6, S12, FS25</p>



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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Anchor Standards* for Reading</b>	
<b>College and Career Readiness Anchor Standards for Reading</b>	
<b>Key Ideas and Details</b>	
<p><b>1</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><b>TG U1:</b> 22, 42, 72, 92, 132, 162, 212, 232, 262, 292, 322, 343, 352  <b>TG U2:</b> 32, 72, 92, 112, 142, 162, 182, 216-217, 252-254, 256-257, 292, 323, 342, 362, 382  <b>TG U3:</b> 42, 72, 102, 152, 182, 232, 272, 313, 322, 334, 362, 382  <b>TG U4:</b> 12-13, 22, 42, 52, 82-83, 102, 112, 132, 152, 172, 182, 232, 272, 316, 342</p>
<p><b>2</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><b>TG U1:</b> 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 246-247, 282-284, 292-294, 296-297, 302-304, 306-307, 342-343, 362-364  <b>TG U2:</b> 42-43, 46-47, 62-64, 92-94, 96-97, 116-117, 142-143, 212-214, 216-217, 242-244, 246-247, 282-284, 286-287, 322-324, 325-327  <b>TG U3:</b> 122-124, 126-127, 132-134, 135, 282-284, 286-288  <b>TG U4:</b> 22, 42-43, 122-124, 126-127, 152, 222-224, 312-313, 322-324, 325-327, 352-353, 362, 382-384, 386-387</p>
<p><b>3</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p><b>TG U1:</b> 136-137, 292-294, 296-267, 352-353, 362-363, 366-367  <b>TG U2:</b> 102-103, 104, 105-107, 222-224, 226-227, 262-264, 266-267, 352-353, 354, 355-357  <b>TG U3:</b> 142-144, 146-147, 312-313, 316-317  <b>TG U4:</b> 24, 26-27, 72, 82-83, 84-85, 86-87, 302-304, 305, 306-307, 362-364, 365, 366-367</p>

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<b>Kansas College and Career Ready Standards</b>	<b>ReadyGEN ©2016</b>
<b>Craft and Structure</b>	
<b>4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>TG U1:</b> 72, 83, 93, 103-104, 105-107, 153, 295, 305, 323, 325, 344, 346-347, 353, 363 <b>TG U2:</b> 43, 65, 133, 165, 215, 225, 235, 245, 265, 277, 305, 315, 364, 365-367 <b>TG U3:</b> 34, 35, 62-64, 65-67, 114, 115-117, 133, 135, 165, 325, 335, 345, 355, 375, 385 <b>TG U4:</b> 45, 55, 65, 132-134, 135, 137, 165-167, 185, 315, 325, 335
<b>5</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>TG U1:</b> 72-73, 92-93, 252-255, 256-257, 272-274, 332-333, 372-374, 383-384, 385-387 <b>TG U2:</b> 112-113, 162-164, 165-167, 182-184, 185-187, 224, 225-227, 312-314, 315-317, 372-374, 375-377 <b>TG U3:</b> 42-44, 46-47, 52, 72-73, 102-104, 106-107, 182-184, 186-187, 252-254, 256-257, 342-344, 345-347 <b>TG U4:</b> 144, 145-147, 252-254, 256-257, 282-284, 286-287, 344, 345, 372-373
<b>6</b> Assess how point of view or purpose shapes the content and style of a text.	<b>TG U1:</b> 32-34, 136, 153, 332-334, 382-384, 386-387 <b>TG U2:</b> 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-304, 305-307, 377 <b>TG U3:</b> 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 382-384, 385-387 <b>TG U4:</b> 92, 94, 96-97, 152, 154, 156-157, 182-184, 185-187, 372-374, 375-377
<b>Integration of Knowledge and Ideas</b>	
<b>7</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<b>TG U1:</b> 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383 <b>TG U2:</b> 63, 64, 65-67, 83, 132, 162, 172 <b>TG U3:</b> 20, 170, 304, 370, 398 <b>TG U4:</b> 12, 77, 102, 152, 286, 327, 382
<b>8</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>TGU1:</b> 37, 108, 118, 119, 223, 243, 273, 322, 325, 332, 333, 335, 337, 388-390 <b>TG U2:</b> 19, 29, 78, 99, 119, 189, 227, 265, 273, 320, 334, 375, 385, 389 <b>TG U3:</b> 33, 41, 53, 108, 118, 120, 136, 283, 303, 325, 334, 337, 352, 380, 388 <b>TG U4:</b> 46, 78, 90, 125, 158, 168, 179, 228, 249, 270, 279, 318, 379, 395, FS24

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<p><b>9</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p><b>TG U1:</b> 32-34, 136, 153, 332-334, 382-384, 386-387  <b>TG U2:</b> 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-304, 305-307, 377  <b>TG U3:</b> 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 382-384, 385-387  <b>TG U4:</b> 92, 94, 96-97, 152, 154, 156-157, 182-184, 185-187, 372-374, 375-377</p>
<b>Range of Reading and Level of Text Complexity</b>	
<p><b>10</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>TG U1:</b> 15, 35, 65, 85, 95, 125, 145, 175, 215, 225, 235, 255, 275, 295, 305, 315, 325, 335  <b>TG U2:</b> 15, 35, 45, 55, 65, 95, 135, 145, 165, 215, 225, 235, 245, 265, 275, 295, 305, 315, 375  <b>TG U3:</b> 15, 25, 45, 55, 75, 85, 135, 165, 225, 245, 255, 265, 275, 295, 325, 335, 345, 355, 375, 385  <b>TG U4:</b> 15, 25, 45, 55, 65, 95, 155, 185, 235, 315, 325, 335</p>
<p><b>11</b>  Encounter a diverse range of engaging and culturally sensitive text and media that motivate the desire to be literate.</p>	<p><b>TG U1:</b> 49, TR57  <b>TG U2:</b> 93, 243, 283, 343, 357, 363, 373  <b>TG U4:</b> 22, 23, 61, 73, 78, 82, 84, 113, 231, 317, 358, FS12, FS13</p>
<p><b>12</b>  Read—both independently and collaboratively—print, non-print, and multi-modal works proficiently and critically to be media literate.</p>	<p><b>TG U1:</b> 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383  <b>TG U2:</b> 63, 64, 65-67, 83, 132, 162, 172  <b>TG U3:</b> 20, 170, 304, 370, 398  <b>TG U4:</b> 12, 77, 102, 152, 286, 327, 382</p>



