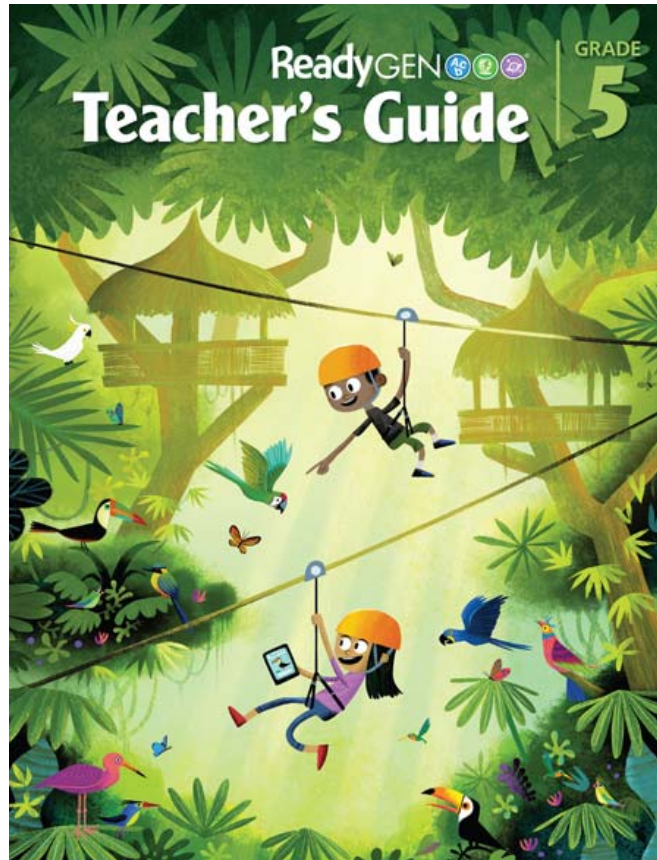


A Correlation of

ReadyGEN

Grade 5

©2016



To the

**Minnesota Academic Standards
in English Language Arts
Grade 5**

A Correlation of ReadyGEN, Grade 5, ©2016, to the 2010 Minnesota Academic Standards in English Language Arts, Grade 5

Introduction

This document demonstrates how *ReadyGEN*, ©2016 meets the Minnesota Academic Standards in English Language Arts. 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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2010 Minnesota Academic Standards English Language Arts, Grade 5	ReadyGEN Grade 5, ©2016
Reading Benchmarks: Literature K-5 (Common Core Reading Standards for Literature K–5) [RL]	
Grade 5 students:	
Key Ideas and Details	
5.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 124-125, 144-146, 154-156, 212-213, 242-243, 257-259 TG U2: 72-73, 92-94 TG U3: 57-58, 212-214, 214-216 TG U4: 162, 224, 226-228
5.1.2.2 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, 246-247, 287 TG U2: 42-43, 47-48, 62-64, 64-66, 66-67, 92-94, 94-96, 96-97, 112-114, 114-116, 116-117, 142-143 TG U3: 122-124, 124-126, 126-127, 282-283, 284-286, 286-288 TG U4: 102, 104, 106-107, 122, 124, 126-127, 152, 222, 382, 384, 386-388
5.1.3.3 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).	TG U1: 12-14, 64-66, 66-67, 122-124, 126-127, 164-165, 222-223 TG U2: 122-124, 124-126, 126-127, 142-144 TG U3: 12-14, 14-16, 16-17, 52-54, 54-56, 56-57, 82-84, 84-86, 86-87, 152-154, 154-156, 156-157, 222-223, 224-226, 226-228 TG U4: 112, 114, 116-117, 174, 176-177, 212, 214, 216-218

