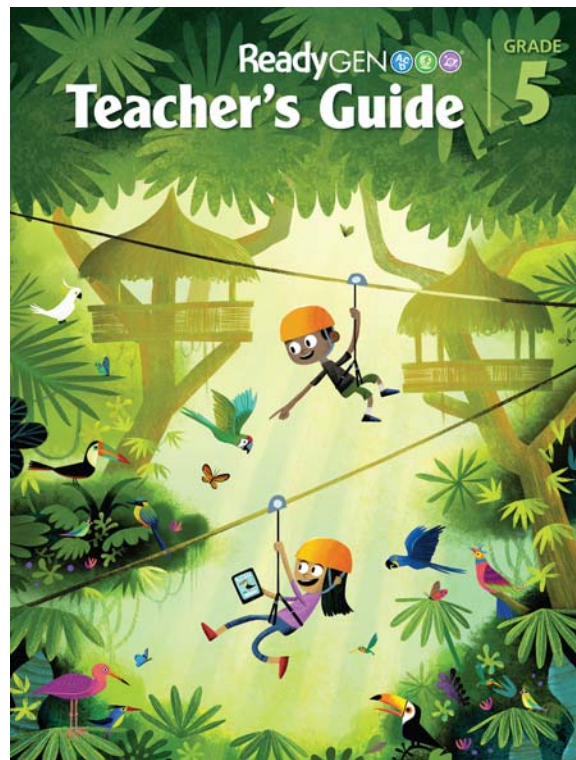


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

**K-5 English Language Arts
Missouri Learning Standards:
Grade-Level Expectations**

A Correlation of ReadyGEN ©2016 to the K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations*. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

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

AUTHENTIC TEXT AT THE CORE OF INSTRUCTION

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

BUILT WITH THE RESULTS IN MIND

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

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

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

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Reading	
1 Develop and apply skills to the reading process.	
Grade 5	
A Comprehension	
6-12 Correlation Reading Literary 1A, Reading Informational 1A	
Develop and demonstrate reading skills in response to text by:	
a. drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<p>TG U1: 36, 124, 126, 127, 136, 154, 155, 212, 213, 214, 216, 217, 242, 243, 312, 313, 352, 353</p> <p>TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 156, 157, 163, 173, 183, 213, 216, 222, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353</p> <p>TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 143, 147, 157, 173, 183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293, 313</p> <p>TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 312, 313, 314, 317, 323, 333, 336, 337, 363, 373, 383</p>
b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text	<p>TG U1: 36, 124, 126, 127, 136, 154, 155, 212, 213, 214, 216, 217, 242, 243, 312, 313, 352, 353</p> <p>TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 153, 156, 157, 163, 173, 183, 213, 216, 222, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353</p> <p>TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 143, 147, 157, 173, 183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293, 313</p> <p>TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 312, 313, 314, 317, 323, 333, 336, 337, 363, 373, 383</p>

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c. monitoring comprehension and making corrections and adjustments when understanding breaks down	<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>
B Vocabulary 6-12 Correlation Reading Literary 1B, Reading Informational 1B	
Develop an understanding of vocabulary by:	
a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context	<p>TG U1: 62, 72, 82, 92, 102, FS5–FS7</p> <p>TG U2: 212, 222, 232, 242, 252, FS14–FS16</p> <p>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</p> <p>TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19</p>
b. using context to determine meaning of unfamiliar or multiple-meaning words	<p>TG U1: 43, 57, 257, 303, 363, FS7–FS10, FS12, FS13, FS17–FS25</p> <p>TG U2: 13, 23, 33, 43, 53, 73, 83, 93, 103, 123, 153, 163, 213, 223, FS3, FS4, FS7, FS12–FS16, FS20, FS21, FS23, FS25</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 323, 333, 353, 363, 383, FS11–FS13, FS23–FS25</p> <p>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 153, 333, 353, 363, 383, FS11–FS16, FS23–FS25</p>
c. constructing analogies	TG U3: 352, 377