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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<b>RL.5.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 124, 125, 144, 145-146, 154, 155-156, 212-213, 242-243 <b>TG U2:</b> 72-73 <b>TG U3:</b> 52-54, 212-214, 215-217 <b>TG U4:</b> 162, 224, 226-227
<b>RL.5.2</b> – 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.	<b>TG U1:</b> 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244, 246-247, 282-284, 286-287 <b>TG U2:</b> 42-43, 46-47, 62-64, 92-94, 96-97, 112-114, 116-117, 142-143 <b>TG U3:</b> 122-124, 126-127, 282-284, 286-288 <b>TG U4:</b> 122-124, 126-127, 152, 222-224, 382-384, 386-387
<b>RL.5.3</b> – 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).	<b>TG U1:</b> 12-14, 16-17, 64, 66-67, 122-123, 162-163, 164, 165-167, 222-223 <b>TG U2:</b> 122-124, 125-127, 142-144, 146-147 <b>TG U3:</b> 12-14, 16-17, 52-54, 56-57, 82-84, 86-87, 152-154, 156-157, 222-224, 226-227 <b>TG U4:</b> 112, 114, 116-117, 172-174, 176-177, 212-214, 216-217
<b>Craft and Structure</b>	
<b>RL.5.4</b> – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>TG U1:</b> 14, 22-24, 26-27, 84, 86-87, 104, 106-107 <b>TG U2:</b> 54, 56-57, 132-133, 152-154, 156-157 <b>TG U3:</b> 32, 34-35, 62-65, 66-67, 114, 115-117, 122 <b>TG U4:</b> 132-134, 135-137, 164-165, 166-167, 242, 244, 246-247
<b>RL.5.5</b> – Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>TG U1:</b> 72-73, 92-93, 252-255, 256-257, 272-274 <b>TG U2:</b> 112-113, 182-184, 185-187 <b>TG U3:</b> 42-44, 46-47, 52, 72-73, 102-104, 106-107, 252-254, 256-257 <b>TG U4:</b> 252-254, 256-257, 282-284, 286-287

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<b>RL.5.6</b> – Describe how a narrator's or speaker's point of view influences how events are described.	<b>TG U1:</b> 32-34, 136, 153, 384 <b>TG U2:</b> 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-303, 377 <b>TG U3:</b> 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 384 <b>TG U4:</b> 92, 94, 96-97, 152, 154, 156-157
<b>Integration of Knowledge and Ideas</b>	
<b>RL.5.7</b> – 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).	<b>TG U1:</b> 226, 246-247, 213, 226-227, 296-297, 333, 337, 342, 383 <b>TG U2:</b> 22-24, 25-27, 36, 47, 82-84, 85-86, 172-174, 176-177 <b>TG U3:</b> 92-94, 95-97, 104-105, 106-107, 242-244, 245-247, 272-274, 276-277 <b>TG U4:</b> 22-23, 26, 53, 76-77, 254-255, 256-257, 283, 285, 287, 294, 347, 357
(Not applicable to literature)	Not applicable according to the Kansas College and Career Ready Standards
<b>RL.5.9</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>TG U1:</b> 142-144, 146-147, 172-173, 176-177, 182-183, 186-187 <b>TG U2:</b> 142-144, 146-147 <b>TG U3:</b> 172-174, 176-177, 182-184, 186-187 <b>TG U4:</b> 172-174, 176-177
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.5.10</b> – 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.	<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 <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

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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<b>RI.5.1</b> – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TG U1:</b> 343 <b>TG U2:</b> 216-217, 252-254, 256-257, 323, 342 <b>TG U3:</b> 313, 334 <b>TG U4:</b> 12-13, 22, 32, 42, 62, 82-83, 92, 102, 112, 122, 132, 172, 182, 316
<b>RI.5.2</b> – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>TG U1:</b> 292-294, 296-297, 302-304, 306-307, 342-343, 345, 362-364 <b>TG U2:</b> 212-214, 216-217, 242-244, 246-247, 282-284, 286-287, 322-324, 325-327 <b>TG U3:</b> 132-134, 135 <b>TG U4:</b> 22, 42-43, 312-313, 322-324, 325-327, 352-353, 362
<b>RI.5.3</b> – 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.	<b>TG U1:</b> 136-137, 292-294, 296-267, 352-353, 362-363, 366-367 <b>TG U2:</b> 102-103, 104, 105-107, 222-224, 226-227, 262-264, 266-267, 352-353, 354, 355-357 <b>TG U3:</b> 142-144, 146-147, 312-313, 316-317 <b>TG U4:</b> 24, 26-27, 72, 82-83, 84-85, 86-87, 302-304, 305, 306-307, 362-364, 365, 366-367
<b>Craft and Structure</b>	
<b>RI.5.4</b> – Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>TG U1:</b> 312-314, 315-317, 327 <b>TG U2:</b> 232-234, 235 <b>TG U3:</b> 324, 325-327, 362-363, 364, 365-367 <b>TG U4:</b> 312-313, 314, 315-317, 344
<b>RI.5.5</b> – 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.	<b>TG U1:</b> 332-333, 372-374, 383-384, 385-387 <b>TG U2:</b> 162-164, 165-167, 224, 225-227, 312-314, 315-317, 372-374, 375-377 <b>TG U3:</b> 182-184, 186-187, 342-344, 345-347 <b>TG U4:</b> 144, 145-147, 344, 345, 372-373
<b>RI.5.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>TG U1:</b> 332-334, 382-384, 386-387 <b>TG U2:</b> 302-304, 305-307 <b>TG U3:</b> 382-384, 385-387 <b>TG U4:</b> 182-184, 185-187, 372-374, 375-377


