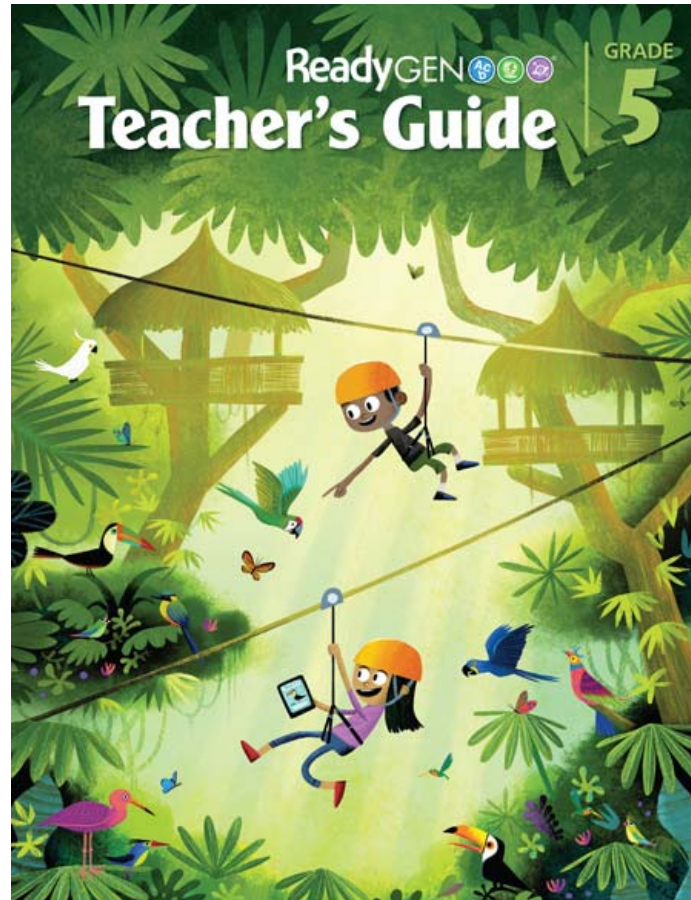


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

Reading Standards for the Archdiocese of Detroit

A Correlation of ReadyGEN ©2016 to the Reading Standards for the Archdiocese of Detroit, Grade 5

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Reading Standards for the Archdiocese of Detroit. 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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Reading Standards for the Archdiocese of Detroit	ReadyGEN, ©2016 Grade 5
LITERATURE	
<i>Key Ideas and Details</i>	
R.L.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 124, 125, 144, 145-146, 154, 155-156, 212-213, 242-243 TG U2: 72-73 TG U3: 52-54, 212-214, 215-217 TG U4: 162, 224, 226-227
R.L.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	TG U1: 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244, 246-247, 282-284, 286-287 TG U2: 42-43, 46-47, 62-64, 92-94, 96-97, 112-114, 116-117, 142-143 TG U3: 122-124, 126-127, 282-284, 286-288 TG U4: 122-124, 126-127, 152, 222-224, 382-384, 386-387
R.L.5.3 Analyze elements and style of narrative literature including: historical fiction, tall tales, science fiction, fantasy, and mystery.	TG U1: 12-13, 22-23, 32-33, 42-43, 52-53, 62-63, 72-73, 82-83, 132-133, 162-163, 172-173, 182-183, 212-213, 222-223, 232-233, 242-243, 252-253, 262-263, 272-273, 282-283, 332-333, 372-373, 382-383 TG U2: 12-13, 22-23, 32-33, 42-43, 52-53, 62-63, 72-73, 82-83, 92-93, 102-103, 122-123, 132-133, 142-143, 172-173, 182-183 TG U3: 12-13, 22-23, 32-33, 42-43, 52-53, 62-63, 72-73, 82-83, 92-93, 102-103, 112-113, 122-123, 152-153, 162-163, 172-173, 182-183, 212-213, 222-223, 232-233, 242-243, 252-253, 262-263, 272-273, 282-283, 292-293, 302-303, 342-343, 372-373, 382-383 TG U4: 92-93, 102-103, 112-113, 122-123, 132-133, 142-143, 152-53, 162-163, 172-173, 182-183, 212-213, 222-223, 232-233, 242-243, 252-253, 262-263, 272-273, 282-283, 342-343, 372-373, 382-383

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R.L.5.4 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	TG U1: 12-14, 16-17, 64, 66-67, 122-123, 162-163, 164, 165-167, 222-223 TG U2: 122-124, 125-127, 142-144, 146-147 TG U3: 12-14, 16-17, 52-54, 56-57, 82-84, 86-87, 152-154, 156-157, 222-224, 226-227 TG U4: 112, 114, 116-117, 172-174, 176-177, 212-214, 216-217
R.L.5.5 Analyze character traits and setting and how it defines characters/plot, the role of dialogue, how problems are solved, and the climax of the plot.	TG U1: 12-14, 16, 17, 18-20, 52-54, 56, 57, 58-60, 62-63, 64, 66, 67, 82-84, 86, 87, 132-134, 142-144, 146, 147, 152-154, 156, 157, 174, 212-214, 216, 217, 222-224, 226, 227, 262-264, 266, 267 TG U2: 42-44, 46, 47 TG U3: 12-14, 16, 17, 82-84, 86, 87, 222-224, 226, 227, 292-293, 294, 296, 297 TG U4: 114, 122-124, 126, 127, 212-214, 216, 217
<i>Craft and Structure</i>	
R.L.5.6 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TG U1: 14, 22-24, 26-27, 84, 86-87, 104, 106-107 TG U2: 54, 56-57, 132-133, 152-154, 156-157 TG U3: 32, 34-35, 62-65, 66-67, 114, 115-117, 122 TG U4: 132-134, 135-137, 164-165, 166-167, 242, 244, 246-247
R.L.5.7 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	TG U1: 72-73, 92-93, 252-255, 256-257, 272-274 TG U2: 112-113, 182-184, 185-187 TG U3: 42-44, 46-47, 52, 72-73, 102-104, 106-107, 252-254, 256-257 TG U4: 252-254, 256-257, 282-284, 286-287
R.L.5.8 Describe how a narrator or speaker's point of view influences how events are described.	TG U1: 32-34, 136, 153, 384 TG U2: 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-303, 377 TG U3: 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 384 TG U4: 92, 94, 96-97, 152, 154, 156-157

