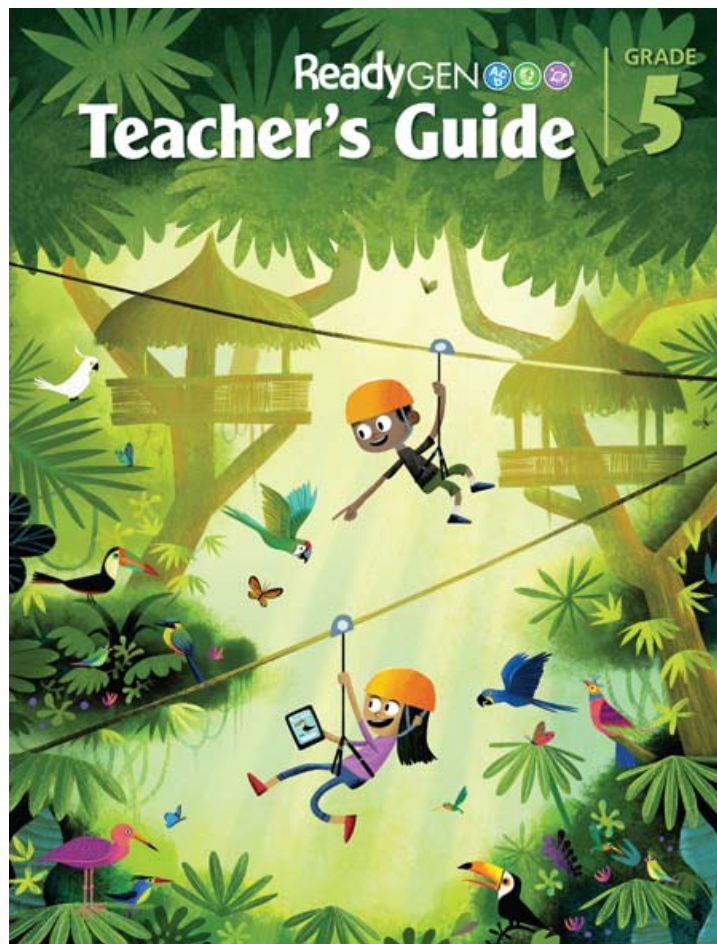


A Correlation of

# ReadyGEN

Grade 5, ©2016



To the

## 2014 Nebraska College and Career Ready English Language Arts Standards

# A Correlation of ReadyGEN, ©2016, Grade 5, to the 2014 Nebraska College and Career Ready English Language Arts Standards

## Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the 2014 *Nebraska College and Career Ready English Language Arts Standards*. 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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2014 Nebraska College and Career Ready English Language Arts Standards	ReadyGEN ©2016
<b>Grade 5</b>	
<b>LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.</b>	
<b>LA 5.1.1 Concepts of Print:</b> Students will demonstrate knowledge of the concepts of print.	
	<i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 5.1.2 Phonological Awareness:</b> Students will demonstrate phonological awareness through oral activities.	
	<i>Mastered in Grade 1 and blended with other skills at this grade level.</i>
<b>LA 5.1.3 Word Analysis:</b> Students will use phonetic analysis to read and write grade-level text.	
LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.	<b>TG U1:</b> FS5, FS6, FS7, FS8, FS9, FS10, FS23, FS24, FS25 <b>TG U2:</b> FS6, FS7, FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 <b>TG U3:</b> 93, 113, 131, 263, 333, 364 <b>TG U4:</b> 113, 191, 371, 381, FS2, FS3, FS5, FS6, FS7, FS8, FS9, FS10, FS17, FS18, FS19, FS20, FS21, FS22
<b>LA 5.1.4 Fluency:</b> Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.	
LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.	<b>TG U1:</b> 27, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247 <b>TG U2:</b> 17, 27, 67, 77, 97, 117, 127, 157, 177, 217, 227, 267, 277, 297, 327 <b>TG U3:</b> 67, 77, 97, 127, 227, 237, 247, 277, 297, 327, 347, 357, 367, 377, 387 <b>TG U4:</b> 17, 47, 77, 97, 127, 157, 167, 187, 247, 267, 277, 297, 327, 357, 367
LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.	<b>TG U1:</b> 17, 27, 47, 67, 87, 117, 127, 147, 157, 187, 217, 267, 297, 327, 357 <b>TG U2:</b> 27, 67, 77, 97, 147, 167, 217, 227, 267, 287, 327, 347, 367, 377 <b>TG U3:</b> 17, 47, 67, 97, 117, 147, 167, 187, 227, 267, 277, 297, 347, 357, 387 <b>TG U4:</b> 27, 77, 87, 147, 177, 217, 227, 267, 277, 287, 317, 347, 367, 387

