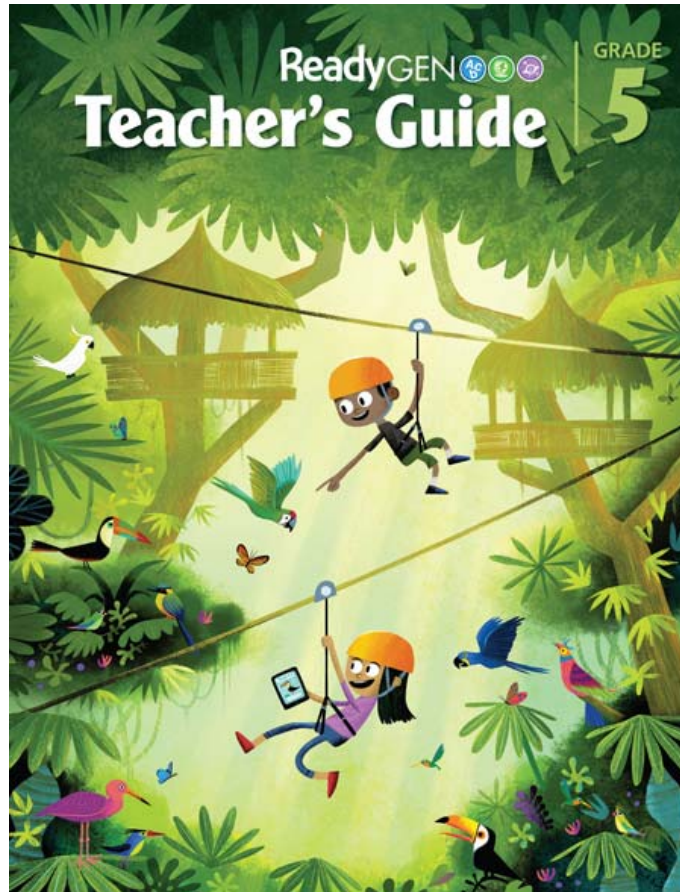


A Correlation of
ReadyGEN
Grade 5, ©2016



To the

**Louisiana Student Standards for
English Language Arts and Literacy**

A Correlation of ReadyGEN Grade 5 ©2016 to the K-12 Louisiana Student Standards for English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Louisiana Student Standards for English Language Arts and Literacy (Revised June 28, 2016)*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN ©2016 is a K-6 integrated literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations. Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

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

BUILT WITH THE RESULTS IN MIND

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

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

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

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 5
Student Standards for English Language Arts: Grade 5	
Reading Standards for Literature	
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Key Ideas and Details	
1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243</p> <p>TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183</p> <p>TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 173, 183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293</p> <p>TG U4: 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383</p>
2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<p>TG U1: 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292</p> <p>TG U2: 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142</p> <p>TG U3: 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287, 293</p> <p>TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p>
3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<p>TG U1: 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146, 216, 217, 222, 223, 224, 226, 227, 252, 256, 262, 263, 266</p> <p>TG U2: 122, 123, 124, 125, 126, 127, 132</p> <p>TG U3: 12, 13, 14, 15, 16, 17, 52, 53, 54, 55, 56, 57, 72, 73, 74, 75, 224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177, 212, 213, 214, 215, 216, 217, 223, 233, 253, 272, 273, 283</p>