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R.L.5.9 Explain how authors use literary devices (exaggeration, metaphor) to develop characters, themes, plots, and functions of heroes, villains, and narrators across a variety of texts.	TG U1: 32, 34, 59, 72, 363, TR31 TG U2: 14, 16, 18, 213, 77, 367, TR31 TG U3: 28, 39, 63, 65, 210, 240, TR31
R.L.5.10 Recognize purpose and point of view in literary pieces.	TG U1: 32-34, 136, 153, 384 TG U2: 12-14, 16-17, 33-34, 142-143, 146, 252-254, 256-257, 302-303, 377 TG U3: 22-24, 26-27, 43, 46-47, 114, 127, 276-277, 384 TG U4: 92, 94, 96-97, 152, 154, 156-157
<i>Integration of Knowledge and Ideas</i>	
R.L.5.11 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)	TG U1: 226, 246-247, 213, 226-227, 296-297, 333, 337, 342, 383 TG U2: 22-24, 25-27, 36, 47, 82-84, 85-86, 172-174, 176-177 TG U3: 92-94, 95-97, 104-105, 106-107, 242-244, 245-247, 272-274, 276-277 TG U4: 22-23, 26, 53, 76-77, 254-255, 256-257, 283, 285, 287, 294, 347, 357
R.L.5.12 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	TG U1: 142-144, 146-147, 172-173, 176-177, 182-183, 186-187 TG U2: 142-144, 146-147 TG U3: 172-174, 176-177, 182-184, 186-187 TG U4: 172-174, 176-177
R.L.5.13 Analyze how characters and communities reflect life (in positive and negative ways) in classic and contemporary works recognized for quality and literary merit.	TG U1: 152-154, 156, 157, 162-164, 166, 167 TG U2: 12-14, 16, 17, 22-24, 26, 27, 32-34, 42-44, 46, 47, 52-54, 56, 57, 62-64, 66, 67, 72-74, 76, 77, 82-84, 86, 87, 92-94, 96, 97, 102-104, 106, 107 TG U4: 92-94, 96, 97, 102-104, 106, 107, 112-114, 116, 117, 122-124, 126, 127, 132-134, 212-214, 216, 217, 222-224, 226, 227, 232-234, 242-244, 252-254, 262-264, 272-274, 282-284, 382-384

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R.L.5.14 Connect personal knowledge, experience and understanding of the world to themes and perspectives in text through oral and written responses.	TG U1: 32-33, 34, 92-93, 94, 96, 97, 112-113, 114, 116, 117, 182-183, 184, 186, 187, 272-273, 274, 276, 277, 282-283, 284, 286, 287 TG U2: 12-13, 14, 16, 17, 92-93, 94, 96, 97, 112-113, 114, 116, 117 TG U3: 22-23, 24, 26, 27, 122-123, 124, 126, 127, 172-173, 174, 176, 177, 282-283, 284, 286, 287 TG U4: 92-93, 94, 96, 97, 152-153, 154, 156, 157
R.L.5.15 Retell and summarize grade level appropriate narrative and informational text.	TG U1: 32, 82, 92, 102, 112, 172, 182, 244, 352, TR3, TR4-TR5, TR7, TR10 TG U2: 12, 22, 32, 42, 52, 56, 62-64, 65, 66, 67, 82, 83, 92, 122, 132, 142, 172, 180, 182, TR3, TR4-TR5, TR7, TR10 TG U3: 44, 170, 210, 233, 304, 337, TR3, TR4-TR5, TR7, TR10 TG U4: 102, 109, 152, TR3, TR4-TR5, TR7, TR10
R.L.5.16 Analyze oral and written global themes, universal truths, themes and principles within and across text to create a deeper understanding (draw conclusions, make inferences, synthesize)	TG U1: 182-183, 184, 186, 187, 242-243, 244, 246, 247, 272-273, 274, 276, 277, 282-283, 284, 286, 287 TG U2: 92-93, 94, 96, 97, 112-113, 114, 116, 117 TG U3: 122-123, 124, 126, 127, 282-283, 284, 286, 287
<i>Range of Reading and Level of Text Complexity</i>	
R.L.5.17 Read and comprehend literature, including stories, dramas, and poetry, at the fifth grade text complexity level independently and proficiently.	TG U1: 15, 25, 35, 65, 72, 85, 95, 125, 132, 145, 152, 175, 215, 225, 235, 255, 275, 292, 312, 315, 335 TG U2: 35, 42, 45, 15, 95, 55, 112, 113, 114, 116, 117, 132, 135, 145, 162, 275, 295, 303, 304, 313, 348, 362, 363, 368, 375, 376, 383 TG U3: 15, 22, 25, 45, 55, 75, 85, 162, 212, 225, 245, 255, 265, 275, 295, 352 TG U4: 12, 15, 25, 95, 152, 155, 182, 212, 235, 242, 292, 382-384