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<b>2014 Nebraska College and Career Ready English Language Arts Standards</b>	<b>ReadyGEN ©2016</b>
<b>LA 5.1.5 Vocabulary:</b> Students will build and use conversational, academic, and content-specific grade-level vocabulary.	
LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	<b>TG U1:</b> 343, FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS23, FS24, FS25 <b>TG U2:</b> FS14, FS15, FS16, FS17, FS18, FS19, FS20, FS21, FS22, FS23, FS24, FS25 <b>TG U3:</b> FS5, FS6, FS7, FS8, FS9, FS10, FS17, FS18, FS19, FS23, FS24, FS25, <b>TG U4:</b> FS4, FS5, FS6, FS7, FS17, FS18, FS19
LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	<b>TG U1:</b> 53, 63, 303, 313, 314, 363, 383, FS11, FS12 <b>TG U2:</b> 363, FS12 <b>TG U3:</b> 157, 163, 166, 263, 264, 265, 266, 267, 313, 326, 333 <b>TG U4:</b> 63, 113, 123, 133, 163, 253, 273, FS9
LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	<b>TG U1:</b> 14, 44, 74, 114, 134, 174, 214, 264, 304, 334, 354, 374 <b>TG U2:</b> 34, 64, 84, 104, 124, 164, 214, 244, 274, 294, 314, 344, 364, 384 <b>TG U3:</b> 24, 44, 64, 94, 124, 154, 184, 224, 254, 274, 314, 344, 364 <b>TG U4:</b> 14, 54, 104, 144, 174, 214, 234, 284, 314, 334, 354, 374
LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	<b>TG U1:</b> 121, 271, FS17, FS18, FS19 <b>TG U2:</b> 130, 149 <b>TG U3:</b> 263, 281, FS14, FS15, FS16 <b>TG U4:</b> FS23, FS24, FS25
LA 5.1.5.e Determine meaning using reference materials.	<b>TG U1:</b> 115, 303, 305, 313, 314, 315, 317, 385 <b>TG U2:</b> 158, 233, 234, 235, 263, 273, 391 <b>TG U3:</b> 169, 270, 305, 313 <b>TG U4:</b> 23, 43, 63, 133, 293, 313, FS10

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<b>LA 5.1.6 Comprehension:</b> Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.	
LA 5.1.6.a Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.	<b>TG U1:</b> 136 <b>TG U3:</b> 22, 23, 24, 25, 26, 27, 36, 43, 46, 112, 114, 127, 276, 287, 318, 384, 385 <b>TG U4:</b> 52, 54, 56, 57, 94, 96, 97, 137, 145, 294, 312
LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	<b>TG U1:</b> 32, 34, 42, 43, 44, 45, 46, 47, 82, 84, 86, 87, 254, 256, 257 <b>TG U2:</b> 12, 14, 16, 17, 44, 45, 46, 47, 92, 94, 96, 97, 122, 123, 124, 126 <b>TG U3:</b> 122, 124, 126, 127, 172, 174, 176, 177 <b>TG U4:</b> 102, 104, 112, 114, 214, 216, 217, 234
LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	<b>TG U1:</b> 23, 63, 93, 107, 132, 153, 363, 375 <b>TG U2:</b> 54, 57, 104, 154, 173, 223, 277, 344, 345, 346, 347, 362, 367 <b>TG U3:</b> 23, 63, 65, 114, 117, 122, 354, 356, 357 <b>TG U4:</b> 134, 137, 163, 164, 242
LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.	<b>TG U1:</b> 32, 82, 102, 112, 142, 143, 172, 182, 183 <b>TG U2:</b> 62, 63, 64, 66, 67, 83, 92, 94, 96, 97, 114, 122, 132 <b>TG U3:</b> 44, 122, 124, 126, 127, 233, 304 <b>TG U4:</b> 12, 126, 152, 382, 384, 386, 387
LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	<b>TG U1:</b> 304, 332, 333, 342, 352, 362, 383 <b>TG U2:</b> 212, 214, 216, 217, 246, 247, 248, 282, 286 <b>TG U3:</b> 132, 134, 313, 323, 324 <b>TG U4:</b> 22, 42, 72, 77, 312, 322, 324, 326, 327
LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	<b>TG U1:</b> 22, 294, 297, 298, 299, 300, 303, 314, 316, 317, 323, 333 <b>TG U2:</b> 342, 344, 345 <b>TG U3:</b> 47, 312, 314, 316, 317, 322, 325, 326, 332, 334, 382, 383 <b>TG U4:</b> 112, 145, 243, 254, 255, 256, 257, 294, 296, 354, 355, 356, 357, 373