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<b>Kansas College and Career Ready Standards</b>	<b>ReadyGEN ©2016</b>
<b>Integration of Knowledge and Ideas</b>	
<b>RI.5.7</b> – 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.	<b>TG U1:</b> 253-254, 332-334, 335, 382-384, 385-387 <b>TG U2:</b> 382-384, 385-387 <b>TG U3:</b> 182-184, 308-309, 372, 389 <b>TG U4:</b> 108, 309
<b>RI.5.8</b> – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>TG U1:</b> 322-324, 326-327 <b>TG U2:</b> 152-153, 242-244, 246-247, 332-334, 335-337 <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
<b>RI.5.9</b> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>TG U1:</b> 382-384, 385-387 <b>TG U2:</b> 382-384, 385-387 <b>TG U3:</b> 372-374, 375-377 <b>TG U4:</b> 182-184, 185-187, 342-343, 372-374, 375-377
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.5.10</b> – 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.	<b>TG U1:</b> 295, 305, 325 <b>TG U2:</b> 65, 165, 215, 225, 235, 245, 265, 305, 315 <b>TG U3:</b> 135, 165, 325, 335, 345, 355, 375, 385 <b>TG U4:</b> 45, 55, 65, 185, 315, 325, 335
<b>Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
<b>RF.5.3</b> – Know and apply grade-level phonics and word analysis skills in decoding words.	<b>TG U1:</b> FS2, FS3, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS15, FS16, FS17, FS18, FS19, FS22, FS20, FS21, FS23, FS25 <b>TG U2:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS19, FS21, FS23, FS25 <b>TG U3:</b> FS3, FS6, FS7, FS10, FS13, FS16, FS19, FS22, FS25 <b>TG U4:</b> FS2, FS3, FS4, FS7, FS10, FS13, FS14, FS16, FS19, FS22, FS25


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<b>RF.5.3a</b> – 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.	<p><b>TG U1:</b> FS2, FS3, FS4, FS7, FS8, FS9, FS10, FS16, FS17, FS18, FS25, FS26, FS27</p> <p><b>TG U2:</b> FS2, FS3, FS6, FS7, FS9, FS10, FS13, FS14, FS15, FS17, FS18, FS19, FS21, FS22, FS23</p> <p><b>TG U3:</b> FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS13, FS17, FS18, FS19, FS23, FS24, FS25</p> <p><b>TG U4:</b> FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS14, FS15, FS16, FS17, FS18, FS19, FS23, FS24, FS25</p>
<b>Fluency</b>	
<b>RF.5.4</b> – Read with sufficient accuracy and fluency to support comprehension.	<p><b>TG U1:</b> 67, 87, 117, 147, 167, 227, 257, 297, 387</p> <p><b>TG U2:</b> 47, 87, 127, 187, 277, 297, 317, 357, 387</p> <p><b>TG U3:</b> 27, 87, 127, 147, 177, 217, 247, 327</p> <p><b>TG U4:</b> 67, 127, 167, 247, 327, 357, 377</p>
<b>RF.5.4a</b> – Read on-level text with purpose and understanding.	<p><b>TG U1:</b> 56-57, 106-107, 126-127, 186-187, 216-217, 326-327, 386-387</p> <p><b>TG U2:</b> 26-27, 76-77, 126-127, 186-187, 216-217, 256-257, 266-267, 386-387</p> <p><b>TG U3:</b> 16-17, 46-47, 116-117, 126-127, 226-227, 266-267</p> <p><b>TG U4:</b> 156-157, 246-247, 296-297, 346-347</p>
<b>RF.5.4b</b> – Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>TG U1:</b> 17, 27, 67, 97, 157, 177, 187, 247, 267, 277, 317, 357, 367, 377</p> <p><b>TG U2:</b> 17, 47, 67, 77, 127, 147, 157, 227, 247, 287, 317, 347, 357, 367, 377</p> <p><b>TG U3:</b> 17, 67, 77, 87, 117, 167, 187, 227, 237, 277, 317, 347, 367, 377</p> <p><b>TG U4:</b> 47, 67, 117, 127, 147, 157, 177, 217, 227, 267, 297, 327, 347, 357, 377</p>
<b>RF.5.4c</b> – Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>TG U1:</b> 303, 313</p> <p><b>TG U2:</b> 235, 383, FS7</p> <p><b>TG U3:</b> 157, 265, 305</p> <p><b>TG U4:</b> 63, 253, 273</p>

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<b>Anchor Standards* for Writing</b>	
<b>College and Career Readiness Anchor Standards for Writing</b>	
<b>Text Types and Purposes*</b>	
<b>1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>TG U1:</b> 324, 325, 388, 389 <b>TG U2:</b> 19, 29, 89, 99, 119, 189, 265, 320, 379, 385, <b>TG U3:</b> 178, 201, 207, 218, 260, 300, 318, 329, 340, 360, 394 <b>TG U4:</b> 90, 125, 139, 158, 168, 169, 170, 179, 259, 269, 270, 279, 289, 389, 395
<b>2</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>TG U1:</b> 268-270, 348-350, 358-360, 368-370, 392-399 <b>TG U2:</b> 218-220, 268-270, 278-280, 298-300, 338-340, 392-399 <b>TG U3:</b> 228-230 <b>TG U4:</b> 18-20, 28-30, 38-40, 118-120, 308-310
<b>3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>TG U1:</b> 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 128-130
<b>11</b>  Create—both independently and collaboratively—technical, non-print, digital, and multi-modal versions of text types and purposes outlined in standards 1, 2, and 3.	<b>TG U1:</b> 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 <b>TG U2:</b> 50, 70, 80, 100, 130, 150, 170, 194, 198, 230, 260, 310, 320, 394, 398 <b>TG U3:</b> 20, 90, 100, 160, 190, 194, 211, 220, 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
<b>Production and Distribution of Writing</b>	
<b>4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>TG U1:</b> 58-60, 68-70, 78-80, 98-100, 118-120, 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 <b>TG U2:</b> 48-50, 68-70, 98-100, 128-130, 188-190, 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 <b>TG U3:</b> 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 228-230, 258-260, 268-270, 338-340, 378-380, 388-390 <b>TG U4:</b> 58-50, 68-70, 78-80, 128-130, 138-140, 218-220, 238-240, 258-260, 288-290, 338-340, 392-399