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Craft and Structure	
5.1.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	TG U1: 14-16, 22-24, 26-27, 34, 44, 84, 87, 104, 154, 234-235, 254-255, 257-259, 340-342 TG U2: 54-55, 57, 132, 154, 156 TG U3: 32, 34-35, 62-64, 64-66, 66-67, 114-116, 116-117, 122 TG U4: 132, 134, 137, 164, 166-167, 242, 244, 246-248
5.1.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG U1: 224-225, 72-74, 92-93, 242-243, 256-258, 272-274, 277-279 TG U2: 112-114, 182-184, 184-186 TG U3: 22, 32-33, 42-44, 44-46, 46-47, 52, 62, 72-73, 102-104, 104-106, 106-107, 252-253, 254-256, 256-258 TG U4: 252, 254, 256-257, 282, 284, 286-288
5.1.6.6 Describe how a narrator's or speaker's point of view influences how events are described.	TG U1: 32-34, 153-155 TG U2: 12-14, 72-74 TG U3: 22-24, 27 TG U4: 92, 94, 96-97, 152, 154, 156-158
Integration of Knowledge and Ideas	
5.1.7.7 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).	TG U1: 163-165, 226-227, 246-247, 252-253 TG U2: 22-24, 24-26, 26-27, 37-38, 47-48, 82-84, 84-86, 86-87, 172, 174, 177-178 TG U3: 92-94, 94-96, 96-97, 104-106, 106-107, 242-244, 244-246, 246-247, 272-273, 274-276, 276-278, 174-175 TG U4: 26
5.1.8.8 (Not applicable to literature)	Not applicable according to the Minnesota Academic Standards for English Language Arts.
5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG U1: 142-144, 146-147, 172-173, 176-177, 182-183, 186-188 TG U2: 142-144 TG U3: 172-174, 176-177, 182-183, 184-186, 186-188 TG U4: 172-174, 176-178

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Range of Reading and Level of Text Complexity	
5.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently.	
a. Self -select texts for personal enjoyment, interest, and academic tasks.	TG U1: 15, 25, 35, 45, 55, 85, 95, 105, 115, 145, 155, 165, 175, 245, 365 TG U2: 55, 245, 295, 315, 345, 355 TG U3: 15, 25, 45, 55, 75, 145, 225, 245, 275, 375 TG U4: 15, 65, 75, 115, 135, 215, 235
Reading Benchmarks: Informational Text K–5 (Common Core Reading Standards for Informational Text K-5) [RI]	
Key Ideas and Details	
5.2.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 37, 313-314, 343-344, 353-355 TG U2: 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 TG U3: 312-314, 314-316, 316-317, 334 TG U4: 12-13, 62, 172, 182, 316
5.2.2.2 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, 345-347, 362-364 TG U2: 212-214, 214-216, 216-217, 242-244, 244-246, 246-247, 282-284, 284-286, 286-287, 322, 324-325, 326-328 TG U3: 132-134, 134-135, 137, 142, 312, 332, 337, 352 TG U4: 22, 42, 312, 322, 324, 326-327, 352, 362
5.2.3.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	TG U1: 136-137, 292-294, 352-354, 362-364, 366-368 TG U2: 102, 104-105, 106-107, 222-224, 224-226, 226-227, 262-264, 264-266, 266-267, 352-353, 354-356, 356-358 TG U3: 142-144, 144-146, 146-147, 312-313, 316-318 TG U4: 24, 72, 82, 84, 86-87, 302, 304, 306-307, 362, 364, 366-368

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Craft and Structure	
5.2.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	TG U1: 293-294, 307-309, 312-314, 316-317, 323-324, 327-328, 364-365, 374-376 TG U2: 232-234, 234-235, 362-363, 364-366, 366-368 TG U3: 324-326, 362-363, 364-366, 366-368 TG U4: 314-316
5.2.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	TG U1: 332-333, 372-374, 383-385 TG U2: 104-106, 106-107, 162-164, 224-226, 226-227, 312-314, 314-316, 316-317, 372-373, 374-376, 376-378 TG U3: 182-184, 184-186, 186-187, 342-343, 344-346, 346-348 TG U4: 144-146, 344-346, 372-374
5.2.6.6 Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.	TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 345-346, 347, 382-383, 384-386, 387-388 TG U4: 184-186, 374-376
Integration of Knowledge and Ideas	
5.2.7.7 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: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311
5.2.8.8 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: 36-37, 324-326, 326-328 TG U2: 152-154, 154-156, 156-157, 242-244, 332-334, 334-336 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
5.2.9.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U1: 137-139, 382-384 TG U2: 382-384, 384-386 TG U3: 372-373, 374-376, 376-378 TG U4: 372-374