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LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	<b>TG U1:</b> 72, 152, 312, 373, 375, 383 <b>TG U2:</b> 102, 142, 183 <b>TG U3:</b> 382, 384, 385, 386, 387 <b>TG U4:</b> 265, 344, 346, 347
LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	<b>TG U1:</b> 214, 215, 216, 217, 224, 226, 227, 302, 352, 353 <b>TG U2:</b> 166, 167, 222, 224, 226, 227, 262, 264, 272, 274, 276, 277, 352, 354, 356 <b>TG U3:</b> 142, 144, 146, 147, 312, 315, 316, 317 <b>TG U4:</b> 24, 27, 72, 74, 82, 83, 84, 86, 87, 302, 304, 306, 364, 366, 367
LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	<b>TG U1:</b> 23, 36, 53, 113, 136, 153, 236, 253, 273, 303, 323, 336, 343, 363, 383 <b>TG U2:</b> 33, 36, 53, 83, 113, 136, 157, 172, 213, 236, 263, 303, 333, 353, 383 <b>TG U3:</b> 13, 36, 53, 73, 123, 137, 163, 173, 233, 263, 283, 323, 327, 343, 373 <b>TG U4:</b> 36, 53, 73, 103, 137, 183, 223, 236, 253, 293, 336, 343, 363, 373, 383
LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	<b>TG U1:</b> 354, 355, 367, 356, 357, 364, 366, 383 <b>TG U2:</b> 164, 165, 166, 167, 274, 276, 277, 313, 315 <b>TG U3:</b> 146, 147, 184, 243, 314, 316, 317, 344, 346 <b>TG U4:</b> 144, 146, 147, 254, 256, 257, 346, 347, 373
LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	<b>TG U2:</b> 125, 305 <b>TG U3:</b> 316 <b>TG U4:</b> 345
LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	<b>TG U1:</b> 382, 384, 386, 387 <b>TG U2:</b> 182, 183, 184, 187 <b>TG U3:</b> 152, 153, 154, 182, 183, 184, 185, 382, 383, 384, 387 <b>TG U4:</b> 372, 373, 374, 376, 377

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LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	<b>TG U1:</b> 15, 25, 45, 55, 165, 215, 255, 275, 365 <b>TG U2:</b> 15, 55, 135, 185, 265, 295 <b>TG U3:</b> 45, 135, 235, 275, 295, 345, 355, 385 <b>TG U4:</b> 35, 55, 65, 75, 85, 95, 125, 135, 155, 165, 255, 265, 325, 345, 375
LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	<b>TG U1:</b> 17, 114, 116, 117, 156, 157, 217, 256, 285, 353, 362 <b>TG U2:</b> 32, 43, 62, 72, 73, 127, 293 <b>TG U3:</b> 27, 133, 153, 155, 163, 212, 213, 214, 215, 216, 217, 224, 226 <b>TG U4:</b> 16, 133, 183, 213, 224, 226, 227, 233, 263, 277, 296, 316, 355
LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	<b>TG U1:</b> 63, 107, 198, 283, 307 <b>TG U2:</b> 73, 107, 109, 307 <b>TG U3:</b> 107, 307 <b>TG U4:</b> 107, 307
LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	<b>TG U1:</b> 198 <b>TG U2:</b> 117 <b>TG U3:</b> 198
<b>LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.</b>	
<b>LA 5.2.1 Writing Process:</b> Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	
LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	<b>TG U1:</b> 19, 49, 69, 109, 219, 279, 289, 329, 349, 379 <b>TG U2:</b> 59, 69, 89, 129, 149, 189, 229, 309, 349, 389 <b>TG U3:</b> 19, 49, 79, 99, 119, 129, 139, 149, 219, 229, 329, 339, 349, 379 <b>TG U4:</b> 69, 89, 129, 219, 239, 279, 329, 359
LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	<b>TG U1:</b> 138-140, 338-340 <b>TG U2:</b> 138-140, 338-340 <b>TG U3:</b> 118-120, 138-140, 338-340 <b>TG U4:</b> 138-140, 188-190, 229, 338-340, 348-350