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<p><b>12</b>  Strengthen writing craft—both independently and collaboratively—through a recursive writing and revision process and the use of the common vocabulary of the 6-Trait model.</p>	<p><b>TG U1:</b> 7, 69, 128-130, 148-150, 158-160, 328-330, 339, 340, 348-350, 358-360, 379, 380, 390, 394  <b>TG U2:</b> 7, 78-80, 128-130, 139, 140, 158-160, 195, 328-330, 338, 339, 340, 348-350, 358-360, 395  <b>TG U3:</b> 7, 110, 128-130, 140, 148-150, 158-160, 195, 260, 328-330, 338, 339, 348-350, 358-360, 370, 395  <b>TG U4:</b> 7, 100, 128-130, 138, 139, 148-150, 158-160, 188-190, 207, 248-250, 280, 298-300, 338, 340, 358-360, 368-370</p>
<p><b>5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p><b>TG U1:</b> 128-130, 148-150, 158-160, 328-330, 348-350, 358-360  <b>TG U2:</b> 78-80, 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395  <b>TG U3:</b> 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395  <b>TG U4:</b> 128-130, 148-150, 158-160, 178-180, 188-190, 248-250, 298-300, 328-330, 358-360, 368-370</p>
<p><b>6</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</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, 398  <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>
<b>Research to Build and Present Knowledge</b>	
<p><b>7</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p><b>TG U1:</b> 178-180, 188-190, 308-310  <b>TG U2:</b> 178-180, 308-310, 328-330  <b>TG U3:</b> 178-180, 188-190, 207, 238-240, 248-250, 308-310, 392-399  <b>TG U4:</b> 108-110, 118-120, 308-310, 318-320</p>
<p><b>8</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p><b>TG U1:</b> 178-180, 188-190, 248-250, 308-310, 318-320  <b>TG U2:</b> 178-180, 308-310, 318-320, 378-380  <b>TG U3:</b> 178-180, 238-240, 248-250, 288-290, 308-310  <b>TG U4:</b> 58-60, 108-110, 228-230, 308-310, 318-320</p>

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<p><b>9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>TG U1:</b> 28-30, 38-40, 298-300  <b>TG U2:</b> 28-30, 38-40, 68-70, 378-380  <b>TG U3:</b> 318-320, 378-380, 388-390,  <b>TG U4:</b> 18-20, 38-40, 108-110, 118-120</p>
<p><b>Range of Writing</b></p>	
<p><b>10</b> 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 tasks, purposes, and audiences.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 38-40, 68-70, 88-90, 108-110, 118-120, 192-199, 218-220, 238-240, 258-260, 288-290, 298-300, 318-320, 348-350, 378-380  <b>TG U2:</b> 18-20, 48-50, 98-100, 128-130, 158-160, 192-199, 228-230, 248-250, 268-270, 298-300, 308-310, 328-330, 358-360, 368-370, 392-399  <b>TG U3:</b> 28-30, 58-60, 78-80, 138-140, 168-170, 192-199, 218-220, 238-240, 258-260, 278-280, 298-300, 318-320, 338-340, 368-370, 378-380  <b>TG U4:</b> 18-20, 48-50, 88-90, 128-130, 148-150, 192-199, 228-230, 248-250, 268-270, 288-290, 328-330, 348-350, 378-380, 392-399</p>



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<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>W.5.1</b> – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>TG U1:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U2:</b> 18-20, 38-40, 58-60, 118-120, 192-199, 388-390 <b>TG U3:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U4:</b> 48-50, 68-70, 98-100, 128-130, 258-260
<b>W.5.1a</b> – 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.	<b>TG U1:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U2:</b> 48-50, 68-70, 148-150, 192-199 <b>TG U3:</b> 108-110, 118-120, 378-380 <b>TG U4:</b> 48-50, 68-70, 218-220, 238-240, 392-399
<b>W.5.1b</b> – Provide logically ordered reasons that are supported by facts and details.	<b>TG U1:</b> 108-110, 118-120, 378-380, 388-390 <b>TG U2:</b> 18-20, 38-40, 78-80, 188-190 <b>TG U3:</b> 108-110, 378-380, 388-390 <b>TG U4:</b> 178-180, 248-250, 268-270, 392-399
<b>W.5.1c</b> – Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i> ).	<b>TG U1:</b> 118-120, 388-390 <b>TG U2:</b> 68-70, 88-90, 148-150, 192-199, 388-390 <b>TG U3:</b> 108-110, 118-120, 390 <b>TG U4:</b> 88-90, 278-280, 392-399
<b>W.5.1d</b> – Provide a concluding statement or section related to the opinion presented.	<b>TG U1:</b> 118-120, 388-390 <b>TG U2:</b> 98-100, 188-190, 192-199, 388-390 <b>TG U3:</b> 108-110, 118-120 <b>TG U4:</b> 98-100, 288-290, 392-399
<b>W.5.2</b> – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<b>TG U1:</b> 268-270, 348-350, 358-360, 368-370, 392-399 <b>TG U2:</b> 218-220, 268-270, 278-280, 298-300, 338-340, 392-399 <b>TG U3:</b> 228-230 <b>TG U4:</b> 18-20, 28-30, 38-40, 118-120, 308-310