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d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text	<p>TG U1: 23, 33, 43, 53, 63, 72, 73, 83, 93, 108, 113, 133, 153, 163, 353</p> <p>TG U2: 43, 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363, 364, 365, 366, 367</p> <p>TG U3: 23, 33, 34, 53, 63, 65, 143, 162, 163, 172, 173, 182, 283, 353, 363, FS11–FS13</p> <p>TG U4: 13, 73, 134, 135, 163, 164, 165, 166, 167, 223, 233, 243, 313</p>
e. identifying and using words and phrases that signal contrast, addition, and relationships	<p>TG U1: 83, 93, 108, 153, 162, 172, 182, 346, 347, 353, FS11, FS12, FS13</p> <p>TG U2: 243, 283, 364, 365, 366, 367, FS11–FS13</p> <p>TG U3: 23, 32, 33, 34, 35, 36, 53, 62, 63, 64, 65, 66, 67, 143, 163, 173, 283, 353, 363, FS11–FS13</p> <p>TG U4: 134, 135, 137, 164, 165, 166, 167, 223, 233, 243, 247, 313, 363</p>
f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	<p>TG U1: 115, 303, 385, FS6, FS9, FS10, FS12, FS13, FS17, FS20–FS24</p> <p>TG U2: 158, 235, 277, 359, 381, 391, FS3, FS6, FS11, FS12, FS14, FS16–FS18, FS21, FS22</p> <p>TG U3: FS6, FS8–FS16, FS18, FS20, FS21, FS23, FS24</p> <p>TG U4: 142, 162, 191, FS2, FS4, FS6, FS8, FS10–FS13, FS15, FS20, FS21, FS23</p>
g. using conversational, general academic, and domain- specific words and phrases	<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>

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C Making Connections	
6-12 Correlation Reading Literary 3B	
Compare, contrast, and analyze relevant connections between:	
a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	<p>TG U1: 332-334, 336, 337, 372-374, 376, 377, 382-384, 386, 387, TR20</p> <p>TG U2: 172-174, 176, 177, 182-184, 186, 187, TR20</p> <p>TG U3: 182-184, 186, 187, 342-342, 346, 347, 372-374, 376, 377, 382-384, 386, 387, TR20</p> <p>TG U4: 182-184, 186, 187, 342-344, 346, 347, 372-374, 376, 377, TR20</p>
b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	<p>TG U1: 258, 318, 378, TR20, TR21</p> <p>TG U2: 129, 189, 192, 252, 283, 289, 378, 383, 393, TR20, TR21</p> <p>TG U3: 127, 283, 298, TR20, TR21</p> <p>TG U4: 50, 93, 123, 182, 210, 242, 262, 303, 307, 342, 362, 372, 373, TR20, TR21</p>
D Independent Text	
No 6- 12 Correlation	
Read independently for multiple purposes over sustained periods of time by:	
a. reading text that is developmentally appropriate	<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, 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 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, 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>

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b. producing evidence of reading	<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, 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 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, 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>
2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	
A Fiction 6-12 Correlation Reading Literary 1A	
Read, infer, analyze, and draw conclusions :	
a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts	<p>TG U1: 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146, 216, 217, 222, 223, 224, 226, 227, 252, 256, 262, 263, 266</p> <p>TG U2: 122, 123, 124, 125, 126, 127, 132 TG U3: 12, 13, 14, 15, 16, 17, 52, 53, 54, 55, 56, 57, 72, 73, 74, 75, 224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177, 212, 213, 214, 215, 216, 217, 223, 233, 253, 272, 273, 283</p>