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INFORMATION TEXT	
<i>Key Ideas and Details</i>	
R.I.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 343 TG U2: 216-217, 252-254, 256-257, 323, 342 TG U3: 313, 334 TG U4: 12-13, 22, 32, 42, 62, 82-83, 92, 102, 112, 122, 132, 172, 182, 316
R.I.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	TG U1: 292-294, 296-297, 302-304, 306-307, 342-343, 345, 362-364 TG U2: 212-214, 216-217, 242-244, 246-247, 282-284, 286-287, 322-324, 325-327 TG U3: 132-134, 135 TG U4: 22, 42-43, 312-313, 322-324, 325-327, 352-353, 362
R.I.5.3 Identify main idea and constructed meaning (explicit/understood).	TG U1: 292-294, 296-297, 302-304, 306-307, 342-343, 345-347, 362-364 TG U2: 212-214, 215-216, 217, 242-243, 244-246, 247, 282-284, 285-286, 287, 322, 324-325, 326-328 TG U3: 132-134, 135, 137, 142, 312, 332, 337, 352 TG U4: 22, 42, 312, 322, 324, 326-327, 352, 362
R.I.5.4 Recognize purpose and point of view in informational text.	TG U1: 322-323, 324, 326, 327 TG U2: 252-253, 254, 256, 257, 332-333, 334, 336, 337 TG U3: 332-334 TG U4: 12-14, 16, 17, 52-54, 56, 57
R.I.5.5 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.	TG U1: 136-137, 292-294, 296-267, 352-353, 362-363, 366-367 TG U2: 102-103, 104, 105-107, 222-224, 226-227, 262-264, 266-267, 352-353, 354, 355-357 TG U3: 142-144, 146-147, 312-313, 316-317 TG U4: 24, 26-27, 72, 82-83, 84-85, 86-87, 302-304, 305, 306-307, 362-364, 365, 366-367

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<i>Craft and Structure</i>	
R.I.5.6 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> .	TG U1: 312-314, 315-317, 327 TG U2: 232-234, 235 TG U3: 324, 325-327, 362-363, 364, 365-367 TG U4: 312-313, 314, 315-317, 344
R.I.5.7 Compare and contrast the overall structure (e.g., chronology, comparison/contrast, cause/effect, problem/solution, position/support) of events ideas, concepts, or information in two or more texts.	TG U1: 332-333, 372-374, 383-384, 385-387 TG U2: 162-164, 165-167, 224, 225-227, 312-314, 315-317, 372-374, 375-377 TG U3: 182-184, 186-187, 342-344, 345-347 TG U4: 144, 145-147, 344, 345, 372-373
R.I.5.8 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	TG U1: 332-334, 382-384, 386-387 TG U2: 302-304, 305-307 TG U3: 382-384, 385-387 TG U4: 182-184, 185-187, 372-374, 375-377
R.I.5.9 Analyze elements and styles of informational genres (advertising, experiments, editorials, atlases).	TG U2: 149 TG U3: 63 TG U4: 218, 219, 239, 248, 249, 268, 278, 279, 283, 288, 290, 298, 299, 329, 330, 339, 350, 358, 359,
<i>Integration of Knowledge and Ideas</i>	
R.I.5.10 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	TG U1: 253-254, 332-334, 335, 382-384, 385-387 TG U2: 382-384, 385-387 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309
R.I.5.11 Identify and describe informational text patterns using theory and evidence.	Related Content: TG U1: 332-333, 372-374, 383-385 TG U2: 104-106, 107, 162-164, 224-226, 227, 312-316, 317, 372-373, 374-376, 377-378 TG U3: 182-184, 185-186, 187, 342-343, 344-346, 347-348 TG U4: 144-146, 344-346, 372-374

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R.I.5.12 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which points.	TG U1: 322-324, 326-327 TG U2: 152-153, 242-244, 246-247, 332-334, 335-337 TG U3: 322, 324, 332, 334, 335, 352-353, 354-356, 356-358 TG U4: 14, 16-17, 32, 44-46, 292-293, 332-334
R.I.5.13 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U1: 382-384, 385-387 TG U2: 382-384, 385-387 TG U3: 372-374, 375-377 TG U4: 182-184, 185-187, 342-343, 372-374, 375-377
R.I.5.14 Explain how authors use timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance understanding of supporting and key ideas.	TG U1: 15, 297, 298, 313, 368, 370, 393, 394, 398, TG U2: 140, 178, 220, 343, 370, 393, 394, 398 TG U3: 248, 278, 329, 338, 346, TG U4: 1
R.I.5.15 Apply significant knowledge of what is read in grade level science and social studies texts.	TG U1: 292-294, 296, 297, 302-304, 306, 307, 312-314, 316, 317, 322-324, 326, 327 TG U2: 12-14, 16, 17, 22-24, 26, 27, 32-34, 42-44, 46, 47, 52-54, 56, 57, 62-64, 66, 67, 72-74, 76, 77, 82-84, 86, 87, 92-94, 96, 97, 102-104, 106, 107, 152-154, 156, 157, 162-164, 166, 167, 212-214, 216, 217, 222-224, 226, 227, 232-234, 236, 237, 242-244, 246, 247, 252-254, 256, 257, 262-264, 266, 267, 272-274, 276, 277, 282-284, 286, 287, 292-294, 296, 297, 302-304, 306, 307, 312-314, 316, 317, 322-324, 326, 327, 332-334, 336, 337, 342-344, 346, 347, 352-354, 356, 357, 362-364, 366, 367, 372-374, 376, 377, 382-384, 386, 387 TG U3: 132-134, 136, 137, 142-144, 146, 147, 312-314, 316, 317, 322-324, 326, 327, 332-334, 336, 337, 352-354, 356, 357, 362-364, 366, 367 TG U4: 12-14, 16, 17, 22-24, 26, 27, 32-34, 36, 37, 42-44, 46, 47, 52-54, 56, 57, 62-64, 66, 67, 72-74, 76, 77, 82-84, 86, 87, 292-294, 296, 297, 302-304, 306, 307, 312-314, 316, 317, 322-324, 326, 327, 332-334, 352-354, 356, 357, 362-364, 366, 367

