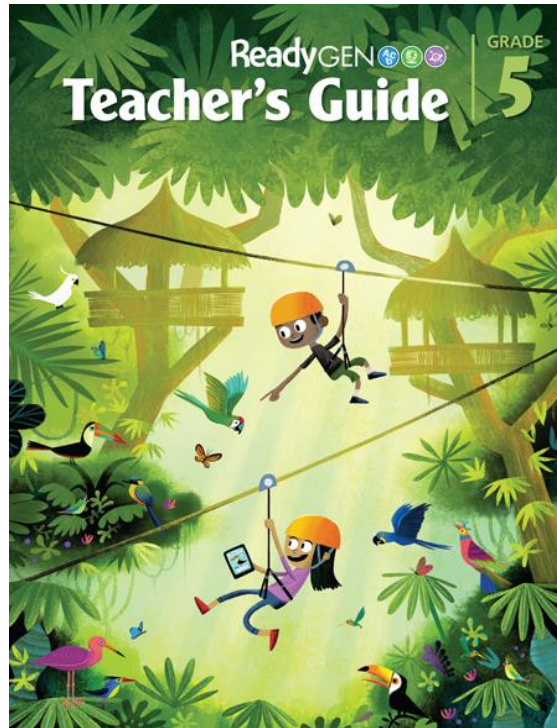


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

**Massachusetts Curriculum Framework
2017 English Language Arts and Literacy**

Grade 5

A Correlation of ReadyGEN, Grade 5 ©2016 to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Massachusetts Curriculum Framework 2017 English Language Arts and Literacy*. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references. New Foundational Skills pages are also cited.

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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Massachusetts Curriculum Framework 2017 English Language Arts and Literacy	ReadyGEN Grade 5, ©2016
Grade 5 Reading Standards	
Grade 5 Reading Standards for Literature [RL]	
Key Ideas and Details	
<p>1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p>	<p>TG U1: 124, 126, 127, 154, 155, 178, 179, 188, 212, 213, 214, 216, 217, 238, 242, 243, 249, TR5 TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 178, 179, 180, 183, TR5 TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 113, 117, 123, 139, 173, 179, 183, 212, 213, 214, 215, 216, 217, 236, 260, 267, 277, 288, 293, 308, 389, TR5 TG U4: 93, 103, 109, 110, 113, 118, 120, 123, 136, 137, 153, 162, 163, 173, 213, 223, 228, 230, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383, TR5</p>
<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 a text.</p>	<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 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 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 TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p>
<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>	<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 TG U2: 122, 123, 124, 125, 126, 127, 132 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 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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Craft and Structure	
<p>4. Determine the meaning of words and phrases as they are used in a text; identify and explain the effects of figurative language such as metaphors and similes. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<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 TG U2: 13, 14, 24, 33, 34, 43, 44, 53, 54, 57, 64, 73, 74, 83, 84, 93, 94, 103, 104, 114, 123, 124, 132, 133, 134, 135, 144, 174, 184 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 TG U4: 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247, 253, 254, 263, 264, 383, 384</p>
<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>	<p>TG U1: 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277 TG U2: 112, 183 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 TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373, 382, 384, 386, 387</p>
<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described in a story, myth, poem, or drama.</p>	<p>TG U1: 32, 33, 34, 54, 76, 152, 153, 154, 244 TG U2: 13, 14, 17, 117 TG U3: 17, 22, 23, 24, 25, 26, 27 TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232, 233, 235</p>
Integration of Knowledge and Ideas	
<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).</p>	<p>TG U1: 132, 162, 163, 226, 227, 246, 247, 252, 292 TG U2: 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173, 174, 175, 176, 177 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 TG U4: 253, 254, 255, 257, 283</p>
<p>8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p>	<p>Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts and Literacy</p>

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<p>9. Compare and contrast stories in the same genre (e.g., mysteries or 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. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity.)</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>
Grade 5 Reading Standards for Informational Text [RI]	
Key Ideas and Details	
<p>1. Quote or paraphrase a text accurately when explaining what the text states explicitly and when drawing inferences from the text. (See grade 5 Writing Standard 8 for more on paraphrasing.)</p>	<p>TG U1: 36, 136, 308, 309, 310, 312, 313, 318, 319, 320, 352, 353, TR5 TG U2: 153, 156, 157, 163, 213, 216, 222, 223, 233, 236, 237, 239, 243, 253, 263, 273, 283, 293, 303, 313, 318, 320, 323, 333, 336, 337, 343, 353, 378, 380, 388, 390, TR5 TG U3: 143, 147, 157, 183, 313, 318, 320, 389, TR5 TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 58, 63, 73, 83, 293, 303, 308, 309, 310, 312, 313, 314, 317, 319, 320, 323, 333, 336, 337, 363, TR5</p>

