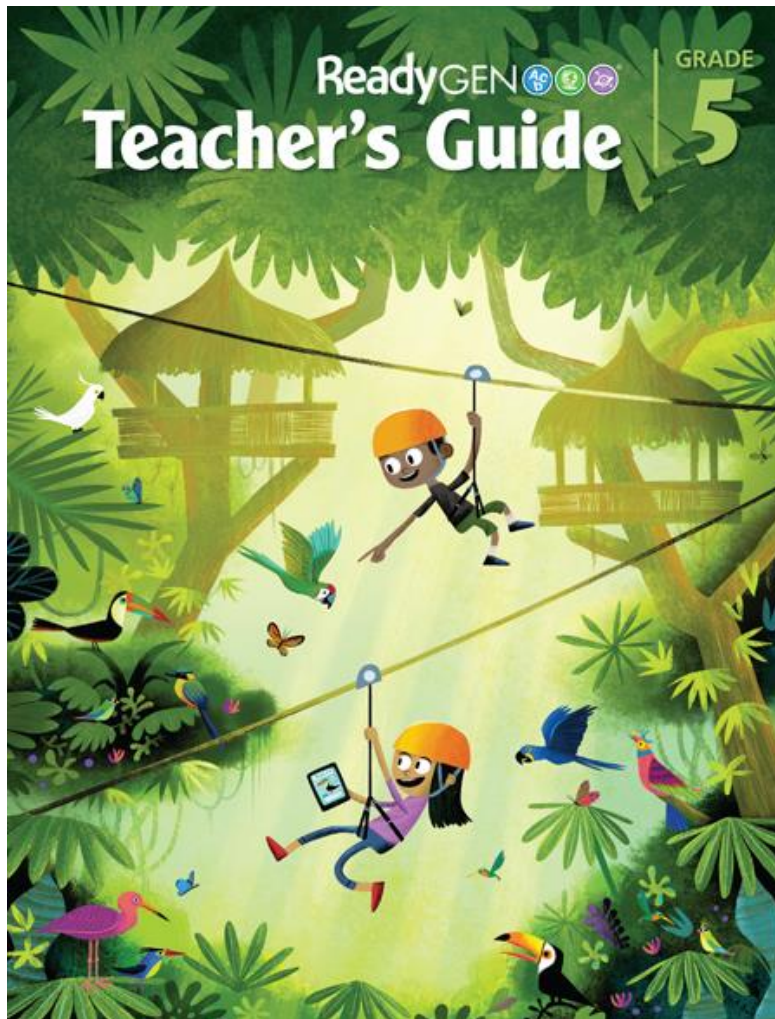


A Correlation of



To the

New Jersey Student Learning Standards for English Language Arts Grade 5

A Correlation of ReadyGEN, Grade 5 to the New Jersey Student Learning Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN** meets the New Jersey Student Learning Standards for English Language Arts. Correlation page references are to the Unit Module Teacher's Guides and are cited by grade, unit and page references.

ReadyGEN 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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New Jersey Student Learning Standards for English Language Arts	ReadyGEN Grade 5
RL Reading Literature Text	
Key Ideas and Details	
RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	TG U1: 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243 TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183 TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 173, 183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293 TG U4: 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383
RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	TG U1: 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292 TG U2: 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142 TG U3: 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287, 293 TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387
RL.5.3 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: 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146, 216, 217, 222, 223, 224, 226, 227, 252, 256, 262, 263, 266 TG U2: 122, 123, 124, 125, 126, 127, 132 TG U3: 12, 13, 14, 15, 16, 17, 52, 53, 54, 55, 56, 57, 72, 73, 74, 75, 224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387 TG U4: 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177, 212, 213, 214, 215, 216, 217, 223, 233, 253, 272, 273, 283