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<b>W.5.2a</b> – 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.	<b>TG U1:</b> 218-220, 228-230, 328-330, 338-340, 392-399 <b>TG U2:</b> 218-220, 228-230, 268-270, 298-300, 328-330, 392-399 <b>TG U3:</b> 218-220, 228-230, 278-280, 328-330, 392-399 <b>TG U4:</b> 28-30, 308-310
<b>W.5.2b</b> – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TG U1:</b> 238-240, 248-250, 258-260, 268-270, 392-399 <b>TG U2:</b> 238-240, 248-250, 392-399 <b>TG U3:</b> 238-240, 248-250, 258-260, 392-399 <b>TG U4:</b> 18-20, 38-40, 108-110, 318-320
<b>W.5.2c</b> – Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	<b>TG U1:</b> 278-280 <b>TG U2:</b> 278-280, 298-300, 392-399 <b>TG U3:</b> 268-270, 392-399 <b>TG U4:</b> 318-320
<b>W.5.2d</b> – Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>TG U1:</b> 258-260, 338-340, 348-350, 392-399 <b>TG U2:</b> 258-260, 348-350, 392-399 <b>TG U3:</b> 268-270, 392-399 <b>TG U4:</b> 318-320
<b>W.5.2e</b> – Provide a concluding statement or section related to the information or explanation presented.	<b>TG U1:</b> 288-290, 392-399 <b>TG U2:</b> 288-290, 392-399 <b>TG U3:</b> 298-300, 392-399
<b>W.5.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>TG U1:</b> 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 <b>TG U3:</b> 18-20, 28-30, 38-40, 48-50, 128-130
<b>W.5.3a</b> – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TG U1:</b> 48-50, 58-60, 68-70, 78-80, 128-130, 138-140, 148-150, 192-199 <b>TG U3:</b> 18-20, 28-30, 48-50, 192-199
<b>W.5.3b</b> – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>TG U1:</b> 48-50, 58-60, 88-90, 98-100, 128-130, 138-140, 192-199 <b>TG U3:</b> 38-40, 58-60, 68-70, 78-80, 98-100, 138-140, 148-150, 192-199
<b>W.5.3c</b> – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>TG U1:</b> 68-70, 138-140, 192-199 <b>TG U3:</b> 48-50, 138-140, 148-150, 192-199

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<b>W.5.3d</b> – Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TG U1:</b> 58-60, 78-80, 138-140 <b>TG U3:</b> 38-40, 88-90, 192-199
<b>W.5.3e</b> – Provide a conclusion that follows from the narrated experiences or events.	<b>TG U1:</b> 98-100, 192-199 <b>TG U3:</b> 98-100, 192-199
<b>Production and Distribution of Writing</b>	
<b>W.5.4</b> – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>TG U1:</b> 58-60, 68-70, 78-80, 98-100, 118-120, 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 <b>TG U2:</b> 48-50, 68-70, 98-100, 128-130, 188-190, 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 <b>TG U3:</b> 38-40, 48-50, 58-60, 68-70, 78-80, 88-90, 98-100, 108-110, 228-230, 258-260, 268-270, 338-340, 378-380, 388-390 <b>TG U4:</b> 58-50, 68-70, 78-80, 128-130, 138-140, 218-220, 238-240, 258-260, 288-290, 338-340, 392-399
<b>W.5.5</b> – 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 on pages 28 and 29 [of the CCSS].)	<b>TG U1:</b> 128-130, 148-150, 158-160, 328-330, 348-350, 358-360 <b>TG U2:</b> 78-80, 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 <b>TG U3:</b> 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 <b>TG U4:</b> 128-130, 148-150, 158-160, 178-180, 188-190, 248-250, 298-300, 328-330, 358-360, 368-370
<b>W.5.6</b> – 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.	<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, 198, 230, 260, 310, 320, 390, 394, 398 <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

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<b>Research to Build and Present Knowledge</b>	
<b>W.5.7</b> – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>TG U1:</b> 178-180, 188-190, 308-310 <b>TG U2:</b> 178-180, 308-310, 328-330 <b>TG U3:</b> 178-180, 188-190, 238-240, 248-250, 308-310, 392-399 <b>TG U4:</b> 108-110, 118-120, 308-310, 318-320
<b>W.5.8</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.	<b>TG U1:</b> 178-180, 188-190, 248-250, 308-310, 318-320 <b>TG U2:</b> 178-180, 308-310, 318-320, 378-380 <b>TG U3:</b> 178-180, 238-240, 248-250, 288-290, 308-310 <b>TG U4:</b> 58-60, 108-110, 228-230, 308-310, 318-320
<b>W.5.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>TG U1:</b> 28-30, 38-40, 298-300 <b>TG U2:</b> 28-30, 38-40, 68-70, 378-380 <b>TG U3:</b> 318-320, 378-380, 388-390, <b>TG U4:</b> 18-20, 38-40, 108-110, 118-120
<b>W.5.9a</b> – 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]”).	<b>TG U1:</b> 18-20, 28-30, 38-40 <b>TG U2:</b> 18-20, 28-30, 298-300 <b>TG U3:</b> 108-110, 118-120, 188-190
<b>W.5.9b</b> – Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<b>TG U1:</b> 238-240, 248-250, 298-300, 308-310, 318-320 <b>TG U2:</b> 58-60, 68-70, 378-380 <b>TG U3:</b> 178-180, 238-240, 388-390 <b>TG U4:</b> 18-20, 38-40

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<b>Range of Writing</b>	
<b>W.5.10</b> – 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.	This objective is addressed throughout the text. See the following: <b>TG U1:</b> 38-40, 68-70, 88-90, 108-110, 118-120, 192-199, 218-220, 238-240, 258-260, 288-290, 298-300, 318-320, 348-350, 378-380 <b>TG U2:</b> 18-20, 48-50, 98-100, 128-130, 158-160, 192-199, 228-230, 248-250, 268-270, 298-300, 308-310, 328-330, 358-360, 368-370, 392-399 <b>TG U3:</b> 28-30, 58-60, 78-80, 138-140, 168-170, 192-199, 218-220, 238-240, 258-260, 278-280, 298-300, 318-320, 338-340, 368-370, 378-380 <b>TG U4:</b> 18-20, 48-50, 88-90, 128-130, 148-150, 192-199, 228-230, 248-250, 268-270, 288-290, 328-330, 348-350, 378-380, 392-399
<b>Anchor Standards for Speaking and Listening</b>	
<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<b>1</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<b>TG U1:</b> 14, 34, 54, 74, 164, 184, 224, 254, 284, 314, 344, 364 <b>TG U2:</b> 14, 34, 54, 74, 104, 114, 214, 244, 264, 294, 324, 344, 364 <b>TG U3:</b> 14, 34, 54, 84, 114, 174, 214, 254, 284, 324, 374 <b>TG U4:</b> 44, 74, 124, 154, 174, 224, 254, 294, 304, 314, 324, 334,
<b>2</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG U1:</b> 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383 <b>TG U2:</b> 63, 64, 65-67, 83, 132, 162, 172 <b>TG U3:</b> 20, 64, 164, 170, 304, 370, 398 <b>TG U4:</b> 12, 77, 102, 152, 154, 286, 327, 382
<b>3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>TG U1:</b> 32-34, 136, 153, 384 <b>TG U2:</b> 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-303, 377 <b>TG U3:</b> 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 384 <b>TG U4:</b> 92, 94, 96-97, 152, 154, 156-157