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Range of Reading and Level of Text Complexity	
5.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	
a. Self-select texts for personal enjoyment, interest, and academic tasks.	TG U1: 295, 305, 325, 365 TG U2: 65, 115, 125, 245, 305, 315, 345, 355 TG U3: 15, 25, 105, 335, 345, 355, 375 TG U4: 15, 55, 65, 75, 125, 145, 155, 295, 315, 335
Reading Benchmarks: Foundational Skills K-5 (Common Core Reading Standards: Foundational Skills (K–5) [RF])	
Phonics and Word Recognition	
5.3.0.3 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: FS2-4, FS7-9, FS9-10, FS16-18, FS25-27 TG U2: FS2-3, FS6-7, FS9-10, FS13-15, FS17-19, FS21-23 TG U3: FS4-6, FS6-7, FS10-12, FS15-17, FS23-25 TG U4: 2-4, 10, 14-16, 23-25
Fluency	
5.3.0.4 Read with sufficient accuracy and fluency to support comprehension.	
a. Read grade-level text with purpose and understanding.	TG U1: 56-57, 106-107, 127, 217, 327, FS4-6 TG U2: 25, 27, 77, 387 TG U3: 287, 327 TG U4: 157, 347
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: FS11-12, FS13-15, FS16-18, FS23-24, FS25-27 TG U2: FS3-5, FS7-8, FS10-12, FS12-13, FS16, FS19, FS22, FS25-26 TG U3: FS8-9, FS10-12, FS15-17 TG U4: FS10

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Writing Benchmarks K-5 (Common Core Writing Standards K–5) [W]	
Text Types and Purposes	
5.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	TG U1: 108-110, 118-120, 378-380 TG U2: 48-50 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392
b. Provide logically ordered reasons that are supported by facts and details.	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 78-80, 20-21, 40-42, 190-192 TG U3: 108-110, 378-380, 388-390 TG U4: 178-180, 248-250, 268-270, 392
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	TG U1: 118-120, 388-390 TG U2: 70-72, 88-90, 148-150, 192-194 TG U3: 108-110, 118-120, 390 TG U4: 88-90, 278-280, 392
d. Provide a concluding statement or section related to the opinion presented.	TG U1: 118-120, 388-390 TG U2: 98-100, 190-191, 192-193, 390-392 TG U3: 108-110, 118-120 TG U4: 98-100, 288-290, 392
5.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	TG U1: 218-220, 228-230, 328-330, 394-395, 396-398 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330 TG U3: 218-220, 228-230, 278-280, 328-330, 392 TG U4: 28-30, 308-310
b. 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, 394-395, 396-398 TG U2: 238-240, 248-250, 392-394 TG U3: 238-240, 248-250, 258-260, 392 TG U4: 18-20, 38-40
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	TG U1: 278-280 TG U2: 278-280, 392-394 TG U3: 268-270, 392 TG U4: 18-20

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d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	TG U1: 258-260, 348-350, 395-397, 290-292 TG U2: 258-260, 348-350, 392-394 TG U3: 268-270, 392, 396 TG U4: 38-40
e. Provide a concluding statement or section related to the information or explanation presented.	TG U1: 288-289, 338-340 TG U2: 288-290, 392-394 TG U3: 298-300, 392 TG U4: 38-40
5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 68-70, 78-80, 128-130, 138-140, 148-150, 192-194 TG U3: 18-20, 28-30, 48-50, 192
b. Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1: 18-20, 48-50, 58-60, 98-100, 138-140, 148-150, 158-160, 196-198 TG U2: 196-198 TG U3: 38-40, 58-60, 68-70, 78-80, 88-90, 98-100, 192
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	TG U1: 68-70, 139-140, 192-193, 196-198 TG U2: 196-198 TG U3: 48-50, 138-140, 148-150, 192
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1: 58-60, 78-80, 139-141 TG U2: 139-141 TG U3: 38-40, 88-90, 192
e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.	TG U1: 98-100, 192-193, 196-198 TG U3: 98-100, 192, 196