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Craft and Structure	
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>TG U1: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 57, 63, 64, 73, 74, 83, 234, 243, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284 TG U2: 13, 14, 24, 33, 34, 43, 44, 53, 54, 57, 64, 73, 74, 83, 84, 93, 94, 103, 104, 114, 123, 124, 132, 133, 134, 135, 144, 174, 184 TG U3: 13, 14, 23, 24, 32, 33, 34, 35, 36, 37, 43, 44, 53, 54, 62, 63, 264, 265, 266, 267, 274, 284, 294, 304, 344, 374, 384 TG U4: 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247, 253, 254, 263, 264, 383, 384</p>
<p>RL.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.</p>	<p>TG U1: 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277 TG U2: 112, 183 TG U3: 42, 43, 44, 45, 46, 47, 102, 104, 106, 107, 162, 164, 166, 252, 253, 254, 255, 256, 257, 302, 303, 304, 305, 306, 307 TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373, 382, 384, 386, 387</p>
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>TG U1: 32, 33, 34, 35, 54, 76, 152, 153, 154, 244 TG U2: 13, 14, 17, 117 TG U3: 17, 22, 23, 24, 25, 26, 27 TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232, 233, 234, 235</p>
Integration of Knowledge and Ideas	
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>TG U1: 132, 162, 163, 226, 227, 246, 247, 252, 292 TG U2: 22, 23, 24, 25, 26, 27, 32, 33, 43, 82, 84, 85, 86, 87, 172, 173, 174, 175, 176, 177 TG U3: 92, 93, 94, 95, 96, 97, 104, 105, 106, 107, 233, 242, 243, 244, 245, 246, 247, 253, 272, 273, 274, 275, 276, 277, 372, 373 TG U4: 253, 254, 255, 257, 283</p>

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<p>RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 184, 186, 187 TG U2: 105, 142, 143, 144, 145, 146, 147, 182 TG U3: 152, 153, 154, 155, 156, 157, 172, 174, 175, 176, 177, 182, 183, 184, 185, 186, 187, 342, 343, 344, 345, 346, 347 TG U4: 172, 176, 182, 183, 184, 185, 186, 187, 237</p>
Range of Reading and Level of Text Complexity	
<p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285 TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375 TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 385</p>
RI Reading Informational Text	
Key Ideas and Details	
<p>RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>TG U1: 36, 136, 312, 313, 352, 353 TG U2: 153, 156, 157, 163, 213, 216, 222, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353 TG U3: 143, 147, 157, 183, 313 TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 293, 303, 312, 313, 314, 317, 323, 333, 336, 337, 363</p>

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<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>TG U1: 36, 136, 292, 293, 296, 297, 302, 303, 306, 307, 314, 316, 317, 322, 323, 342, 343, 344, 345, 346, 347, 352, 353, 362, 363</p> <p>TG U2: 162, 212, 213, 216, 217, 223, 243, 244, 246, 247, 253, 263, 283, 286, 287, 292, 293, 303, 313, 322, 323, 324, 325, 326, 327</p> <p>TG U3: 132, 133, 134, 135, 136, 137, 323, 333, 334, 335, 343, 353, 354, 355, 356, 357, 383</p> <p>TG U4: 22, 23, 42, 43, 46, 47, 53, 55, 73, 77, 293, 312, 313, 314, 315, 317, 322, 323, 324, 325, 326, 327, 335, 336, 337, 352, 353</p>
<p>RI.5.3 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.</p>	<p>TG U1: 36, 136, 292, 293, 294, 295, 302, 303, 312, 313, 322, 323, 342, 343, 352, 353, 355, 356, 357, 362, 363, 364, 365, 366, 367</p> <p>TG U2: 164, 165, 166, 167, 222, 223, 224, 226, 227, 232, 233, 262, 263, 264, 266, 267, 273, 274, 276, 277, 352, 353, 354, 355, 356</p> <p>TG U3: 132, 133, 134, 137, 142, 143, 144, 145, 146, 147, 312, 313, 314, 315, 316, 317, 322, 323, 324, 326, 327, 353, 354, 355, 356</p> <p>TG U4: 23, 24, 27, 33, 63, 64, 66, 67, 72, 73, 82, 83, 84, 85, 86, 87, 302, 303, 304, 305, 306, 307, 333, 336, 337, 362, 363, 364, 365</p>