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<p>2. Determine one or more main ideas of a text and explain how they are supported by key details; summarize a 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, mathematical, 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>. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</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. Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.	TG U1: 352-354, 356, 357, 364 367 TG U2: 162-164, 165, 166, 167, 183, 184, 186, 187, 272-274, 276, 277, 312-314, 316, 317, 372-374, 376, 377 TG U3: 142-144, 146, 147, 373 TG U4: 72-74, 76, 77, 144, 146, 147, 344, 346, 347
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences among the points of view they represent.	TG U1: 334, 382, 383, 384, 386, 387 TG U2: 302, 303, 304, 305, 306, 307 TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387 TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377
Integration of Knowledge and Ideas	
7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TG U1: 303, 333 TG U2: 191, 277, 381, 391 TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377 TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296
Connections to the Standards for Mathematical Practice	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 30, 31, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, FS55, TR57 TG U3: 10, 13, 30, 31, 57, 164, 210, 257, 313 TG U4: 10, 57, 101, 210, 257, 289
<i>6. Attend to precision. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 10, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, 268-270, FS55 TG U3: 10, 57, 210, 257 TG U4: 10, 57, 101, 163, 168-170, 210, 257
8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	TG U1: 324, 325, 326, 327, 332 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 TG U3: 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354, 355, 356, 357 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

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9. Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.	TG U1: 334, 335, 382, 383, 384, 386, 387 TG U2: 382, 384, 385, 386, 387 TG U3: 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387 TG U4: 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375, 376, 377
Range of Reading and Level of Text Complexity	
10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. (See more on qualitative and quantitative dimensions of text complexity).	TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385 TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365
Grade 5 Reading Standards for Foundational Skills [RF]	
Phonics and Word Recognition	
3. Know and apply grade-level phonics and word analysis skills in decoding words.	
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	TG U1: FS2–FS19, FS23–FS25 TG U2: FS2–FS10, FS14–FS25 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 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
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	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 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382 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 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

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b. Read grade-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>
Grade 5 Writing Standards [W]	
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 in paragraphs and sections to support the writer's purpose.	<p>TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140</p> <p>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</p>
b. Provide logically ordered reasons that are supported by facts and details.	<p>TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190</p> <p>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</p>
c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	<p>TG U2: 59, 70, 88, 89, 90, 148, 149, 150</p> <p>TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280</p>
d. Provide a concluding statement or section related to the opinion presented.	<p>TG U2: 59, 98, 99, 100</p> <p>TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328</p>

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<i>In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.</i>	
Connections to the Standards for Mathematical Practice	
2. Reason abstractly and quantitatively.	TG U1: 10, 30, 31, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, FS55, TR57 TG U3: 10, 13, 30, 31, 57, 164, 210, 257, 313 TG U4: 10, 57, 101, 210, 257, 289
3. Construct viable arguments and respond to the reasoning of others. <i>See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 10, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, 268-270, FS55 TG U3: 10, 57, 210, 257 TG U4: 10, 57, 101, 163, 168-170, 210, 257
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 in paragraphs and sections; include text features (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
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

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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 in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.	
a. Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	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 or events or show responses 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 sequence.	TG U1: 68, 69, 70, 99, 139, 140, 192 TG U3: 48, 49, 50, 89, 148, 149, 150, 192
d. Use concrete words and phrases and sensory details to convey experiences or 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 sense of closure appropriate to the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192
f. For prose narratives, draw on characteristics of traditional or modern genres (e.g., tall tales, myths, mysteries, fantasies, historical fiction) from diverse cultures as models for writing. (See grade 5 Reading Literature Standard 9.)	TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192
g. For poems, draw on characteristics of traditional poetic forms (e.g., ballads, couplets) or modern free verse from diverse cultures as models for writing.	Supporting content: TG U1: 72, 152, 292, 312 TG U2: 42, 112, 113, 114, 115, 116, 117, 132, 137, 263, 303, 304, 313, 348, 361, 362, 368 TG U3: 22, 162, 212, 352 TG U4: 12, 152, 182, 242, 292