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Writing Process: Production and Distribution of Writing	
5.6.4.4 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.)	TG U1: 49-50, 229-230, 130-132, 169-171, 219-220, 249-251, 318-320, 328-330, 394-396 TG U2: 68-70, 260-261, 350-352 TG U3: 338-340 TG U4: 78-80, 138-140, 258-260, 338-340
5.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting , revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 41-42.)	TG U1: 138-140, 148-150, 158-160, 248-250, 338-340, 349-350, 358-360 TG U2: 78-80, 88-90, 98-100, 138-140, 338-340, 348-350, 358-360 TG U3: 118-120, 138-140, 148-150, 158-160, 338-340, 348-350, 358-360 TG U4: 138-140, 148-150, 158-160, 188-190, 298-300, 338-340, 348-350, 358-360, 368-370
5.6.6.6 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.	TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 230, 260, 310, 320, 390, 394 TG U3: 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340 TG U4: 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394
Research to Build and Present Knowledge	
5.6.7.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	TG U1: 178-180, 188-190, 219-220, 238-240, 308-310 TG U2: 178-180, 308-310 TG U3: 178-180, 188-190, 308-310 TG U4: 108-110, 318-320
5.6.8.8 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.	TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320

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5.6.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	TG U1: 18-20, 30, 40, 50-52, 60-62, 70-71, 80-81, 90-92, 298-300 TG U2: 18-20, 28-30, 298-300 TG U3: 108-110, 118-120
b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	TG U1: 240, 250-252, 260-262, 270-271, 280-281, 290-292, 298-300, 310-312, 320-321, 330-331, 350-352 TG U2: 58-60, 68-70, 78-80, 378-380 TG U3: 178-180, 388-390, 393 TG U4: 18-20, 38-40
Range of Writing	
5.6.10.10 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.	
a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	TG U1: 18-20, 108-110, 218-220, 228-230 TG U2: 68-70, 118-120, 188-190, 192-199, 218-220, 228-230, 298-300 TG U3: 218-220, 308-310, 378-380, 388-390 TG U4: 218-220, 238-240

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Speaking, Viewing, Listening and Media Literacy Benchmarks K-5 (Common Core Speaking, and Listening Standards K–5) [SL]	
Comprehension and Collaboration	
5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
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.	TG U2: 123, 244, 293 TG U3: 293 TG U4: 14, 62, 124, 304
b. Follow agreed-upon rules for discussions and carry out assigned roles.	TG U1: 12, 32, 42, 72, 92, 102, 152, 222, 242, 252, 272, 342, 372 TG U2: 22, 52, 72, 132, 198, 222, 252, 262, 282, 292, 332, 352, 372, 382 TG U3: 382 TG U4: 22, 32, 72, 102, 132, 162, 172, 212, 242, 252, 312, 352, 372, 392, 398
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	TG U1: 134 TG U2: 134 TG U3: 134 TG U4: 244
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	TG U1: 102, 194, 323 TG U2: 198, 398 TG U3: 398 TG U4: 54, 173, 182, 384
e. Cooperate and problem solve to make decisions as appropriate for productive group discussion.	TG U1: 14, 24, 64, 104, 198, 224, 244, 264, 304, 354 TG U2: 34, 74, 114, 144, 154, 198, 224, 254, 284, 314, 364 TG U3: 24, 44, 74, 104, 124, 174, 234, 284, 314, 344, 374 TG U4: 34, 84, 134, 154, 224, 254, 284, 304, 324, 354, 398
5.8.2.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352 TG U2: 132, 142-144, 152-153, 162-163, 172-174, 182-184 TG U3: 64, 164, 170, 304 TG U4: 72, 102, 154, 182, 198, 314

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5.8.3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker’s opinions and verifiable facts.	TG U1: 120, 380, 390 TG U2: 60, 80, 198, 340, 370, 390, 398 TG U3: 398 TG U4: 130, 160, 169-170, 180, 198
Presentation of Knowledge and Ideas	
5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.	TG U1: 110, 120-122, 158-160, 220-221, 230-231, 330-332, 380, 368-370, 390, 398 TG U2: 30, 40, 160, 170, 192, 198, 290, 310, 368, 370, 390 TG U3: 390 TG U4: 60, 80, 170, 180, 198, 340, 379, 398
5.8.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 50, 70, 140, 194, 270, 330, 350-352, 360-361, 370-371, 394-396 TG U2: 168-170, 192-193, 194-196, 328-330, 392-394 TG U4: 198, 378, 393-394, 398
5.8.6.6 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 on page 41-42 for specific expectations.)	TG U2: 168, 368 TG U3: 368 TG U4: 378, 392
Media Literacy	
5.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.	
a. Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).	For related content, please see: TG U1: 325, 394 TG U2: 110, 308-309
b. Locate and use information in print, non-print, and digital resources using a variety of strategies.	TG U1: 179, 180, 309, 310 TG U2: 180, 309, 310 TG U3: 179, 180, 290, 308, 309, 320, 393, 394 TG U4: 308-310
c. Evaluate the accuracy and credibility of information found in digital sources.	TG U1: 180, 239, 308-310 TG U2: 318-320 TG U3: 179, 180, 248-250, 318-320 TG U4: 108, 220, 309