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b. explain the theme or moral lesson, conflict and resolution in a story or novel	<p>TG U1: 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292</p> <p>TG U2: 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142</p> <p>TG U3: 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287, 293</p> <p>TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p>
c. describe how a narrator’s or speaker’s point of view influences events	<p>TG U1: 32, 33, 34, 54, 76, 152, 153, 154, 244</p> <p>TG U2: 13, 14, 17, 117</p> <p>TG U3: 17, 22, 23, 24, 25, 26, 27</p> <p>TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232, 233, 235</p>
d. recognize foreshadowing	TG U3: 59
e. explain the effect of a historical event or movement in literature	TG U2: 12-14, 16, 17, 102-104, 106, 107, 192-199
f. introduce origin myths, and culturally significant character/ events in mythology	TG U3: 199
g. introduce different forms of third-person points of view in stories	<p>TG U1: 33, 34, 38, 39</p> <p>TG U2: 14, 254, 255, 256, 257</p> <p>TG U3: 19, 24, 25, 28, 29, 30</p>
B Poetry	
6-12 Correlation Reading Literary 1A, 2A, 2C	
Read, infer and draw conclusions to:	
a. explain how poets use sound and visual elements in poetry	<p>TG U1: 152, 292, 312</p> <p>TG U2: 42, 112, 113, 114, 115, 116, 117, 132, 137, 263, 304, 313, 348, 361, 362, 368</p> <p>TG U3: 22, 162, 212, 352</p> <p>TG U4: 12, 152, 182, 242, 292</p>

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C Drama	
6-12 Correlation Reading Literary 1A, 2A, 2C	
Read, infer and draw conclusions to:	
a. analyze the similarities between an original text and its dramatic adaptation	TG U4: 382-383, 384, 386, 387, TR68-TR72
b. identify structural elements of dramatic literature	TG U4: 382-383, 384, 386, 387, TR68-TR72
c. evaluate the critical impact of sensory details, imagery, and figurative language	TG U4: 382-383, 384, 386, 387, TR68-TR72
3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
A Text Features	
6-12 Correlation Reading Informational 1A, 1C	
Read, infer and draw conclusions to:	
a. use multiple text features and graphics to locate information and gain an overview of the contents of text information	TG U1: 15, 297, 298, 312-314, 316, 317, 362, 313, 368, 370, 393, 394, 398, TR58 TG U3: 140, 178, 220, 312-314, 316, 317, 343, 370, 393, 394, 398, TR58 TG U4: 248, 278, 292-294, 296, 297, 329, 338, 346, TR58
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B Literary Techniques	
6-12 Correlation Reading Informational 1D, 2D, 2B, 2C	
Read, infer and draw conclusions to:	
a. evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim	<p>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</p>
b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	<p>TG U1: 334, 382, 383, 384, 386, 387 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</p>
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d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	<p>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</p>

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f. explain the type of evidence used to support a claim in a persuasive text	<p>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</p>
g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning	<p>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</p>
C Text Structures 6-12 Correlation Reading Informational 2A	
Read, infer and draw conclusions to:	
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d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view	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
e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	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
4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	
A Digital and Media Literacy 6-12 Correlation Reading Literary 3A	
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c. identifying the point of view of media presentations	TG U2: 109, 110, 268 TG U4: 11
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Reading Foundations	
1 Understand how English is written and read (Start of Reading Foundations).	
A Print Awareness No 6-12 Correlation	
2 Understand how English is written and read.	
A Phonemic Awareness No 6-12 Correlation	
3 Understand how English is written and read.	
A Phonics No 6-12 Correlation	
Develop phonics in the reading process by:	
a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in 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
b. reading root words, prefixes, and suffixes and important words from all specific content curricula	TG U1: 62, 72, 82, 92, 102, FS5–FS7 TG U2: 212, 222, 232, 242, 252, FS14–FS16 TG U3: 62, 72, 82, 92, 93, 102, 112, 113, 122, 132, 142, 152, 262, 272, 282, 292, 302, 362, 372, FS5–FS10, FS17–FS19, FS23–FS25 TG U4: 52, 72, 82, 92, 102, FS5–FS7, FS17–FS19