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Production and Distribution of Writing	
4. 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.)	<p>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</p> <p>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</p> <p>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</p> <p>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</p>
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 5).	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 159, 160, 161, 321, 331, 341, 351, 358, 359, 361, 371, 381, 391</p> <p>TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 159, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311, 321, 331, 358, 359, 360, 361, 381, 391</p> <p>TG U3: 21, 31, 41, 51, 61, 70, 71, 81, 91, 101, 111, 121, 131, 141, 151, 158, 159, 160, 288, 289, 290, 321, 331, 341, 351, 358, 359, 360, 361, 371, 381, 391</p> <p>TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 158, 159, 161, 170, 171, 180, 181, 190, 191, 221, 231, 241, 251, 261, 271, 281, 290, 291, 300, 301, 311</p>
b. Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 5).	<p>TG U1: 58, 59, 60, 68, 69, 70, 78, 79, 80, 99, 108, 109, 110, 139, 140, 192, 258, 259, 260, 278, 279, 280, 338, 339, 340, 348, 349, 350, 390, 392</p> <p>TG U2: 59, 70, 88, 89, 90, 148, 149, 150, 258, 259, 260, 278, 279, 280, 299, 300, 348, 349, 350</p> <p>TG U3: 38, 39, 40, 48, 49, 50, 88, 89, 90, 108, 109, 110, 119, 120, 139, 148, 149, 150, 192, 268, 269, 270, 348, 349, 350, 378, 379, 380, 388, 389, 390, 392</p> <p>TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280</p>

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<i>Connections to the Standards for Mathematical Practice</i>	
<p>6. <i>Attend to precision.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 10, 29, 57, 59, 148, 163, 210, 257, 260, 349, 350 TG U2: 10, 57, 161, 210, 231, 257, FS55 TG U3: 10, 39, 57, 119, 210, 257, 348, 349, 350, FS19 TG U4: 10, 57, 101, 113, 148, 149, 210, 257</p>
<p>6. Use technology, including current web-based communication platforms, 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.</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, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390 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 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	
<p>7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310 TG U2: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p>
<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>	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320 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>

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<p>9. Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>TG U1: 28, 29, 30, 38, 40, 298, 299, 300, 393 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 218, 288, 318, 338, 358 TG U4: 18, 19, 20, 28, 29, 30, 58, 59, 108, 109, 110, 118, 119, 130, 138, 228, 229, 269, 308, 309, 336, 337, 339, 349, 358, 359, 388</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>
Grade 5 Speaking and Listening Standards [SL]	
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. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</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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<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 30, 31, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, FS55, TR57 TG U3: 10, 13, 30, 31, 57, 164, 210, 257, 313 TG U4: 10, 57, 101, 210, 257, 289
<i>3. Construct viable arguments and respond to the reasoning of others. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 10, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, 268-270, FS55 TG U3: 10, 57, 210, 257 TG U4: 10, 57, 101, 163, 168-170, 210, 257
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 318, 319, 320, 334, TR2-TR3, TR4-TR5, TR6-TR7 TG U2: 64, 65, 66, 67, TR2-TR3, TR4-TR5, TR6-TR7 TG U3: TR2-TR3, TR4-TR5, TR6-TR7 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
<i>Connections to the Standards for Mathematical Practice</i>	
<i>2. Reason abstractly and quantitatively.</i>	TG U1: 10, 30, 31, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, FS55, TR57 TG U3: 10, 13, 30, 31, 57, 164, 210, 257, 313 TG U4: 10, 57, 101, 210, 257, 289
<i>3. Construct viable arguments and respond to the reasoning of others</i>	TG U1: 10, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, 268-270, FS55 TG U3: 10, 57, 210, 257 TG U4: 10, 57, 101, 163, 168-170, 210, 257
<i>6. Attend to precision. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i>	TG U1: 10, 29, 57, 59, 148, 163, 210, 257, 260, 349, 350 TG U2: 10, 57, 161, 210, 231, 257, FS55 TG U3: 10, 39, 57, 119, 210, 257, 348, 349, 350, FS19 TG U4: 10, 57, 101, 113, 148, 149, 210, 257

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<p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340 TG U2: 370 TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370 TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p>
Presentation of Knowledge and Skills	
<p>4. Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p>TG U1: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398 TG U3: 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 398 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 198, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 370, 380, 390, 398</p>
Connections to the Standards for Mathematical Practice	
<p><i>2. Reason abstractly and quantitatively.</i></p>	<p>TG U1: 10, 30, 31, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, FS55, TR57 TG U3: 10, 13, 30, 31, 57, 164, 210, 257, 313 TG U4: 10, 57, 101, 210, 257, 289</p>
<p><i>3. Construct viable arguments and respond to the reasoning of others.</i></p>	<p>TG U1: 10, 57, 210, 257 TG U2: 10, 57, 161, 210, 231, 257, 268-270, FS55 TG U3: 10, 57, 210, 257 TG U4: 10, 57, 101, 163, 168-170, 210, 257</p>
<p><i>6. Attend to precision.</i> <i>See the pre-K–5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 10, 29, 57, 59, 148, 163, 210, 257, 260, 349, 350 TG U2: 10, 57, 161, 210, 231, 257, FS55 TG U3: 10, 39, 57, 119, 210, 257, 348, 349, 350, FS19 TG U4: 10, 57, 101, 113, 148, 149, 210, 257</p>