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d. Recognize ethical standards and safe practices in social and personal media communications.	TG U1: 220 TG U2: 40, 319 TG U3: 180, 220, 350, 380, 390 TG U4: 108, 378, 399
5.8.8.8 Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)	
a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.	For related content, please see: TG U1: 179, 270
b. Publish the work and share it with an audience.	TG U1: 50, 270, 330, 368-370, 394 TG U2: 100, 170, 368-370 TG U3: 110, 168-170, 194, 195, 368-370, 395 TG U4: 194, 378-380
Language Benchmarks K-5 (Common Core Language Standards K–5) [L]	
Conventions of Standard English	
5.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 90-91, 110-111, 150-151, 160-162, 50-52, 60-61, 70-71, 101-103 TG U3: 101-103 TG U4: 50-51, 60-61, 80-81, 90-91, 100-101, 140-142
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	TG U1: 240-241, 250-252 TG U4: 30-32
c. Use verb tense to convey various times, sequences, states, and conditions.	TG U1: 220-221, 260-261, 310-311, FS14-16, FS16-18, 321-323 TG U2: FS8-9, 359 TG U3: 359 TG U4: 359
d. Recognize and correct inappropriate shifts in verb tense.*	TG U1: 320 TG U2: 231 TG U3: 231 TG U4: 231
e. Use correlative conjunctions (e.g., either/or, neither/nor).	TG U2: 110-111, 159 TG U3: 159 TG U4: 110-111, 120-122

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5.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation to separate items in a series.*	TG U2: 280-281, 290-292 TG U4: 290-291, 300-302
b. Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 300-301 TG U4: 310-311, 320-322
c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	TG U2: 310-311 TG U4: 330-331, 340-342
d. Use underlining, quotation marks, or italics to indicate titles of works.	TG U2: 340-342, 350-351, 360-361, 370-372 TG U4: 360-361, 370-372
e. Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 115-116, 358-359, 360-362 TG U2: 190-191, 360, 381, 391, FS10-12 TG U3: FS10-12 TG U4: FS2, FS4, FS14, FS16, 191, 380-381, 390-392
Knowledge of Language	
5.10.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TG U2: 134 TG U3: 134 TG U4: 134

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Vocabulary Acquisition and Use	
5.10.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	TG U1: FS9-11, FS15, FS17, FS19, 53-55, 63-64, 303-304, 363-365 TG U2: FS6-8, FS11-13, FS15-16, FS19-20, FS22, FS25 TG U3: FS25 TG U4: FS10-12, 63, 273
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	TG U1: FS5-7, 22-24, 42-43, 52-53, 362-363, 372-374 TG U2: FS15-17 TG U4: FS3-5, FS17-19
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: FS6-8, FS9-10, FS12-13, FS17-19, FS20-22, 303, 305, 313, 315, 262 TG U2: 360, FS3-5, FS6-7, FS12-13, FS14-16, FS16-18, FS21-22, 235 TG U3: 235 TG U4: FS6, FS8-10, FS15, FS18, FS20, FS21, FS23, FS25
5.10.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings to develop word consciousness.	
a. Interpret figurative language, including similes and metaphors, in context.	TG U1: 22-23, 25-27, 83-85, 104-106, 344-346, 346-347, 353 TG U2: 34-36, 43-44, 132-133, 135-137, 364-366 TG U4: 132, 134-135, 137, 164-166
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 73, 23, 33, 43, 53, 63, 73, 133, 153, 163, 213, 233, 363 TG U2: FS14, 39, 53, 83, 113, 123, 153, 213, 243, 273, 283, 303, 333, 343, 353, 363, 104 TG U3: 104 TG U4: 13, 73, 163, 223, 233, 243, 313
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TG U1: FS11-12, FS17-19, 121, 162, 272, 282, 292, 302 TG U2: FS2, FS9 TG U3: FS9 TG U4: FS23-25

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5.10.6.6 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).	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: 384 TG U4: 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364