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4 Understand how English is written and read.	
A Fluency	
No 6-12 Correlation	
Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension	
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	TG U1: 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25 TG U2: 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13, FS16–FS19, FS22, FS25 TG U3: 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16, FS19, FS22, FS25 TG U4: 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25
Writing	
1 Apply a writing process to develop a text for audience and purpose.	
A Prewriting	
6-12 Correlation Writing 2A	
Follow a writing process to plan a first draft by:	
a. selecting a genre appropriate for conveying the purpose to an intended audience	TG U1: 108-110, 118-120, 128-130, 188-190, 192-199, 228-230, 298-300, 328-330, 392-399 TG U2: 48-50, 108-110, 128-130, 188-190, 192-199, 228-230, 298-300, 328-330, 388-390, 392-399 TG U3: 18-20, 48-50, 108-110, 128-130, 188-190, 192-199, 228-230, 328-330, 378-380, 392-399 TG U4: 68-70, 128-130, 178-180, 192-199, 218-220, 248-250, 328-330, 338-340, 392-399
b. formulating questions related to the 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

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c. accessing prior knowledge or building background knowledge related to the topic	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 193, 218, 228, 238, 248, 258, 268, 278, 288, 298, 308, 318, 328, 338, 348, 358, 368, 378, 388, 393</p>
d. using a prewriting strategy	<p>TG U1: 19, 49, 129, 189, 219, 357</p> <p>TG U2: 69, 128, 194, 229, 309, 339, 394</p> <p>TG U3: 19, 30, 99, 130, 194, 195, 219, 309, 338, 339, 379, 380, 394</p> <p>TG U4: 19, 139, 194, 220, 394</p>
B Draft 6-12 Correlation Writing 2A	
Appropriate to genre type, develop a draft from prewriting by:	
a. choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre	<p>TG U1: 268-270, 278-280, 348-350, 358-360, 392-393, 396-398</p> <p>TG U2: 218-220, 268-270, 278-280, 298-300, 338-340</p> <p>TG U3: 218-220, 228-230, 328-330</p> <p>TG U4: 18-20, 28-30, 38-40, 118-120, 238-240, 308-310</p>
b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph	<p>TG U1: 30, 279, 389, TR62, TR67</p> <p>TG U2: 248, 249, 250, 339, TR62, TR67</p> <p>TG U3: 258, TR62, TR67</p> <p>TG U4: 238, TR62, TR67</p>

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c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure	<p>TG U1: 68-70, 138-140, 192-199, 228-230, 248-250, 328-330, 338-340, 392-399</p> <p>TG U2: 148-50, 58-60, 68-70, 128-130, 138-140, 192-199, 228-230, 248-250, 338-340, 388-390, 392-399</p> <p>TG U3: 48-50, 108-110, 128-130, 188-190, 192-199, 228-230, 328-330, 338-340, 378-380, 392-399</p> <p>TG U4: 68-70, 78-80, 178-180, 192-199, 238-240, 328-330, 338-340, 392-399</p>
d. restating the overall main idea in the concluding statement	<p>TG U1: 288-290, 392, 396</p> <p>TG U2: 98-100, 192, 196, 288-290, 338-340, 392, 396</p> <p>TG U3: 298-300, 392, 396</p> <p>TG U4: 98-100, 189, 192, 196, 288-290, 348-350, 392, 396</p>
e. addressing an appropriate audience, organization, and purpose <i>Note: Refer to Grade 5, W2A-C genre specific standards.</i>	<p>TG U1: 130, 219, 249, 258, 259, 298-300, 329, 338, 350, 369, 378, 380</p> <p>TG U2: 49, 109, 119, 128-130, 138, 139, 140, 148-150, 189, 199, 219, 239, 258, 280, 328, 339, 369, 394</p> <p>TG U3: 19, 110, 119, 130, 139, 140, 195, 219, 278, 329, 330, 338, 339, 370, 395</p> <p>TG U4: 128, 129, 219, 239, 248-250, 258-260, 269, 278, 289, 298, 299, 338, 348, 378, 380</p>
C Revise/Edit	
6-12 Correlation Writing 3A	
Reread, revise, and edit drafts with assistance to:	
a. develop and strengthen writing by revising <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice 	<p>TG U1: 98-100, 148-150, 158-160, 278-280, 348-350, 358-360</p> <p>TG U2: 78-80, 98-100, 148-150, 278-280, 348-350</p> <p>TG U3: 268-270, 348-350</p> <p>TG U4: 78-80, 88-90, 148-150, 278-280, 298-300, 358-360</p>