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<b>Presentation of Knowledge and Ideas</b>	
<b>4</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<b>TG U1:</b> 70, 120, 130, 198, 250, 369, 380, 390, 398 <b>TG U2:</b> 30, 50, 60, 170, 198, 250, 290, 310, 368-370, 390, 398 <b>TG U3:</b> 110, 120, 198, 369, 380, 390, 398 <b>TG U4:</b> 50, 60, 80, 120, 130, 170, 180, 198, 230, 320, 340, 379, 398
<b>5</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>TG U1:</b> 50, 70, 140, 194, 198, 270, 330, 370, 394, 398 <b>TG U2:</b> 168-170, 194, 198, 328-330, 368-370, 392-394, 398 <b>TG U3:</b> 168-170, 198, 278-280, 398 <b>TG U4:</b> 198, 378, 393-394, 368-370, 398
<b>6</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>TG U1:</b> 369 <b>TG U2:</b> 368, 369 <b>TG U3:</b> 149, 369 <b>TG U4:</b> 259, 378, 379, 398
<b>Speaking and Listening Standards</b>	
<b>Comprehension &amp; Collaboration</b>	
<b>SL.5.1</b> – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 <i>topics and texts</i> , building on others’ ideas and expressing their own clearly.	This objective is addressed throughout the text. See the following: <b>TG U1:</b> 14, 34, 54, 74, 164, 184, 224, 254, 284, 314, 344, 364 <b>TG U2:</b> 14, 34, 54, 74, 104, 114, 214, 244, 264, 294, 324, 344, 364 <b>TG U3:</b> 14, 34, 54, 84, 114, 174, 214, 254, 284, 324, 374 <b>TG U4:</b> 44, 74, 124, 154, 174, 224, 254, 294, 304, 314, 324, 334,
<b>SL.5.1a</b> – 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.	<b>TG U1:</b> 22, 42, 72, 92, 132, 162, 212, 232, 262, 292, 322, 352 <b>TG U2:</b> 32, 72, 92, 112, 142, 162, 182, 222, 252, 292, 332, 362, 382 <b>TG U3:</b> 42, 72, 102, 152, 182, 232, 272, 322, 362, 382 <b>TG U4:</b> 12, 52, 72, 112, 132, 152, 182, 232, 272, 312, 342
<b>SL.5.1b</b> – Follow agreed-upon rules for discussions and carry out assigned roles.	<b>TG U1:</b> 198 <b>TG U2:</b> 198, 224 <b>TG U3:</b> 198, 398 <b>TG U4:</b> 198, 398

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<b>SL.5.1c</b> – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<b>TG U1:</b> 198, 230, 280, 320, 398 <b>TG U2:</b> 74, 140, 398 <b>TG U3:</b> 20, 40, 100, 230, 280, 344, 370, 398 <b>TG U4:</b> 79, 320, 394
<b>SL.5.1d</b> – Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>TG U1:</b> 54, 74, 94, 114, 144, 164, 234, 244, 264, 314, 334, 354, 384 <b>TG U2:</b> 14, 44, 74, 94, 114, 144, 214, 264, 284, 314, 354, 384 <b>TG U3:</b> 14, 34, 54, 74, 94, 104, 124, 144, 174, 244, 294, 314, 334, 354, 374 <b>TG U4:</b> 14, 34, 44, 84, 124, 134, 154, 184, 254, 264, 284, 304, 324, 374
<b>SL.5.2</b> – Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>TG U1:</b> 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383 <b>TG U2:</b> 63, 64, 65-67, 83, 132, 162, 172 <b>TG U3:</b> 20, 170, 304, 370, 398 <b>TG U4:</b> 12, 77, 102, 152, 286, 327, 382
<b>SL.5.3</b> – Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>TG U1:</b> 110, 120, 369, 380, 390 <b>TG U2:</b> 50, 70, 80, 140, 370, 390, 398 <b>TG U3:</b> 110, 120, 378, 380, 398 <b>TG U4:</b> 50, 90, 140, 160, 169-170, 198, 250, 350, 360, 379
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.5.4</b> – 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.	<b>TG U1:</b> 70, 120, 130, 198, 250, 369, 380, 390, 398 <b>TG U2:</b> 30, 50, 60, 170, 198, 250, 290, 310, 368-370, 390, 398 <b>TG U3:</b> 110, 120, 198, 369, 380, 390, 398 <b>TG U4:</b> 50, 60, 80, 120, 130, 170, 180, 198, 230, 320, 340, 379, 398
<b>SL.5.5</b> – Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>TG U1:</b> 50, 70, 140, 194, 198, 270, 330, 370, 394, 398 <b>TG U2:</b> 168-170, 194, 198, 328-330, 368-370, 392-394, 398 <b>TG U3:</b> 168-170, 198, 278-280, 398 <b>TG U4:</b> 198, 378, 393-394, 368-370, 398
<b>SL.5.6</b> – 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 on page 28 [of the CCSS] for specific expectations.)	<b>TG U1:</b> 369 <b>TG U2:</b> 368, 369 <b>TG U3:</b> 149, 369 <b>TG U4:</b> 259, 378, 379, 398