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<i>Range of Reading and Level of Text Complexity</i>	
R.I.5.16 Read and comprehend information texts, including history/social studies, science, and technical texts, at the fifth grade complexity level independently and proficiently.	TG U1: 295, 305, 325 TG U2: 65, 165, 215, 225, 235, 245, 265, 305, 315 TG U3: 135, 165, 325, 335, 345, 355, 375, 385 TG U4: 45, 55, 65, 185, 315, 325, 335
FOUNDATIONAL SKILLS	
<i>Phonics and Word Recognition</i>	
R.F.5.1 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U1: FS2, FS3, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS15, FS16, FS17, FS18, FS19, FS22, FS20, FS21, FS23, FS25 TG U2: FS2, FS3, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS16, FS17, FS19, FS21, FS23, FS25 TG U3: FS3, FS6, FS7, FS10, FS13, FS16, FS19, FS22, FS25 TG U4: FS2, FS3, FS4, FS7, FS10, FS13, FS14, FS16, FS19, FS22, FS25
R.F.5.1a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words and multiple meaning words both in context and out of context.	TG U1: FS2, FS3, FS4, FS7, FS8, FS9, FS10, FS16, FS17, FS18, FS25, FS26, FS27 TG U2: FS2, FS3, FS6, FS7, FS9, FS10, FS13, FS14, FS15, FS17, FS18, FS19, FS21, FS22, FS23 TG U3: FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS13, FS17, FS18, FS19, FS23, FS24, FS25 TG U4: FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS14, FS15, FS16, FS17, FS18, FS19, FS23, FS24, FS25

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<i>Fluency</i>	
R.F.5.2 Automatically recognize frequently encountered words in print, with the number of words that can be read fluently increasing steadily across the school year.	TG U1: 77, 97, 247, 317, 387 TG U2: 87, 127, 187, 297, 317, 357, 387 TG U3: 27, 87, 127, 177, 217, 247 TG U4: 67, 127, 167, 327, 377
R.F.5.3 Read with sufficient accuracy and fluency to support comprehension.	TG U1: 67, 87, 117, 147, 167, 227, 257, 297, 387 TG U2: 47, 87, 127, 187, 277, 297, 317, 357, 387 TG U3: 27, 87, 127, 147, 177, 217, 247, 327 TG U4: 67, 127, 167, 247, 327, 357, 377
R.F.5.3a Read grade-level text with purpose and understanding.	TG U1: 56-57, 106-107, 126-127, 186-187, 216-217, 326-327, 386-387 TG U2: 26-27, 76-77, 126-127, 186-187, 216-217, 256-257, 266-267, 386-387 TG U3: 16-17, 46-47, 116-117, 126-127, 226-227, 266-267 TG U4: 156-157, 246-247, 296-297, 346-347
R.F.5.3b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	TG U1: 17, 27, 67, 97, 157, 177, 187, 247, 267, 277, 317, 357, 367, 377 TG U2: 17, 47, 67, 77, 127, 147, 157, 227, 247, 287, 317, 347, 357, 367, 377 TG U3: 17, 67, 77, 87, 117, 167, 187, 227, 237, 277, 317, 347, 367, 377 TG U4: 47, 67, 117, 127, 147, 157, 177, 217, 227, 267, 297, 327, 347, 357, 377
R.F.5.3c Use context to confirm or self-correct word recognition and understanding, rereading as necessary, using strategies and resources (analogies, context glossaries, electronic resources).	TG U1: 303, 313, TR26 TG U2: 234, 235, 383, FS7, TR26 TG U3: 157, 265, 305, TR26 TG U4: 63, 253, 273, TR26

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<p>R.F.5.4 Independently self-monitor comprehension when reading or listening to texts by automatically using and discussing the strategies used by mature readers to increase comprehension and engage in interpretive discussions: predicting, constructing mental images, representing ideas in text, questioning, rereading or listening again, inferring, summarizing.</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, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 15, 25, 35, 35, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 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: 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, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 15, 25, 35, 35, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p>
WRITING	
<i>Text Types and Purposes</i>	
<p>W.5.1 Write opinion, persuasive, and position pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>TG U1: 108-110, 118-120, 378-380, 388-390</p> <p>TG U2: 18-20, 38-40, 58-60, 118-120, 192-199, 388-390</p> <p>TG U3: 108-110, 118-120, 378-380, 388-390</p> <p>TG U4: 48-50, 68-70, 98-100, 128-130, 258-260</p>
<p>W.5.1a 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.</p>	<p>TG U1: 108-110, 118-120, 378-380, 388-390</p> <p>TG U2: 48-50, 68-70, 148-150, 192-199</p> <p>TG U3: 108-110, 118-120, 378-380</p> <p>TG U4: 48-50, 68-70, 218-220, 238-240, 392-399</p>
<p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p>	<p>TG U1: 108-110, 118-120, 378-380, 388-390</p> <p>TG U2: 18-20, 38-40, 78-80, 188-190</p> <p>TG U3: 108-110, 378-380, 388-390</p> <p>TG U4: 178-180, 248-250, 268-270, 392-399</p>