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b. edit for language conventions	TG U1: 158-160, 195, 358-360, 395 TG U2: 158-160, 195, 358-360, 395 TG U3: 158-160, 195, 358-360, 395 TG U4: 158-160, 195, 368-370, 395
D Produce/Publish and Share Writing 6-12 Correlation Writing 2A	
With assistance from adults/peers:	
a. use technology, including the Internet, to produce and publish writing	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
b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting Note: Refer to Grade 5, W2A-C genre specific standards.	TG U1: 192, 392 TG U2: 58, 392 TG U3: 170, 300, 368, 370 TG U4: 100, 110, 192, 310, 320, 378, 380
2 Compose well-developed writing texts for audience and purpose.	
A Opinion/Argumentative 6-12 Correlation Writing 2A	
Write opinion texts that:	
a. introduce a topic or text being studied using an introductory paragraph that clearly supports the writer’s purpose	TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 TG U4: 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340
b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details	TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190 TG U4: 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359

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c. use specific and accurate words that are related to the topic, audience, and purpose	TG U2: 88-90, 138-140, 148-150 TG U4: 38-40, 108-110, 148-150, 258-260, 319, 359
d. contain information using student’s original language, except when using direct quotation from a source	TG U2: 178-180 TG U4: 108-110, 118-120, 192, 195, 308-310
e. reference the name of the author(s) or name of the source used for details or facts included in the text	TG U2: 178-180 TG U4: 108-110, 118-120, 192, 195, 308-310
f. use transitions to connect opinion and reason	TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280, 392, 396
g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	TG U2: 18-20, 28-30, 39, 48-50, 58, 59, 60, 68-70, 98, 99, 100, 108-110, 118-120, 138-140, 188-190 TG U4: 48-50, 98, 99, 100, 128-130, 138-140, 169, 178-180, 188-190, 192-199, 218, 238-240, 258-260, 288, 289, 290, 298, 299, 300, 328-330, 338-340, 348-350, 392-399
B Informative/Explanatory 6-12 Correlation Writing 2A	
Write informative/ explanatory texts that:	
a. introduce a topic using a topic sentence in an introductory paragraph	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 into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	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

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c. use an organizational format that suits the topic	<p>TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 338, 339, 340, 378, 379, 380, 388, 389, 390, 392</p> <p>TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392</p>
d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	<p>TG U1: 258, 259, 260, 338, 339, 340, 348, 349, 350, 392</p> <p>TG U2: 258, 259, 260, 348, 349, 350</p> <p>TG U3: 268, 269, 270, 348, 349, 350, 378, 379, 380, 392</p>
e. contain information using student’s original language, except when using direct quotations from a source	<p>TG U1: 238-240, 308-310, 320,</p> <p>TG U2: 238-240, 308-310</p> <p>TG U3: 238-240, 308, 310</p>
f. use transition words to connect ideas within and across categories of information	<p>TG U1: 278, 279, 280, 390</p> <p>TG U2: 278, 279, 280, 299, 300</p> <p>TG U3: 268, 269, 270, 388, 389, 390, 392</p>
g. use text structures when useful	<p>TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 338, 339, 340, 378, 379, 380, 388, 389, 390, 392</p> <p>TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392</p>
h. create a concluding paragraph related to the information	<p>TG U1: 288, 289, 290, 388, 389, 390, 392</p> <p>TG U2: 288, 289, 290</p> <p>TG U3: 298, 299, 300, 388, 389, 390, 392</p>