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Kansas College and Career Ready Standards	ReadyGEN ©2016
<b>Anchor Standards for Language</b>	
<b>College and Career Readiness Anchor Standards for Language</b>	
<b>Conventions of Standard English</b>	
<p><b>1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 30-31, 90-91, 100-101, 160-161, 170-171, 190-191, 240-241, 290-291, 320-321, 340-341, 370-371, 380-381</p> <p><b>TG U2:</b> 20-21, 30-31, 40-41, 70-71, 90-91, 140-141, 230-231, 240-241, 250-251, 260-261, 270-271</p> <p><b>TG U3:</b> 20-21, 30-31, 40-41, 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 120-121, 140-141, 230-231, 250-251</p> <p><b>TG U4:</b> 20-21, 30-31, 40-41, 50-51, 70-71, 80-81, 110-111, 130-131, 220-221, 240-241, 250-251, 280-281</p>
<p><b>2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>TG U1:</b> 20-21, 158-160, 358-360, FS24</p> <p><b>TG U2:</b> 158-160, 190-191, 280-281, 290-291, 300-301, 310-311, 320-321, 330-331, 358-360, 361, 370-371, 380-381, 390-391, FS17, FS18</p> <p><b>TG U3:</b> 158-160, 358-360, 395</p> <p><b>TG U4:</b> 158-160, 180-181, 190-191, 290-291, 300-301, 310-311, 320-321, 330-331, 340-341, 350-351, 368-370, 371, 380-381, 390-391, 395, FS2, FS4, FS18</p>
<b>Knowledge of Language</b>	
<p><b>3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><b>TG U1:</b> 30-31, 50-51, 80-81, 130-131, 170-171, 190-191, 240-241, 250-251, 260-261, 290-291, 310-311, 340-341, 360-361, 380-381</p> <p><b>TG U2:</b> 40-41, 60-61, 140-141, 160-161, 180-181, 220-221, 230-231, 240-241, 250-251, 260-261, 270-271</p> <p><b>TG U3:</b> 40-41, 60-61, 70-71, 80-81, 100-101, 120-121, 220-221, 250-251, 300-301, 310-311, 390-391</p> <p><b>TG U4:</b> 30-31, 60-61, 70-71, 100-101, 120-121, 150-151, 170-171, 230-231, 260-261, 280-281, 300-301, 330-331</p>



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<b>Vocabulary Acquisition and Use</b>	
<p><b>4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 13, 43, 312-314, 315-317, 385, 389, FS6, FS7, FS9, FS10, FS12, FS13, FS17, FS18, FS21, FS22</p> <p><b>TG U2:</b> 33, 132, 133, 135, 234, 235, FS3, FS4, FS6, FS7, FS11, FS12, FS12, FS14, FS15, FS16, FS20, FS21, FS22</p> <p><b>TG U3:</b> 163, 165, 262-264, 265-267, 303, 362-364, 365-367, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS18, FS24</p> <p><b>TG U4:</b> 23, 33, 43, 103, 123, 133, 273, 293, 315, 323, 333, 383, FS6, FS8, FS9, FS10, FS11, FS12, FS20, FS23, FS25</p>
<p><b>5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p><b>TG U1:</b> 23, 83, 104, 105-107, 344, 346-347, FS11, FS12, FS13</p> <p><b>TG U2:</b> 43, 135, 173, 364, 365-367, FS11, FS12, FS13</p> <p><b>TG U3:</b> 34, 35, 62-64, 65-67, 114, 115-117, 133</p> <p><b>TG U4:</b> 132-134, 135, 137, 164, 165-167</p>
<p><b>6</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>This objective is addressed throughout the text. See the following:</p> <p><b>TG U1:</b> 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384</p> <p><b>TG U2:</b> 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384</p> <p><b>TG U3:</b> 14, 64, 84, 114, 144, 184, 224, 274, 324, 354, 384</p> <p><b>TG U4:</b> 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364</p>

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<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.5.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>TG U1:</b> 30-31, 90-91, 100-101, 160-161, 170-171, 190-191, 240-241, 290-291, 320-321, 340-341, 370-371, 380-381 <b>TG U2:</b> 20-21, 30-31, 40-41, 70-71, 90-91, 140-141, 230-231, 240-241, 250-251, 260-261, 270-271 <b>TG U3:</b> 20-21, 30-31, 40-41, 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 120-121, 140-141, 230-231, 250-251 <b>TG U4:</b> 20-21, 30-31, 40-41, 50-51, 70-71, 80-81, 110-111, 130-131, 220-221, 240-241, 250-251, 280-281
<b>L.5.1a</b> – Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<b>TG U2:</b> 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 150-151, 160-161 <b>TG U4:</b> 50-51, 60-61, 80-81, 90-91, 100-101, 140-141
<b>L.5.1b</b> – Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ) verb tenses.	<b>TG U1:</b> 240-241, 250-251 <b>TG U3:</b> 240-241, 250-251
<b>L.5.1c</b> – Use verb tense to convey various times, sequences, states, and conditions.	<b>TG U1:</b> 220-221, 260-261 <b>TG U3:</b> 260-261, 270-271
<b>L.5.1d</b> – Recognize and correct inappropriate shifts in verb tense.*	<b>TG U1:</b> 310-311, 320-321 <b>TG U2:</b> 359 <b>TG U3:</b> 300-301, 310-311
<b>L.5.1e</b> – Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	<b>TG U2:</b> 110-111, 159 <b>TG U4:</b> 110-111, 120-121
<b>L.5.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>TG U1:</b> 20-21, 158-160, 358-360 <b>TG U2:</b> 158-160, 190-191, 280-281, 290-291, 300-301, 310-311, 320-321, 330-331, 358-360, 361, 380-381, 390-391 <b>TG U3:</b> 158-160, 358-360, 395 <b>TG U4:</b> 158-160, 180-181, 190-191, 195, 290-291, 300-301, 310-311, 320-321, 330-331, 340-341, 350-351, 368-370, 371, 380-381, 390-391, 395
<b>L.5.2a</b> – Use punctuation to separate items in a series.*	<b>TG U2:</b> 280-281, 290-291 <b>TG U4:</b> 290-291, 300-301