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LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	<b>TG U1:</b> 179, 180, 309, 310, 389 <b>TG U2:</b> 178, 179, 180, 309, 310, 318, 319, 320 <b>TG U3:</b> 178, 179, 180, 288, 289, 290, 308, 309, 318, 319, 320, 393, 394 <b>TG U4:</b> 108, 109, 110, 308, 309, 310
LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	<b>TG U2:</b> 91, 111, 121, 131, 141, 151, 161, 171, 181 <b>TG U4:</b> 91, 111, 121, 131, 141, 151, 161, 171
LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	<b>TG U1:</b> 148, 149, 150, 279, 280, 348, 349 <b>TG U2:</b> 79, 80, 99, 148, 149, 150, 348, 349, 350 <b>TG U3:</b> 148, 149, 150, 348, 349, 350 <b>TG U4:</b> 79, 80, 89, 148, 149, 150, 188, 189, 190, 249, 259, 260, 279, 298, 299, 300, 358, 359, 360
LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.	<b>TG U1:</b> 230, 340, 310, 320, 330, 370 <b>TG U2:</b> 90, 150, 180, 190, 220, 230, 240, 250, 270, 280, 349, 350 <b>TG U3:</b> 20, 40, 90, 149, 150, 195, 339, 350, 390, 395 <b>TG U4:</b> 79, 80, 100, 189, 190, 260, 370
LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	This objective is addressed throughout the text. See the following: <b>TG U1:</b> 18-20, 58-60, 98-100, 118-120, 178-180, 192-199, 218-220, 248-250, 308-310, 338-340 <b>TG U2:</b> 28-30, 68-70, 108-110, 128-130, 178-180, 218-220, 298-300, 328-330, 392-399 <b>TG U3:</b> 38-40, 78-80, 98-100, 128-130, 188-190, 192-199, 238-240, 298-300, 328-330, 388-390 <b>TG U4:</b> 48-50, 128-130, 178-180, 238-240, 308-310, 328-330, 392-399
LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	<b>TG U1:</b> 158, 159, 160, 195, 358, 359, 360, 395 <b>TG U2:</b> 158, 159, 195, 358, 359, 360, 395 <b>TG U3:</b> 158, 159, 195, 358, 359, 360, 395 <b>TG U4:</b> 158, 159, 195, 368, 369, 370, 395

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LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	<b>TG U1:</b> 178, 188, 190, 239, 249, 310, 320 <b>TG U2:</b> 178, 179, 180, 239, 240, 319, 320, 361 <b>TG U3:</b> 179, 180, 248, 288, 289, 290, 318, 320, 340 <b>TG U4:</b> 109, 119, 120, 183, 318, 320
LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	<b>TG U1:</b> 198, 270, 349, 380, 398 <b>TG U2:</b> 198, 398 <b>TG U3:</b> 194, 198, 394, 398 <b>TG U4:</b> 198, 250, 378, 394, 398
<b>LA 5.2.2 Writing Modes:</b> Students will write in multiple modes for a variety of purposes and audiences across disciplines.	
LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	This objective is addressed throughout the text. See the following: <b>TG U1:</b> 18-20, 28-30, 48-50, 108-110, 128-130, 138-140, 218-220, 248-250, 258-260, 288-290, 308-310 <b>TG U2:</b> 48-50, 98-100, 128-130, 168-170, 258-260, 278-280, 298-300, 338-340, 388-390 <b>TG U3:</b> 18-20, 58-60, 108-110, 118-120, 128-130, 218-220, 258-260, 268-270, 278-280, 318-320, 328-330, 378-380 <b>TG U4:</b> 38-40, 48-50, 128-130, 218-220, 228-230, 248-250, 258-260, 268-270, 288-290, 298-300, 338-340, 348-350
LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.	<b>TG U1:</b> 30, 108, 109, 110, 118, 119, 120, 388, 389, 390 <b>TG U2:</b> 19, 20, 39, 49, 58, 59, 78, 79, 119, 189, 378, 379, 380 <b>TG U3:</b> 108, 109, 110, 118, 119, 120, 388, 389, 390 <b>TG U4:</b> 40, 48, 49, 50, 58, 59, 68, 69, 70, 128, 129, 130, 178, 180, 188, 189, 228, 229, 230
LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	<b>TG U1:</b> 178, 179, 180, 239, 318, 319 <b>TG U2:</b> 178, 179, 188, 308, 309, 310, 318, 319, 320 <b>TG U3:</b> 178, 179, 248, 249, 250, 318, 319, 320 <b>TG U4:</b> 108, 109, 110, 118, 119, 120, 308, 309, 310