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C Narrative/Literary 6-12 Correlation Writing 2A	
Write fiction or non-fiction narratives and poems that:	
a. establish a setting, situation/topic and introduce a narrator and/or characters	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, motivation, and descriptions	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. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	TG U1: 48-50, 58-60, 68-70, 78-80, 98-100, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 48-50, 98-100, 138-140, 148-150, 192-199
d. use a variety of transitions to manage the sequence of events	TG U1: 68, 69, 70, 99, 139, 140, 192 TG U3: 48, 49, 50, 89, 148, 149, 150, 192
e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	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
3 Gather, analyze, evaluate and use information from a variety of sources.	
A Research Process 6-12 Correlation Writing 1A	
Apply research process to:	
a. generate a list of subject appropriate topics	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

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b. formulate and refine an open-ended research question	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
c. follow guidelines for collecting and recording information	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
d. select relevant resources, literary and informational	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
e. assess relevance, accuracy, and reliability of information in print and digital sources	TG U1: 178-180, 308-310 TG U2: 178-180, 239, 240, 318-320 TG U3: 178-180, 248-250, 279, 318-320 TG U4: 108-110, 308-310
f. convert graphic/visual data into written notes	TG U1: 298, 368, 370 TG U2: 269, 370 TG U3: 278, 329, 338 TG U4: 29, 32, 42, 58, 194, 198, 248
g. differentiate between paraphrasing and plagiarism when using ideas of others	TG U2: 289 TG U3: 179 TG U4: 119, 318

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h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria	TG U1: 198, 398 TG U2: 168-170, 198, 368-370, 398 TG U3: 168-170, 198, 368-370, 398 TG U4: 168-170, 198, 378-380, 392, 398
i. record bibliographic information from sources according to a standard format	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
Language	
1 Communicate using conventions of English language.	
A Grammar	
6-12 Correlation Writing 3A	
In speech and written form, apply standard English grammar to:	
a. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	TG U1: 20, 30, 40, 51, 60, 61, 70, 71, 80, 81, 91, 100, 101, 110, 111, 158, 190, 220-221, 240-241, 250-251, 260-261, 371, 381, 390, 391 TG U2: 51, 61, 70, 71, 81, 91, 101, 111, 141, 151, 161, 221, 240, 241, 250, 251, 261, 360, TG U3: 20, 21, 30, 31, 38, 40, 41, 51, 61, 71, 80, 81, 101, 110, 111, 120, 121, 130, 131, 141, 159, 240-241, 250-251, 260-261, 270-271, 321, 341, 351, 361, 381, 390, 391, TR27 TG U4: 41, 49, 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 159, 171, 250, 263, 271, 281
b. use relative pronouns and relative adverbs	TG U1: 51, 80, 81, 101 TG U3: 51, 81, 90, 91
c. use pronouns consistently across a text	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