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<b>L.5.2b</b> – Use a comma to separate an introductory element from the rest of the sentence.	<b>TG U2:</b> 300-301 <b>TG U4:</b> 310-311, 320-321
<b>L.5.2c</b> – Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	<b>TG U2:</b> 310-311 <b>TG U4:</b> 330-331, 340-341
<b>L.5.2d</b> – Use underlining, quotation marks, or italics to indicate titles of works.	<b>TG U2:</b> 340-341, 350-351, 360-361, 370-371 <b>TG U4:</b> 360-361, 370-371
<b>L.5.2e</b> – Spell grade-appropriate words correctly, consulting references as needed.	<b>TG U1:</b> 358, 360, FS24 <b>TG U2:</b> 158, 190-191, 360, 380-381, 390-391, FS17, FS18 <b>TG U3:</b> 359, 360 <b>TG U4:</b> 191, 381, FS2, FS4, FS18
<b>Knowledge of Language</b>	
<b>L.5.3</b> – Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>TG U1:</b> 30-31, 50-51, 80-81, 130-131, 170-171, 190-191, 240-241, 250-251, 260-261, 290-291, 310-311, 340-341, 360-361, 380-381 <b>TG U2:</b> 40-41, 60-61, 140-141, 160-161, 180-181, 220-221, 230-231, 240-241, 250-251, 260-261, 270-271 <b>TG U3:</b> 40-41, 60-61, 70-71, 80-81, 100-101, 120-121, 220-221, 250-251, 300-301, 310-311, 390-391 <b>TG U4:</b> 30-31, 60-61, 70-71, 100-101, 120-121, 150-151, 170-171, 230-231, 260-261, 280-281, 300-301, 330-331
<b>L.5.3a</b> – Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>TG U2:</b> 90-91, 170-171, 180-181 <b>TG U3:</b> 149 <b>TG U4:</b> 160-161, 259
<b>L.5.3b</b> – Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>TG U2:</b> 42, 54, 63, 113 <b>TG U3:</b> 67

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<b>Vocabulary Acquisition and Use</b>	
<b>L.5.4</b> – 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.	<b>TG U1:</b> 13, 43, 312-314, 315-317, 385, 389, FS6, FS7, FS9, FS10, FS12, FS13, FS17, FS18, FS21, FS22 <b>TG U2:</b> 33, 132, 133, 135, 234, 235, FS3, FS4, FS6, FS7, FS11, FS12, FS12, FS14, FS15, FS16, FS20, FS21, FS22 <b>TG U3:</b> 163, 165, 262-264, 265-267, 303, 362-364, 365-367, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS18, FS24 <b>TG U4:</b> 23, 33, 43, 103, 123, 133, 273, 293, 315, 323, 333, 383, FS6, FS8, FS9, FS10, FS11, FS12, FS20, FS23, FS25
<b>L.5.4a</b> – Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>TG U1:</b> 43, 105, 303, 313, FS11, FS12, FS13 <b>TG U2:</b> 234, 235, 383, FS7, FS12 <b>TG U3:</b> 157, 166, 264, 265-267, 326, FS8, FS12, FS15 <b>TG U4:</b> 63, 253, 273, FS9, FS12
<b>L.5.4b</b> – Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).	<b>TG U1:</b> FS5, FS6, FS7 <b>TG U2:</b> FS14, FS15, FS16 <b>TG U3:</b> FS23, FS24, FS25 <b>TG U4:</b> FS5, FS6, FS7, FS17, FS18, FS19
<b>L.5.4c</b> – 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.	<b>TG U1:</b> 115, 303, 305, 313, 315, 385, FS9, FS10, FS13, FS17, FS20, FS21, FS22 <b>TG U2:</b> 234, 235, FS3, FS4, FS12, FS14, FS18, FS21, FS22 <b>TG U3:</b> 115, 169, 270, 305, 367 <b>TG U4:</b> 133, 273, 293, 357, FS6, FS8, FS9, FS10, FS13, FS15, FS21, FS23, FS25
<b>L.5.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>TG U1:</b> 23, 83, 104, 105-107, 344, 346-347, FS11, FS12, FS13 <b>TG U2:</b> 43, 135, 173, 364, 365-367, FS11, FS12, FS13 <b>TG U3:</b> 34, 35, 62-64, 65-67, 114, 115-117, 133 <b>TG U4:</b> 132-134, 135, 137, 164, 165-167
<b>L.5.5.a</b> – Interpret figurative language, including similes and metaphors, in context.	<b>TG U1:</b> 72, 83, 93, 103-104, 105-107, 153, 323, 344, 346-347, 353, 363 <b>TG U2:</b> 43, 133, 135, 277, 364, 365-367 <b>TG U3:</b> 34, 35, 62-64, 65-67, 114, 115-117, 133 <b>TG U4:</b> 132-134, 135, 137, 165-167

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<p><b>L.5.5.b</b> – Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>TG U1:</b> 23, 33, 43, 53, 63, 73, 133, 153, 163, 213, 233, 363  <b>TG U2:</b> 53, 83, 113, 123, 153, 213, 243, 273, 283, 303, 333, 343, 353, 363  <b>TG U3:</b> 23, 33, 43, 53, 63, 173, 283, 313, 353, 363, FS11, FS12, FS13  <b>TG U4:</b> 13, 73, 163, 223, 233, 243, 313</p>
<p><b>L.5.5.c</b> – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>TG U1:</b> 121, 273, 363, FS17, FS18, FS19  <b>TG U3:</b> 263, FS14, FS15, FS16  <b>TG U4:</b> 60, FS23, FS24, FS25</p>
<p><b>L.5.6</b> – 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>).</p>	<p>This objective is addressed throughout the text. See the following:  <b>TG U1:</b> 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384  <b>TG U2:</b> 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384  <b>TG U3:</b> 14, 64, 84, 114, 144, 184, 224, 274, 324, 354, 384  <b>TG U4:</b> 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364</p>