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Craft and Structure	
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>TG U1: 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 374, 384 TG U2: 153, 154, 163, 164, 213, 214, 223, 224, 233, 234, 235, 244, 253, 254, 257, 263, 264, 273, 274, 283, 284, 293, 294, 303, 304 TG U3: 133, 134, 143, 144, 153, 154, 184, 313, 314, 322, 324, 325, 326, 327, 333, 334, 343, 344, 354, 362, 363, 364, 365, 366, 367 TG U4: 13, 14, 23, 24, 33, 34, 43, 44, 53, 54, 63, 64, 73, 74, 83, 84, 293, 294, 303, 304, 313, 314, 322, 323, 324, 333, 334, 344, 353</p>
<p>RI.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.</p>	<p>TG U1: 332, 333, 372, 373, 374, 376, 377, 382, 383 TG U2: 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376 TG U3: 184, 185, 186, 187, 344, 345, 346, 347, 382 TG U4: 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306, 342, 343, 346, 347, 372, 373</p>
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<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>
Integration of Knowledge and Ideas	
<p>RI.5.7 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.</p>	<p>TG U1: 303, 333 TG U2: 191, 277, 381, 391 TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377 TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296</p>

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<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<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>
<p>RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>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</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.5.10 By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<p>TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385 TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385 TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365</p>
<p>RF Reading Foundation Skills</p>	
<p>Phonics and Word Recognition</p>	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p>	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382, FS2–FS25 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382, FS2–FS10, FS14–FS25 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 262, 272, 282, 292, 302, FS2–FS10, FS17–FS19 TG U4: 12, 22, 42, 212, 222, 232, 242, 252, FS2–FS25</p>

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RF.5.3.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.	<p>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</p>
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	<p>TG U1: 77, 97, 177, 247, 317, 387 TG U2: 24, 47, 127, 167 TG U3: 27, 47, 87, 97, 127, 157, 167, 177, 187, 217, 227, 247, 287, 327, 367, 377, 387 TG U4: 67, 127, 167, 247, 287, 317, 327, 357, 367, 377</p>
RF.5.4.A Read grade-level text with purpose and understanding.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382 TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 332, 342, 352, 362, 372, 382 TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382 TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p>
RF.5.4.B Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	<p>TG U1: 17, 27, 67, 77, 97, 117, 147, 157, 177, 217, 267, 287, 297, 347, 367, 377 TG U2: 17, 27, 67, 77, 87, 97, 117, 127, 147, 157, 177, 187, 217, 227, 247, 267, 277, 287, 297, 317, 327, 347, 357, 367, 377, 387 TG U3: 17, 27, 47, 67, 77, 87, 97, 117, 127, 147, 157, 167, 168, 347, 357, 367, 377, 387 TG U4: 17, 47, 67, 87, 97, 117, 127, 147, 157, 167, 177, 187, 217, 227, 247, 267, 277, 297, 327, 347, 357, 377, 387</p>

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RF.5.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p>TG U1: 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25</p> <p>TG U2: 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13, FS16–FS19, FS22, FS25</p> <p>TG U3: 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16, FS19, FS22, FS25</p> <p>TG U4: 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25</p>
W Writing	
Text Types and Purposes	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<p>TG U2: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 69, 70, 78, 79, 80, 88, 89, 90, 98, 99, 100, 108, 109, 110, 118, 119</p> <p>TG U4: 18, 19, 20, 48, 49, 50, 58, 59, 60, 68, 69, 70, 108, 109, 110, 239, 240, 248, 249, 250, 288, 289, 290, 298, 299, 300, 338, 339</p>
W.5.1.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.	<p>TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140</p> <p>TG U4: 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340</p>
W.5.1.B Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.	<p>TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190</p> <p>TG U4: 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359</p>
W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<p>TG U2: 59, 70, 88, 89, 90, 148, 149, 150</p> <p>TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280</p>
W.5.1.D Provide a conclusion related to the opinion presented.	<p>TG U2: 59, 98, 99, 100</p> <p>TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328</p>