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K-12 Louisiana Student Standards for English Language Arts and Literacy	ReadyGEN ©2016 Grade 5
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings.	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 57, 63, 64, 73, 74, 83,234, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284</p> <p>TG U2: 13, 14, 24, 33, 34, 43, 44, 53, 54, 57, 64, 73, 74, 77, 83, 84, 93, 94,103, 104, 114, 123, 124, 132, 133, 134, 135, 144, 174, 184</p> <p>TG U3: 13, 14, 23, 24, 32, 33, 34, 35, 36, 37, 43, 44, 53, 54, 62, 63,264, 265, 266, 267, 274, 284, 294, 304, 344, 374, 384</p> <p>TG U4: 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247,253, 254, 263, 264, 383, 384</p>
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<p>TG U1: 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277</p> <p>TG U2: 112, 183</p> <p>TG U3: 42, 43, 44, 45, 46, 47, 102, 104, 106, 107, 162, 164, 166, 252,253, 254, 255, 256, 257, 302, 303, 304, 305, 306, 307</p> <p>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373,382, 384, 386, 387</p>
6. Describe how a narrator’s or speaker’s point of view influences how events are described.	<p>TG U1: 32, 33, 34, 54, 76, 152, 153, 154, 244</p> <p>TG U2: 13, 14, 17, 117</p> <p>TG U3: 17, 22, 23, 24, 25, 26, 27</p> <p>TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232,233, 235</p>
Integration of Knowledge and Ideas	
7. Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<p>TG U1: 132, 162, 163, 226, 227, 246, 247, 252, 292</p> <p>TG U2: 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173,174, 175, 176, 177</p> <p>TG U3: 92, 93, 94, 95, 96, 97, 104, 105, 106, 107, 233, 242, 243, 244,245, 246, 247, 253, 272, 273, 274, 275, 276, 277, 372, 373</p> <p>TG U4: 253, 254, 255, 257, 283</p>
8. (Not applicable to literature)	Not applicable according to the Louisiana Student Standards for English Language Arts and Literacy.

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<p>9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187 TG U2: 105, 142, 143, 144, 145, 146, 147, 182 TG U3: 152, 153, 154, 155, 156, 157, 172, 174, 175, 176, 177, 182,183, 184, 185, 186, 187, 342, 343, 344, 345, 346, 347 TG U4: 172, 176, 182, 183, 184, 185, 186, 187, 237</p>
Range of Reading and Level of Text Complexity	
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155,165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285 TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 175,185, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375 TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235,245, 255, 265, 275, 285, 385</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG U1: 36, 136, 312, 313, 352, 353 TG U2: 153, 156, 157, 163, 213, 216, 222, 223, 233, 236, 237, 243,253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353 TG U3: 143, 147, 157, 183, 313 TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 293,303, 312, 313, 314, 317, 323, 333, 336, 337, 363</p>

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<p>2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>TG U1: 36, 136, 292, 293, 296, 297, 302, 303, 306, 307, 314, 316, 317,322, 323, 342, 343, 344, 345, 346, 347, 352, 353, 362, 363</p> <p>TG U2: 162, 212, 213, 216, 217, 223, 243, 244, 246, 247, 253, 263,283, 286, 287, 292, 293, 303, 313, 322, 323, 324, 325, 326, 327</p> <p>TG U3: 132, 133, 134, 135, 136, 137, 323, 333, 334, 335, 343, 353,354, 355, 356, 357, 383</p> <p>TG U4: 22, 23, 42, 43, 46, 47, 53, 55, 73, 77, 293, 312, 313, 314, 315,317, 322, 323, 324, 325, 326, 327, 335, 336, 337, 352, 353</p>
<p>3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>TG U1: 36, 136, 292, 293, 294, 295, 302, 303, 312, 313, 322, 323, 342,343, 352, 353, 355, 356, 357, 362, 363, 364, 365, 366, 367</p> <p>TG U2: 164, 165, 166, 167, 222, 223, 224, 226, 227, 232, 233, 262,263, 264, 266, 267, 273, 274, 276, 277, 352, 353, 354, 355, 356</p> <p>TG U3: 132, 133, 134, 137, 142, 143, 144, 145, 146, 147, 312, 313,314, 315, 316, 317, 322, 323, 324, 326, 327, 353, 354, 355, 356</p> <p>TG U4: 23, 24, 27, 33, 63, 64, 66, 67, 72, 73, 82, 83, 84, 85, 86, 87,302, 303, 304, 305, 306, 307, 333, 336, 337, 362, 363, 364, 365</p>
Craft and Structure	
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<p>TG U1: 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344,353, 354, 363, 364, 374, 384</p> <p>TG U2: 153, 154, 163, 164, 213, 214, 223, 224, 233, 234, 235, 244,253, 254, 257, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304</p> <p>TG U3: 133, 134, 143, 144, 153, 154, 184, 313, 314, 322, 324, 325,326, 327, 333, 334, 343, 344, 354, 362, 363, 364, 365, 366, 367</p> <p>TG U4: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84,293, 294, 303, 304, 313, 314, 322, 323, 324, 333, 334, 344, 353</p>