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W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).	TG U1: 118-120, 388-390 TG U2: 68-70, 88-90, 148-150, 192-199, 388-390 TG U3: 108-110, 118-120, 390 TG U4: 88-90, 278-280, 392-399
W.5.1d Provide a concluding statement or section related to the opinion presented.	TG U1: 118-120, 388-390 TG U2: 98-100, 188-190, 192-199, 388-390 TG U3: 108-110, 118-120 TG U4: 98-100, 288-290, 392-399
W.5.2 Write informative/explanatory/expository/compar e and contrast pieces (news article, interview, scientific observation) to examine a topic and convey ideas and information clearly.	TG U1: 268-270, 348-350, 358-360, 368-370, 392-399 TG U2: 218-220, 268-270, 278-280, 298-300, 338-340, 392-399 TG U3: 228-230 TG U4: 18-20, 28-30, 38-40, 118-120, 308-310
W.5.2a Introduce a topic clearly, provide a general observation and focus, group related information logically; include formatting (e.g., headings illustrations, and multimedia when useful in aiding comprehension.)	TG U1: 218-220, 228-230, 328-330, 338-340, 392-399 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330, 392-399 TG U3: 218-220, 228-230, 278-280, 328-330, 392-399 TG U4: 28-30, 308-310
W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	TG U1: 238-240, 248-250, 258-260, 268-270, 392-399 TG U2: 238-240, 248-250, 392-399 TG U3: 238-240, 248-250, 258-260, 392-399 TG U4: 18-20, 38-40, 108-110, 318-320
W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).	TG U1: 278-280 TG U2: 278-280, 298-300, 392-399 TG U3: 268-270, 392-399 TG U4: 318-320
W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 258-260, 338-340, 348-350, 392-399 TG U2: 258-260, 348-350, 392-399 TG U3: 268-270, 392-399 TG U4: 318-320
W.5.2e Provide a concluding statement or section related to the information or explanation presented.	TG U1: 288-290, 392-399 TG U2: 288-290, 392-399 TG U3: 298-300, 392-399

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W.5.3 Write narrative pieces (diary entry, dialogue, plays, descriptive pieces, about an experience, about a hero) to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U1: 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 38-40, 48-50, 128-130
W.5.3a Build foundation for the audience by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 48-50, 58-60, 68-70, 78-80, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 48-50, 192-199
W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1: 48-50, 58-60, 88-90, 98-100, 128-130, 138-140, 192-199 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 138-140, 148-150, 192-199
W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG U1: 68-70, 138-140, 192-199 TG U3: 48-50, 138-140, 148-150, 192-199
W.5.3d Establish relationships among setting, characters, theme, and plot.	TG U1: 128-130, 138-140, 148-150, 158-160, 188-190, 192-199 TG U3: 48-50, 58-70, 68-70, 78-80, 88-90, 98-100, 128-130, 138-140, 188-190
W.5.3e Use time period and setting to enhance the plot; demonstrating roles and functions of heroes, villains, and narrator, depicting conflicts and resolutions.	TG U1: 128-130, 138-140, 148-150, 158-160, 188-190, 192-199 TG U3: 48-50, 78-80, 98-100, 188-190
W.5.3f Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1: 58-60, 78-80, 138-140 TG U3: 38-40, 88-90, 192-199
W.5.3g Provide a conclusion that flows from the narrator's experiences or events.	TG U1: 98-100, 192-199 TG U3: 98-100, 192-199
W.5.4 Write poetry (descriptive poem, historical poem) based on reading a wide variety of grade level appropriate published poetry.	TG U4: 10
W.5.5 Write plays using personification, setting, and actions and thoughts that reveal important character traits.	Related Content: TG U1: 38, 40, 59, 69, 138, 139, 140, 148 TG U3: 38, 48, 59, 69, 70, 79, 88, 89, 90

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W.5.6 Write prayers using personal reflection based on scripture readings.	Daily writing instruction outlined in the Module Planner prepares students to meet this objective. Refer to the following pages: TG U1: 8-9, 208-209 TG U2: 8-9, 208-209 TG U3: 8-9, 208-209 TG U4: 8-9, 208-209
<i>Production and Distribution of Writing</i>	
W.5.7 Produce clean and coherent writing, using linguistic structures and textual features in which the development and organization are appropriate to task, purpose, and audience in both narrative and informational text.	TG U1: 58-60, 68-70, 78-80, 98-100, 118-120, 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 TG U2: 228-230, 238-240, 248-250, 258-260, 268-270, 338-340, 388-390 TG U3: 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
W.5.8 Exhibit individual style and voice to enhance the written message (in narrative text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).	TG U1: 28, 29, 30, 39, 74, 89, 158, 159, 170, 281 TG U3: 69, 91, 158, 159, 169, 179, 194, 318
W.5.9 Use a variety of drafting strategies for both narrative and informational text (graphic organizers such as story maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (roles and relationships of characters, settings, ideas; relationship of theory and evidence, compare/contrast).	TG U1: 20, 30, 60, 69, 70, 109, 118, 120, 138, 139, 140, 159, 207, 239, 300, 338, 339, 340, 370, 379, 380, 388, 394 TG U2: 220, 230, 239, 240, 250, 260, 270, 280, 290, 320, 338, 340, 360, 390, 394 TG U3: 40, 50, 60, 70, 80, 90, 100, 110, 118, 119, 120, 130, 138, 139, 140, 149, 159, 194, 230, 310, 320, 340, 338, 339, 359, 360, 370, 379, 388, 390, 394
W.5.10 With guidance and support from peers and adults as well as independently, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; edit and proofread using grade level checklists.	TG U1: 128-130, 148-150, 158-160, 328-330, 348-350, 358-360 TG U2: 78-80, 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 TG U3: 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 TG U4: 128-130, 148-150, 158-160, 178-180, 188-190, 248-250, 298-300, 328-330, 358-360, 368-370