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LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.	<b>TG U1:</b> 29, 39, 59, 79, 89, 139, 148, 258, 259, 260, 338, 340, 349, 350 <b>TG U2:</b> 130, 149, 258, 259, 260, 349 <b>TG U3:</b> 29, 39, 149, 268, 269, 270, 348, 349, 350 <b>TG U4:</b> 148, 149, 150
LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.	<b>TG U1:</b> 118, 168, 178, 188, 218, 228, 238, 248, 258, 268, 288, 308, 318 <b>TG U2:</b> 48, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 178, 188, 258, 318 <b>TG U3:</b> 108, 118, 218, 228, 238, 248, 258, 268, 298, 378, 388 <b>TG U4:</b> 58, 128, 158, 178, 188, 228, 238, 248, 268, 288, 318, 328, 358, 368, 388
<b>LA 5.3 Speaking and Listening:</b> Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.	
<b>LA 5.3.1 Speaking:</b> Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.	
LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.	<b>TG U1:</b> 169, 198, 369, 398 <b>TG U2:</b> 160, 168, 169, 170, 198, 369, 398 <b>TG U3:</b> 168, 169, 170, 198, 369, 398 <b>TG U4:</b> 169, 198, 378, 379, 398
LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.	<b>TG U1:</b> 169, 198, 369, 398 <b>TG U2:</b> 160, 168, 169, 170, 198, 369, 398 <b>TG U3:</b> 168, 170, 198, 369, 398 <b>TG U4:</b> 169, 198, 378, 379, 398
LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.	<b>TG U1:</b> 269, 270, 349, 350, 370 <b>TG U2:</b> 100, 168, 169, 170, 194, 195, 268, 269, 270, 328, 329, 330, 349, 394 <b>TG U3:</b> 194, 195, 329, 349, 370, 394, 395, 398 <b>TG U4:</b> 394, 398

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<p align="center"><b>2014 Nebraska College and Career Ready English Language Arts Standards</b></p>	<p align="center"><b>ReadyGEN ©2016</b></p>
<p>LA 5.3.1.d Convey a perspective with clear reasoning and support.</p>	<p><b>TG U1:</b> 110, 120, 380, 390  <b>TG U2:</b> 30, 40, 60, 80, 100, 110, 130, 140, 170, 190, 390  <b>TG U3:</b> 110, 120, 380, 390  <b>TG U4:</b> 50, 80, 90, 130, 160, 168, 169, 170, 180, 190, 198, 230, 240, 250, 340</p>
<p>LA 5.3.1.e Ask pertinent questions to acquire or confirm information.</p>	<p><b>TG U1:</b> 194, 394  <b>TG U2:</b> 79, 87, 194  <b>TG U3:</b> 319  <b>TG U4:</b> 79, 194, 389, 394</p>
<p><b>LA 5.3.2 Listening:</b> Students will develop and demonstrate active listening skills across a variety of situations.</p>	
<p>LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.</p>	<p><b>TG U1:</b> 47, 127, 198, 227, 359, 369, 398  <b>TG U2:</b> 97, 198  <b>TG U3:</b> 198, 369  <b>TG U4:</b> 169, 198, 378</p>
<p>LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.</p>	<p><b>TG U1:</b> 180, 220, 239, 250, 308, 309, 310  <b>TG U2:</b> 318, 319, 320  <b>TG U3:</b> 178, 179, 180, 248, 249, 250, 318, 319, 320, 395  <b>TG U4:</b> 108, 220, 309</p>
<p>LA 5.3.2.c Complete a task following multi-step directions.</p>	<p><b>TG U1:</b> 39, 195, 199, 395  <b>TG U2:</b> 99, 395  <b>TG U3:</b> 195, 289, 330  <b>TG U4:</b> 128, 129, 229, 230, 260</p>