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5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	<p>TG U1: 332, 333, 372, 373, 374, 376, 377, 382, 383</p> <p>TG U2: 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376</p> <p>TG U3: 184, 185, 186, 187, 344, 345, 346, 347, 382</p> <p>TG U4: 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306,342, 343, 346, 347, 372, 373</p>
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<p>TG U1: 334, 382, 383, 384, 386, 387</p> <p>TG U2: 302, 303, 304, 305, 306, 307</p> <p>TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375,376, 377</p>
Integration of Knowledge and Ideas	
7. Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<p>TG U1: 303, 333</p> <p>TG U2: 191, 277, 381, 391</p> <p>TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377</p> <p>TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296</p>
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<p>TG U1: 324, 325, 326, 327, 332</p> <p>TG U2: 212, 214, 216, 217, 242, 244, 246, 247, 283, 284, 285, 286,287, 323, 324, 325, 326, 327, 332, 333, 334, 335, 336, 337, 342</p> <p>TG U3: 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354,355, 356, 357</p> <p>TG U4: 27, 32, 33, 36, 42, 43, 44, 46, 47, 52, 53, 54, 55, 56, 57, 292,293, 294, 332, 333, 334, 335, 336, 337</p>
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<p>TG U1: 334, 335, 382, 383, 384, 386, 387</p> <p>TG U2: 382, 384, 385, 386, 387</p> <p>TG U3: 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387</p> <p>TG U4: 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375,376, 377</p>

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Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	<p>TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365</p>
Reading Standards for Foundational Skills	
<p>These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention.</p>	
Print Concepts	
1. Mastered in grade 1.	Mastered in grade 1 according to the Louisiana Student Standards for English Language Arts and Literacy
Phonological Awareness	
2. Mastered in grade 1.	Mastered in grade 1 according to the Louisiana Student Standards for English Language Arts and Literacy
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of 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>TG U1: FS2–FS19, FS23–FS25</p> <p>TG U2: FS2–FS10, FS14–FS25</p> <p>TG U3: 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS2–FS10, FS17–FS19, FS23–FS25</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 212, 222, 232, 242, 252, 262, 272, 282, 292, 302, FS3–FS7, FS14–FS19, FS23–FS25</p>

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Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read on-level text with purpose and understanding.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302,312, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332,342, 352, 362, 372, 382</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302,312, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302,312, 322, 332, 342, 352, 362, 372, 382</p>
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p>TG U1: 17, 27, 67, 77, 97, 117, 147, 157, 177, 217, 267, 287, 297, 347,367, 377</p> <p>TG U2: 17, 27, 67, 77, 87, 97, 117, 127, 147, 157, 177, 187, 217, 227,247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387</p> <p>TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 168, , 347,357, 367, 377, 387</p> <p>TG U4: 17, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227,247, 267, 277, 297, 327, 347, 357, 377, 387</p>
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25</p> <p>TG U2: 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13,FS16–FS19, FS22, FS25</p> <p>TG U3: 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16,FS19, FS22, FS25</p> <p>TG U4: 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25</p>

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Writing Standards	
The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Text Types and Purposes	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 TG U4: 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340
b. Provide logically ordered reasons that are supported by facts and details.	TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190 TG U4: 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280
d. Provide a concluding statement or section related to the opinion presented.	TG U2: 59, 98, 99, 100 TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 218, 219, 220, 228, 229, 230, 318, 319, 320, 328, 329, 330, 338, 339, 340, 378, 379, 380, 392 TG U2: 218, 219, 220, 228, 229, 230, 268, 269, 270, 328, 329, 330, 339 TG U3: 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330, 338, 339, 340, 368, 369, 370, 378, 379, 380, 392