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<p>5. Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>TG U1: 170, 194, 270, 370 TG U2: 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338, 339, 349, 350, 368, 369, 370 TG U3: 168, 169, 170, 194, 198, 280, 369, 370, 394, 398 TG U4: 30, 194, 198, 256, 257, 270, 294, 337, 378, 380</p>
<p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)</p>	<p>TG U1: TR20–TR23 TG U2: TR20–TR23 TG U3: TR20–TR23 TG U4: TR20–TR23</p>
<p>Grade 5 Language Standards [L]</p>	
<p>Conventions of Standard English</p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)</p>	
<p><i>Sentence Structure and Meaning</i></p>	
<p>a. Use verb tense to convey various times, sequences, states, and conditions, choosing among verb tenses depending on the overall meaning of the sentence.</p>	<p>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</p>
<p>b. Recognize and correct inappropriate shifts in verb tense.¹¹</p>	<p>TG U1: 310, 311, 320, 321, 358 TG U2: 359</p>
<p>c. Use active and passive verbs, choosing between them depending on the overall meaning of the sentence.</p>	<p>Supporting content: TG U1: 120, 121, 160, 161, 280, 281 TG U2: 168, 237 TG U3: 150, 151, 300, 301 TG U4: 260</p>
<p><i>Word Usage</i></p>	
<p>d. Form and use perfect verb tenses.</p>	<p>TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251</p>

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Write legibly and fluently by hand, using either print or cursive handwriting; write their given and family name signature in cursive.	Students apply in all writing activities and exercises. TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 170, 180, 190, 192-199, 220, 230, 240, 250, 260, 270, 280, 290, 300, 310, 320, 330, 340, 350, 360, 360, 370, 380, 390, 392-399
b. Use punctuation to separate items in a series. ¹²	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
c. 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
d. 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
e. 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
f. 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

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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. ¹²	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 <i>grade 5 reading and content</i> , 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
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.	TG U1: 115, 303, 385, FS6, FS9, FS10, FS12, FS13, FS17, FS20–FS24 TG U2: 158, 235, 277, 359, 381, 391, FS3, FS6, FS11, FS12, FS14, FS16–FS18, FS21, FS22 TG U3: FS6, FS8–FS16, FS18, FS20, FS21, FS23, FS24 TG U4: 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13, FS15, FS20, FS21, FS23

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d. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life, including abbreviations derived from words or phrases in other languages (<i>e.g., lb., oz., etc.</i>).	TG U3: 312, 322, 332, 342, 352, FS20-FS22
e. Recognize and use appropriately symbols related to grade-level content or common in everyday life, including symbols with multiple meanings (<i>e.g., parentheses in mathematics and in writing, ° to measure angles and temperature</i>).	TG U1: 178, 188, 239, 240, 249, 308, FS3, FS15, FS23 TG U2: 104, 173, 223, 258, FS5, FS8, FS11, FS7, FS9, FS15, FS24, FS3 TG U3: 47, 162, 289 TG U4: 158, 163, 383, FS19
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figurative language, including similes and metaphors, in context.	TG U1: 83, 93, 108, 153, 353 TG U2: 43, 364, 365, 366, 367 TG U3: 34, 65, 143, 163, 353, 363 TG U4: 134, 135, 164, 165, 166, 167
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 23, 33, 43, 53, 63, 73, 113, 133, 153, 163 TG U2: 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363 TG U3: 23, 33, 53, 63, 162, 172, 173, 182, 283, 353, 363, FS11-FS13 TG U4: 13, 73, 163, 223, 233, 243, 313
c. Use the relationship between particular words (<i>e.g., synonyms, antonyms, homographs</i>) to better understand each of the words.	TG U1: 272, 273, 282, 292, 302, 313, 363, FS11, FS12, FS17-FS19 TG U2: 391, FS9 TG U3: 212, 222, 232, 242, 252, FS14-FS16 TG U4: 362, 372, 373, FS23-FS25

**A Correlation of ReadyGEN, Grade 5 ©2016 to the
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<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>). (See grade 5 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 5 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<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>
<i>Connections to the Standards for Mathematical Practice</i>	
<p><i>6. Attend to precision. See the pre-K-5 resource section in this Framework or the Massachusetts Curriculum Framework for Mathematics.</i></p>	<p>TG U1: 10, 29, 57, 59, 148, 163, 210, 257, 260, 349, 350</p> <p>TG U2: 10, 57, 161, 210, 231, 257, FS55</p> <p>TG U3: 10, 39, 57, 119, 210, 257, 348, 349, 350, FS19</p> <p>TG U4: 10, 57, 101, 113, 148, 149, 210, 257</p>