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W.5.11 Constructively and specifically respond orally to the writing of others by identifying sections of the text to improve organization, flow of ideas and craft such as titles, leads, endings, and powerful verbs.	<p>TG U1: 30, 120, 149, 150, 151, 160, 195, 230, 349, 350, 359, 395</p> <p>TG U2: 79, 80, 89, 90, 149, 150, 159, 194, 195, 330, 339, 349, 350, 359, 395</p> <p>TG U3: 149, 195, 270, 290, 300, 349, 350, 370</p> <p>TG U4: 79, 80, 110, 149, 150, 160, 189, 190, 195, 260, 279, 280, 290, 300, 369, 395</p>
W.5.12 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.	<p>TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370</p> <p>TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 198, 230, 260, 310, 320, 390, 394, 398</p> <p>TG U3: 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340</p> <p>TG U4: 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394</p>
W.5.13 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p>TG U1: 178-180, 188-190, 308-310</p> <p>TG U2: 178-180, 308-310, 328-330</p> <p>TG U3: 178-180, 188-190, 238-240, 248-250, 308-310, 392-399</p> <p>TG U4: 108-110, 118-120, 308-310, 318-320</p>

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Research to Build and Present Knowledge	
W.5.14 Use the writing process to produce and present a research project including a teacher-approved topic, narrowed focus question, and hypothesis.	TG U3: 392-399
W.5.15 Recall relevant information from experiences or gather relevant information from print and digital sources;	TG U1: 178-180, 188-190, 248-250, 308-310, 318-320 TG U2: 178-180, 308-310, 318-320, 378-380 TG U3: 178-180, 238-240, 248-250, 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320
W.5.15a Organize the relevant information according to central ideas and supporting details.	TG U1: 179, 190, 308-310, 319, 369, 395 TG U2: 178, 179, 180, 269, 308-310, 318-320, 380, 381 TG U3: 179, 180, 239, 230, 240, 248, 250, 395, 399 TG U4: 108, 109, 110, 309, 310
W.5.15b Summarize or paraphrase information in notes and finished work, and provide a list of sources.	TG U1: 178, 179, 190, 239, 249, 308-310, 389 TG U2: 178, 180, 269, 308-310, 318-320, 329 TG U3: 179, 288-290 TG U4: 119, 120, 309, 310, 318
W 5.16 Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 38-40, 68-70, 378-380 TG U3: 318-320, 378-380, 388-390, TG U4: 18-20, 38-40, 108-110, 118-120

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<p>W.5.17 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>This objective is addressed throughout the text. See the following: TG U1: 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 TG U2: 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 TG U3: 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 TG U4: 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>
<i>Handwriting</i>	
<p>W.5.18 Use cursive writing to write legibly across all content areas.</p>	<p>TG U1: TR58, TR59, TR60 TG U2: TR58, TR59, TR60 TG U3: TR58, TR59, TR60 TG U4: TR58, TR59, TR60 Students apply in all writing activities and exercises.</p>

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SPEAKING AND LISTENING	
<i>Comprehension and Collaboration</i>	
S.L.5.1 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.	This objective is addressed throughout the text. See the following: TG U1: 14, 34, 54, 74, 164, 184, 224, 254, 284, 314, 344, 364 TG U2: 14, 34, 54, 74, 104, 114, 214, 244, 264, 294, 324, 344, 364 TG U3: 14, 34, 54, 84, 114, 174, 214, 254, 284, 324, 374 TG U4: 44, 74, 124, 154, 174, 224, 254, 294, 304, 314, 324, 334,
S.L.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	TG U1: 22, 42, 72, 92, 132, 162, 212, 232, 262, 292, 322, 352 TG U2: 32, 72, 92, 112, 142, 162, 182, 222, 252, 292, 332, 362, 382 TG U3: 42, 72, 102, 152, 182, 232, 272, 322, 362, 382 TG U4: 12, 52, 72, 112, 132, 152, 182, 232, 272, 312, 342
S.L.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	TG U1: 198 TG U2: 198, 224 TG U3: 198, 398 TG U4: 198, 398
S.L.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TG U1: 198, 230, 280, 320, 398 TG U2: 74, 140, 398 TG U3: 20, 40, 100, 230, 280, 344, 370, 398 TG U4: 79, 320, 394
S.L.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TG U1: 54, 74, 94, 114, 144, 164, 234, 244, 264, 314, 334, 354, 384 TG U2: 14, 44, 74, 94, 114, 144, 214, 264, 284, 314, 354, 384 TG U3: 14, 34, 54, 74, 94, 104, 124, 144, 174, 244, 294, 314, 334, 354, 374 TG U4: 14, 34, 44, 84, 124, 134, 154, 184, 254, 264, 284, 304, 324, 374