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<b>LA 5.3.3 Reciprocal Communication:</b> Students will develop, apply, and adapt reciprocal communication skills.	
LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.	<b>TG U1:</b> 198, 369, 398 <b>TG U2:</b> 169, 170, 198, 369 <b>TG U3:</b> 198, 369, 398 <b>TG U4:</b> 198, 378, 379, 398
LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.	<b>TG U1:</b> 22, 52, 72, 102, 122, 142, 182, 222, 252, 282, 302, 322, 342, 362, 382 <b>TG U2:</b> 32, 52, 62, 92, 122, 132, 142, 152, 162, 172, 182, 232, 272, 282, 302 <b>TG U3:</b> 22, 82, 132, 152, 162, 182, 282, 312, 342 <b>TG U4:</b> 32, 82, 102, 112, 122, 142, 252, 262, 292, 312, 362, 372
LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.	<b>TG U1:</b> 54, 64, 74, 84, 94, 104, 114, 124, 144, 154, 167, 224, 244, 294, 344 <b>TG U2:</b> 24, 64, 94, 144, 214, 244, 274, 284, 304, 344, 354, 364, 384 <b>TG U3:</b> 34, 54, 74, 144, 174, 244, 294, 304, 314, 324, 334, 344, 354, 374, 384 <b>TG U4:</b> 14, 34, 84, 124, 154, 214, 264, 294, 304, 314, 324, 334, 374
LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.	<b>TG U1:</b> 22, 42, 62, 82, 102, 132, 162, 212, 222, 262, 292, 312, 342, 362, 382 <b>TG U2:</b> 32, 52, 92, 122, 152, 212, 232, 262, 282, 302, 322, 352, 372, 382 <b>TG U3:</b> 42, 62, 82, 102, 132, 152, 182, 222, 242, 272, 312, 332, 362, 372 <b>TG U4:</b> 72, 92, 112, 142, 162, 212, 232, 262, 282, 302, 322, 342, 362, 372, 382
LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.	<b>TG U1:</b> 24, 44, 74, 94, 104, 144, 184, 234, 264, 294, 314, 344, 364 <b>TG U2:</b> 34, 54, 84, 114, 154, 214, 234, 254, 274, 294, 304, 324, 354, 364 <b>TG U3:</b> 14, 44, 64, 94, 124, 144, 174, 214, 244, 284, 314, 334, 374, 384 <b>TG U4:</b> 34, 54, 84, 134, 154, 174, 214, 224, 254, 284, 304, 324, 344, 364, 384

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<b>LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.</b>	
<b>LA 5.4.1 Information Fluency:</b> Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).	
LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.	<b>TG U1:</b> 169, 179, 180, 239, 309, 310 <b>TG U2:</b> 179, 180, 269, 308, 309, 310, 318, 319, 320, 399 <b>TG U3:</b> 178, 179, 180, 288, 289, 290, 308, 309, 318, 319, 320, 393, 394, 399 <b>TG U4:</b> 108, 109, 110, 119, 120, 219, 308, 309, 310
LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).	<b>TG U1:</b> 119, 178, 179, 180, 188, 190, 238, 239, 249, 310, 320 <b>TG U2:</b> 178, 179, 180, 239, 240, 319, 320, 361 <b>TG U3:</b> 179, 180, 239, 240, 249, 250, 259, 260, 288, 289, 290 <b>TG U4:</b> 108, 109, 110, 119, 120, 158, 183, 318, 320
LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).	<b>TG U1:</b> 27, 293, 294, 297, 303, 313, 323, 333 <b>TG U2:</b> 74, 223, 323, 363 <b>TG U3:</b> 64, 66, 104, 105, 117, 316, 317, 332, 335, 355, 374 <b>TG U4:</b> 293, 383
<b>LA 5.4.2 Digital Citizenship:</b> Students will practice the norms of appropriate and responsible technology use.	
LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).	<b>TG U1:</b> 220, 239, 250 <b>TG U2:</b> 40, 319, 320 <b>TG U3:</b> 180, 220, 390 <b>TG U4:</b> 108, 220, 309, 378, 399
LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.	<b>TG U1:</b> 30, 60, 100, 120, 160, 230, 290, 300, 360, 390, 398 <b>TG U2:</b> 40, 60, 90, 160, 198, 310, 330, 390, 398 <b>TG U3:</b> 120, 130, 140, 198, 270, 300, 350, 360, 390 <b>TG U4:</b> 20, 110, 120, 140, 150, 160, 180, 280, 290, 300, 350, 360, 370