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b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 338, 339, 340, 378, 379, 380, 388, 389, 390, 392 TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340 TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG U1: 278, 279, 280, 390 TG U2: 278, 279, 280, 299, 300 TG U3: 268, 269, 270, 388, 389, 390, 392
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 258, 259, 260, 338, 339, 340, 348, 349, 350, 392 TG U2: 258, 259, 260, 348, 349, 350 TG U3: 268, 269, 270, 348, 349, 350, 378, 379, 380, 392
e. Provide a concluding statement or section related to the information or explanation presented.	TG U1: 288, 289, 290, 388, 389, 390, 392 TG U2: 288, 289, 290 TG U3: 298, 299, 300, 388, 389, 390, 392
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 128, 129, 130, 138, 139, 140, 148, 149, 150, 192 TG U3: 18, 19, 20, 28, 29, 30, 48, 49, 50, 128, 129, 130, 138, 139, 140, 192
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1: 18, 19, 20, 40, 48, 49, 50, 53, 58, 59, 60, 88, 89, 90, 98, 99, 100, 101, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139 TG U3: 19, 29, 38, 39, 40, 58, 59, 60, 68, 69, 70, 78, 79, 80, 108, 109, 110, 118, 119, 120, 138, 139, 140, 148, 149, 150, 192
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG U1: 68, 69, 70, 99, 139, 140, 192 TG U3: 48, 49, 50, 89, 148, 149, 150, 192

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d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1: 58, 59, 60, 78, 79, 80, 99, 108, 109, 110 TG U3: 38, 39, 40, 88, 89, 90, 108, 109, 110, 119, 120, 139, 149, 150, 192
e. Provide a conclusion that follows from the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308,318, 328, 338, 348, 358, 368, 378, 388 TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158,168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach.	TG U1: 128, 129, 130, 148, 149, 150, 158, 159, 160, 328, 329, 330,348, 349, 350, 358, 359, 360 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 99, 100, 110, 120, 128, 129, 240,250, 260, 270, 280, 290, 300, 310, 320, 328, 329, 330, 340 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150,160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 310, 320, 330, 340, 350, 360, 370, 380

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6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 290, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 368, 369, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 90, 100, 107, 110, 120, 130, 140, 150, 307, 310, 320, 330, 340, 350, 360, 370, 378, 380, 390, 394, 398</p>
Research to Build and Present Knowledge	
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310</p> <p>TG U2: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310</p> <p>TG U4: 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p>
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320</p> <p>TG U4: 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359</p>
9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
a. 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]”).	<p>TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218</p> <p>TG U4: 218, 229</p>

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<p>b. 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]”).</p>	<p>TG U1: 298, 299, 300, 378, 379, 380 TG U2: 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348,358, 368, 378, 388 TG U3: 138, 148, 288, 318, 338, 358 TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 148, 228, 229, 269, 308, 309,336, 337, 339, 349, 358, 359, 388, 389</p>
Range of Writing	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,290, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140,150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290</p>
Speaking and Listening Standards	
<p>The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade- specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>	
<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293 TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 303,313, 323, 333, 343, 353, 363, 373, 383 TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293 TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153,163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p>

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b. Follow agreed-upon rules for discussions and carry out assigned roles.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 144, 154, 214, 224,234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 214, 224, 234, 244, 254, 264, 284, 294, 304, 314</p>
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152,162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304</p>

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2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<p>TG U1: 318, 319, 320, 334, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U2: 64, 65, 66, 67, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U3: TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U4: 22, 23, 42, 43, 162, 163, 312, 313, 323, 324, 325, 326, 327,342, 343, 352, 353, 362, 363, TR2–TR3, TR4–TR5, TR6–TR7</p>
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<p>TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340</p> <p>TG U2: 370</p> <p>TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370</p> <p>TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p>
Presentation of Knowledge and Ideas	
4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<p>TG U1: 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167,347, 357, 367, 377, 387</p> <p>TG U2: 17, 27, 36, 37, 47, 57, 67, 77, 87, 97, 107, 117, 127, 136, 277,287, 297, 307, 317, 327, 336, 337, 347, 357, 367, 377, 387</p> <p>TG U3: 17, 57, 77, 87, 127, 136, 137, 168, 169, 170, 217, 227, 236,237, 287, 297, 317, 336, 337, 357, 369, 370, 387</p> <p>TG U4: 17, 37, 136, 137, 168, 169, 170, 217, 227, 286, 287, 377</p>
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<p>TG U1: 170, 194, 270, 370</p> <p>TG U2: 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338,339, 349, 350, 368, 369, 370</p> <p>TG U3: 168, 169, 170, 194, 198, 280, 369, 370, 394, 398</p> <p>TG U4: 30, 194, 198, 256, 257, 270, 294, 337, 378, 380</p>
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.	<p>TG U1: 369, TR20–TR23</p> <p>TG U2: 128, TR20–TR23</p> <p>TG U3: 338, 369, TR20–TR23</p> <p>TG U4: 259, TR20–TR23</p>