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<p>S.L.5.2 Listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.</p>	<p>Opportunities to address: TG U1: 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, 304, 314, 324, 334, 344, 354, 364, 374, 384 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, 304, 314, 324, 334, 344, 354, 364, 374, 384 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, 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, 304, 314, 324, 334, 344, 354, 364, 374, 384</p>
<p>S.L.5.3 Recognize and analyze the various roles of the communication process (to persuade, critically analyze, flatter, explain, dare) in focusing attention on events and in shaping opinions.</p>	<p>TG U1: 14, 34, 54, 74, 124, 164, 184, 214, 254, 284, 314, 344, 364 TG U2: 13, 33, 53, 73, 103, 113, 123, 163, 213, 243, 244, 263, 293, 323, 343, 363 TG U3: 363, 398 TG U4: 14, 23, 53, 62, 104, 124, 143, 153, 294, 304, 314, 324, 334, 343, 353</p>
<p>S.L.5.4 Respond to multiple text types by analyzing oral and written themes, universal truths, content, interpreting the message, and devaluating the purpose.</p>	<p>The objective is met throughout the program. Refer to the following examples: TG U1: 22, 23, 92, 93, 94, 172, 173, 174, 212, 213, 372, 373, 374, 382, 383, 384 TG U2: 32, 33, 34, 62, 63, 64, 92, 93, 172, 173, 174, 372, 373, 374, 382, 383, 384 TG U3: 132, 133, 134, 172, 173, 174, 312, 313, 314, 332, 333, 334, 372, 373, 374 TG U4: 162, 163, 164, 172, 173, 174, 182, 183, 184, 362, 363, 364, 382, 383, 384</p>
<p>S.L.5.5 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383 TG U2: 63, 64, 65-67, 83, 132, 162, 172 TG U3: 20, 170, 304, 370, 398 TG U4: 12, 77, 102, 152, 286, 327, 382</p>

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S.L.5.6 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG U1: 110, 120, 369, 380, 390 TG U2: 50, 70, 80, 140, 370, 390, 398 TG U3: 110, 120, 378, 380, 398 TG U4: 50, 90, 140, 160, 169-170, 198, 250, 350, 360, 379
S.L.5.7 Be aware of their role in discerning appropriate listening, viewing, and speaking habits that are in line with Catholic teaching.	Related Content: TG U1: 11, 12, 14, 34, 54, 72, 74, 124, 162, 164, 184, 214, 254, 284, 314, 328, 329, 339, 344, 364 TG U2: 13, 33, 53, 73, 103, 110, 113, 123, 163, 213, 243, 244, 263, 293, 323, 329, 343, 363 TG U3: 363, 398, 399 TG U4: 11, 14, 23, 53, 62, 104, 124, 143, 153, 191, 294, 304, 314, 324, 334, 343, 353
<i>Presentation of Knowledge and Ideas</i>	
S.L.5.8 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.	TG U1: 70, 120, 130, 198, 250, 369, 380, 390, 398 TG U2: 30, 50, 60, 170, 198, 250, 290, 310, 368-370, 390, 398 TG U3: 110, 120, 198, 369, 380, 390, 398 TG U4: 50, 60, 80, 120, 130, 170, 180, 198, 230, 320, 340, 379, 398
S.L.5.9 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 50, 70, 140, 194, 198, 270, 330, 370, 394, 398 TG U2: 168-170, 194, 198, 328-330, 368-370, 392-394, 398 TG U3: 168-170, 198, 278-280, 398 TG U4: 198, 378, 393-394, 368-370, 398
S.L.5.10 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG U1: 369 TG U2: 368, 369 TG U3: 149, 369 TG U4: 259, 378, 379, 398
S.L.5.11 Plan and deliver persuasive presentations or reports using information with an organizational pattern for a specific purpose that conveys the point they want to make and supports the point with evidence and/or examples while varying voice modulation, volume, and pace of speech to emphasize meaning.	TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 120, 170, 198, 300, 370, 398 TG U2: 20, 110, 170, 198, 300, 370, 380, 390, 398 TG U3: 20, 30, 40, 70, 168-170, 180, 190, 198, 368-370, 398 TG U4: 20, 30, 40, 120, 130, 170, 190, 198, 320, 380, 390, 398

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<i>Oral Prayer</i>	
S.L.5.12 Engage in daily spoken prayers while maintaining appropriate posture, gestures, and eye contact.	ReadyGEN helps prepare students to meet this objective when teaching appropriate speaking skills. TG U2: 198 TG U3: 168-170, 198, 369, 398 TG U4: 198, 379
LANGUAGE	
<i>Conventions of Standard English</i>	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG U1: 30-31, 90-91, 100-101, 160-161, 170-171, 190-191, 240-241, 290-291, 320-321, 340-341, 370-371, 380-381 TG U2: 20-21, 30-31, 40-41, 70-71, 90-91, 140-141, 230-231, 240-241, 250-251, 260-261, 270-271 TG U3: 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 TG U4: 20-21, 30-31, 40-41, 50-51, 70-71, 80-81, 110-111, 130-131, 220-221, 240-241, 250-251, 280-281
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 150-151, 160-161 TG U4: 50-51, 60-61, 80-81, 90-91, 100-101, 140-141
L.5.1b Identify and use compound subjects and predicates.	TG U4: 220, 221, 230, 231

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L.5.1c Recognize and use appropriate proper nouns and pronouns, articles and conjunctions.	<p>Proper Nouns TG U1: 21, 359 TG U2: 331, 358, 359 TG U3: 21, 321, 358, 359 TG U4: 71, 368</p> <p>Pronouns TG U1: 51, 60, 61, 70, 71, 80, 81, 91, 100, 101, 110, 111, 190 TG U2: 61, 71, 111, 240, 241 TG U3: 51, 61, 71, 80, 81, 101, 110, 111, 120, 121, 130, 131, 141, 341, 351 TG U4: 41, 49, 51, 71, 91, 250, 263, 281</p> <p>Articles TG U4: 281</p> <p>Conjunctions TG U2: 90, 91, 110-111, 141, 150, 151, 158, 159, 160, 161, 181 TG U3: 159 TG U4: 90, 91, 110-111, 120-122, 141, 151</p>
L.5.1d Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked, I will have walked</i>).	<p>TG U1: 240-241, 250-251 TG U3: 240-241, 250-251</p>
L.5.1e Use verb tense to convey various times, sequences, states, and conditions.	<p>TG U1: 220-221, 260-261 TG U3: 260-261, 270-271</p>
L.5.1f Recognize and correct inappropriate verb tense.	<p>TG U1: 310-311, 320-321 TG U2: 359 TG U3: 300-301, 310-311</p>
L.5.1g Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	<p>TG U2: 110-111, 159 TG U4: 110-111, 120-121</p>