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d. use and correct verb tenses	<p>TG U1: 220, 221, 230, 231, 241, 251, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14-FS16</p> <p>TG U2: FS8, FS9</p> <p>TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 240, 241, 250, 251, 260, 261, 270, 271, 300, 301, 310, 311, FS2-FS4</p>
e. produce a variety of complex sentences in writing	<p>TG U1: TR11</p> <p>TG U2: 121, 131, 151, 158, 161, 171, TR11</p> <p>TG U3: 234, TR11</p> <p>TG U4: 34, TR11</p>
B Punctuation, Capitalization, Spelling 6-12 Correlation Writing 3A	
In written text:	
a. write legibly	<p>TG U1: TR58, TR59, TR60</p> <p>TG U2: TR58, TR59, TR60</p> <p>TG U3: TR58, TR59, TR60</p> <p>TG U4: TR58, TR59, TR60</p> <p>Students apply in all writing activities and exercises.</p>
b. use a comma before a coordinating conjunction when writing compound sentences	<p>TG U2: 90, 91, 110-111, 141, 150, 151, 158, 159, 160, 161, 181</p> <p>TG U3: 159</p> <p>TG U4: 90, 91, 110-111, 120-122, 141, 151</p>
c. use a comma to separate an introductory clause in a complex sentence	<p>TG U2: 300-301</p> <p>TG U4: 310-311, 320-321</p>
d. use a comma to set off the words yes and no	<p>TG U2: 301, 310, 311</p> <p>TG U4: 330, 331</p>
e. use italics when keyboarding titles of books, magazines, and newspapers	<p>TG U1: 74</p> <p>TG U2: 350, 351, 360, 361</p> <p>TG U3: 288</p> <p>TG U4: 370, 371</p>
f. use underlining when writing titles of books, magazines, and newspapers	<p>TG U2: 351, 360, 361</p> <p>TG U4: 370, 371</p>

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g. use quotation marks when writing titles of stories, songs, poems, articles	TG U2: 360, 361 TG U4: 370, 371
h. use apostrophes in singular nouns to show possession	TG U1: TR25, TR29 TG U2: TR25, TR29 TG U3: TR25, TR29 TG U4: TR25, TR29
i. write apostrophes in regular plural nouns to show possession	TG U1: TR25, TR29 TG U2: TR25, TR29 TG U3: TR25, TR29 TG U4: TR25, TR29
j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in 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
Speaking/Listening	
1 Listen for a purpose.	
A Purpose 6-12 Correlation Speaking/Listening 1A, 1C	
Develop and apply effective listening skills and strategies in formal and informal settings by:	
a. following agreed upon rules for listening and fulfilling discussion rules independently	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 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 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 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

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b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to 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>
c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations	<p>TG U1: 199</p> <p>TG U3: 230</p>
d. listening for speaker’s message and summarizing main points based on evidence	<p>TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340</p> <p>TG U2: 370</p> <p>TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370</p> <p>TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p>
2 Listen for entertainment.	
A Entertainment No 6-12 Correlation	
Develop and apply effective listening skills and strategies in formal and informal setting by:	
a. evaluating and modifying own active listening skills	<p>TG U1: 182, 198, 398</p> <p>TG U2: 198, 398</p> <p>TG U3: 198, 398</p> <p>TG U4: 198, 378, 379, 398</p>
3 Speak effectively in collaborative discussions.	
A Collaborative Discussions 6-12 Correlation Speaking/Listening 1A, 1C	
Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
a. summarizing points made by others before presenting own ideas, according to classroom expectations	<p>TG U1: 110, 120, 369, 380, 390</p> <p>TG U2: 50, 70, 80, 140, 370, 390, 398</p> <p>TG U3: 110, 120, 378, 380, 398</p> <p>TG U4: 50, 90, 140, 160, 169-170, 198, 250, 350, 360, 379</p>

**A Correlation of ReadyGEN ©2016 to the
K-5 English Language Arts Missouri Learning Standards: Grade-Level Expectations**

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b. providing and evaluating evidence to support opinion	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
4 Speak effectively when presenting.	
A. Presenting	
6-12 Correlation Speaking/Listening 2A, 2B, 2C	
Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	
a. using efficient presentation skills with available resources using a variety of media	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
b. planning an appropriate presentation, based on audience	TG U1: 198, 398 TG U2: 168-170, 198, 368-370, 398 TG U3: 168-170, 198, 368-370, 398 TG U4: 168-170, 198, 378-380, 392, 398
c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	TG U1: 198, 398 TG U2: 198, 398 TG U3: 168-170, 198, 398 TG U4: 198, 398