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Language Standards	
The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i>	
Conventions of Standard English	
1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171
b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251
c. Use verb tense to convey various times, sequences, states, and conditions.	TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14-FS16 TG U2: FS8, FS9 TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2-FS4
d. Recognize and correct inappropriate shifts in verb tense.	TG U1: 310, 311, 320, 321, 358 TG U2: 359
e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
b. Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 299, 300, 301, 310, 311 TG U4: 310, 311, 320, 321
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	TG U2: 310, 311, 320, 321, 330, 331 TG U4: 330, 331, 340, 341, 350, 351
d. Use underlining, quotation marks, or italics to indicate titles of works.	TG U2: 340, 341, 350, 351, 360, 361, 370, 371 TG U4: 360, 361, 370, 371

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e. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 358 TG U2: 191, 381, 391, FS10 TG U3: 158, 159, 160, 190, 195, 358, 359, 360, 395 TG U4: 180, 181, 190, 191, 380, 381, 390, 391, FS2, FS4, FS14–FS16
Knowledge of Language	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U2: 141, 161 TG U3: 148, 149, 150, 348, 349, 350 TG U4: 131, 141, 151, 161, 243, 244, 245, 246, 247
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TG U2: 43, 63 TG U3: 68, 69, 149, 150 TG U4: 303, 354, 356, 357
Vocabulary Acquisition and Use	
4. 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.	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 113, 114, 124, 134, 294,303, 304, 314, 324, 334, 344, 354, 364, 374 TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 304,314, 324, 334, 344, 354, 364, 374, 384 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154,164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>).	TG U1: 62, 72, 82, 92, 102, FS5–FS7 TG U2: 212, 222, 232, 242, 252, FS14–FS16 TG U3: 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272,282, 292, 302, 362, 372, FS5–FS10, FS17–FS19, FS23–FS25 TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19

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c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p>TG U1: 115, 303, 385, FS6, FS9, FS10, FS12, FS13, FS17, FS20–FS24</p> <p>TG U2: 158, 235, 277, 359, 381, 391, FS3, FS6, FS11, FS12, FS14, FS16–FS18, FS21, FS22</p> <p>TG U3: FS6, FS8–FS16, FS18, FS20, FS21, FS23, FS24</p> <p>TG U4: 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13, FS15, FS20, FS21, FS23</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figurative language, including similes and metaphors, in context.	<p>TG U1: 83, 93, 108, 153, 353</p> <p>TG U2: 43, 364, 365, 366, 367</p> <p>TG U3: 34, 65, 143, 163, 353, 363</p> <p>TG U4: 134, 135, 164, 165, 166, 167</p>
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	<p>TG U1: 23, 33, 43, 53, 63, 73, 113, 133, 153, 163</p> <p>TG U2: 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363</p> <p>TG U3: 23, 33, 53, 63, 162, 172, 173, 182, 283, 353, 363, FS11–FS13</p> <p>TG U4: 13, 73, 163, 223, 233, 243, 313</p>
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p>TG U1: 272, 273, 282, 292, 302, 313, 363, FS11, FS12, FS17–FS19</p> <p>TG U2: 391, FS9</p> <p>TG U3: 212, 222, 232, 242, 252, FS14–FS16</p> <p>TG U4: 362, 372, 373, FS23–FS25</p>
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).	<p>TG U1: 14, 24, 34, 44, 54, 64, 66, 67, 74, 76, 77, 84, 86, 87, 94, 214, 224, 234, 244, 254, 263, 264, 274, 284, 294, 304, 306, 307</p> <p>TG U2: 14, 24, 64, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 259, 264, 274, 283, 294, 304, 314, 324</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 103, 104, 114, 124, 134, 144, 154, 164, 165, 166, 167, 174, 184, 214, 224, 234, 244, 254</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 224, 234, 244, 254, 264, 274, 278, 279, 284</p>