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L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG U1: 20-21, 158-160, 358-360 TG U2: 158-160, 190-191, 280-281, 290-291, 300-301, 310-311, 320-321, 330-331, 358-360, 361, 380-381, 390-391 TG U3: 158-160, 358-360, 395 TG U4: 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
L.5.2a Use punctuation to separate items in a series.	TG U2: 280-281, 290-291 TG U4: 290-291, 300-301
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 300-301 TG U4: 310-311, 320-321
L.5.2c Use a comma to set off 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 TG U4: 330-331, 340-341
L.5.2d Use commas between two independent clauses.	TG U4: 170, 171
L.5.2e Use possessive apostrophes and correct end marks.	TG U1: 277, 359, TR25, TR29 TG U2: 158, 358, TR25, TR29 TG U3: 227, TR25, TR29 TG U4: TR25, TR29
L.5.2f Use colons to separate hours and minutes and to introduce a list.	TG U3: 47, 288, 359
L.5.3g Use hyphens in compound and number words.	Related Content: TG U2: 312 TG U4: 322, 342
L.5.2h 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
L.5.2i Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 358, 360, FS24 TG U2: 158, 190-191, 360, 380-381, 390-391, FS17, FS18 TG U3: 359, 360 TG U4: 191, 381, FS2, FS4, FS18

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<i>Knowledge of Language</i>	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG U1: 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 TG U2: 40-41, 60-61, 140-141, 160-161, 180-181, 220-221, 230-231, 240-241, 250-251, 260-261, 270-271 TG U3: 40-41, 60-61, 70-71, 80-81, 100-101, 120-121, 220-221, 250-251, 300-301, 310-311, 390-391 TG U4: 30-31, 60-61, 70-71, 100-101, 120-121, 150-151, 170-171, 230-231, 260-261, 280-281, 300-301, 330-331
L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U2: 90-91, 170-171, 180-181 TG U3: 149 TG U4: 160-161, 259
L.5.3b Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	TG U2: 42, 54, 63, 113 TG U3: 67
<i>Vocabulary Acquisitions and Use</i>	
L.5.4 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.	TG U1: 13, 43, 312-314, 315-317, 385, 389, FS6, FS7, FS9, FS10, FS12, FS13, FS17, FS18, FS21, FS22 TG U2: 33, 132, 133, 135, 234, 235, FS3, FS4, FS6, FS7, FS11, FS12, FS12, FS14, FS15, FS16, FS20, FS21, FS22 TG U3: 163, 165, 262-264, 265-267, 303, 362-364, 365-367, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS18, FS24 TG U4: 23, 33, 43, 103, 123, 133, 273, 293, 315, 323, 333, 383, FS6, FS8, FS9, FS10, FS11, FS12, FS20, FS23, FS25
L.5.4a Use context as a clue to the meaning of a word or phrase.	TG U1: 43, 105, 303, 313, FS11, FS12, FS13 TG U2: 234, 235, 383, FS7, FS12 TG U3: 157, 166, 264, 265-267, 326, FS8, FS12, FS15 TG U4: 63, 253, 273, FS9, FS12
L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	TG U1: FS5, FS6, FS7 TG U2: FS14, FS15, FS16 TG U3: FS23, FS24, FS25 TG U4: FS5, FS6, FS7, FS17, FS18, FS19

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<p>L.5.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>TG U1: 115, 303, 305, 313, 315, 385, FS9, FS10, FS13, FS17, FS20, FS21, FS22 TG U2: 234, 235, FS3, FS4, FS12, FS14, FS18, FS21, FS22 TG U3: 115, 169, 270, 305, 367 TG U4: 133, 273, 293, 357, FS6, FS8, FS9, FS10, FS13, FS15, FS21, FS23, FS25</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>TG U1: 23, 83, 104, 105-107, 344, 346-347, FS11, FS12, FS13 TG U2: 43, 135, 173, 364, 365-367, FS11, FS12, FS13 TG U3: 34, 35, 62-64, 65-67, 114, 115-117, 133 TG U4: 132-134, 135, 137, 164, 165-167</p>
<p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p>	<p>TG U1: 72, 83, 93, 103-104, 105-107, 153, 323, 344, 346-347, 353, 363 TG U2: 43, 133, 135, 277, 364, 365-367 TG U3: 34, 35, 62-64, 65-67, 114, 115-117, 133 TG U4: 132-134, 135, 137, 165-167</p>
<p>L.5.5b Recognize and explain the meanings of common idioms, adages, and proverbs.</p>	<p>TG U1: 23, 33, 43, 53, 63, 73, 133, 153, 163, 213, 233, 363 TG U2: 53, 83, 113, 123, 153, 213, 243, 273, 283, 303, 333, 343, 353, 363 TG U3: 23, 33, 43, 53, 63, 173, 283, 313, 353, 363, FS11, FS12, FS13 TG U4: 13, 73, 163, 223, 233, 243, 313</p>
<p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>TG U1: 121, 273, 363, FS17, FS18, FS19 TG U3: 263, FS14, FS15, FS16 TG U4: 60, FS23, FS24, FS25</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>This objective is addressed throughout the text. See the following: TG U1: 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384 TG U2: 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384 TG U3: 14, 64, 84, 114, 144, 184, 224, 274, 324, 354, 384 TG U4: 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364</p>