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W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<p>TG U1: 218, 219, 220, 228, 229, 230, 268, 269, 270, 278, 279, 280, 370, 378, 379, 380, 388, 389, 390, 392</p> <p>TG U2: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 340, 348, 349, 350, 358, 359, 360, 368, 369, 370, 378, 379, 380</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 238, 239, 240, 248, 249, 250, 340, 348, 349, 350, 358, 359, 360, 368, 369, 370, 378, 379, 380</p>
W.5.2.A Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.	<p>TG U1: 218, 219, 220, 228, 229, 230, 318, 319, 320, 328, 329, 330, 338, 339, 340, 378, 379, 380, 392</p> <p>TG U2: 218, 219, 220, 228, 229, 230, 268, 269, 270, 328, 329, 330, 339</p> <p>TG U3: 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330, 338, 339, 340, 368, 369, 370, 378, 379, 380, 392</p>
W.5.2.B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to 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>
W.5.2.C Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	<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>
W.5.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.	<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>
W.5.2.E Provide a conclusion related to the information of explanation presented.	<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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W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192
W.5.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	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
W.5.3.B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	TG U1: 18, 19, 20, 40, 48, 49, 50, 53, 58, 59, 60, 88, 89, 90, 98, 99, 100, 101, 108, 109, 110, 118, 119, 120, 128, 129, 130, 138, 139 TG U3: 19, 29, 38, 39, 40, 58, 59, 60, 68, 69, 70, 78, 79, 80, 108, 109, 110, 118, 119, 120, 138, 139, 140, 148, 149, 150, 192
W.5.3.C Use a variety of transitional words, phrases, and clauses 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
W.5.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.	TG U1: 58, 59, 60, 78, 79, 80, 99, 108, 109, 110 TG U3: 38, 39, 40, 88, 89, 90, 108, 109, 110, 119, 120, 139, 149, 150, 192
W.5.3.E Provide a conclusion that follows from the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192

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Production and Distribution of Writing	
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308, 318, 328, 338, 348, 358, 368, 378, 388 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308, 318, 328, 338, 348, 358, 368, 378, 388 TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>TG U1: 128, 129, 130, 148, 149, 150, 158, 159, 160, 328, 329, 330, 348, 349, 350, 358, 359, 360 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 99, 100, 110, 120, 128, 129, 240, 250, 260, 270, 280, 290, 300, 310, 320, 328, 329, 330, 340 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290, 300 TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120, 130, 140, 150, 310, 320, 330, 340, 350, 360, 370, 380</p>

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<p>W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 290, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394 TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390 TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 368, 369, 370, 380, 390 TG U4: 20, 30, 40, 50, 60, 90, 100, 107, 110, 120, 130, 140, 150, 307, 310, 320, 330, 340, 350, 360, 370, 378, 380, 390, 394, 398</p>
<p>Research to Build and Present Knowledge</p>	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310 TG U2: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310 TG U4: 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320 TG U4: 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359</p>

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W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>TG U1: 28, 29, 30, 38, 40, 298, 299, 300, 393 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 218, 288, 318, 338, 358 TG U4: 18, 19, 20, 28, 29, 30, 58, 59, 108, 109, 110, 118, 119, 130, 138, 228, 229, 269, 308, 309, 336, 337, 339, 349, 358, 359, 388</p>
W.5.9.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]”).	<p>TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40 TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118 TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218 TG U4: 218, 229</p>
W.5.9.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]”).	<p>TG U1: 298, 299, 300, 378, 379, 380 TG U2: 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388 TG U3: 138, 148, 288, 318, 338, 358 TG U4: 18, 28, 38, 48, 58, 59, 68, 78, 88, 148, 228, 229, 269, 308, 309, 336, 337, 339, 349, 358, 359, 388, 389</p>

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Range of Writing	
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>TG U1: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 290, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390, 394</p> <p>TG U2: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290</p> <p>TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 300, 307, 310, 320, 330, 340, 350, 360, 370, 380, 390</p> <p>TG U4: 20, 30, 40, 50, 60, 70, 80, 90, 100, 107, 110, 120, 130, 140, 150, 160, 170, 180, 190, 220, 230, 240, 250, 260, 270, 280, 290</p>
SL Speaking and Listening	
Comprehension and Collaboration	
<p>SL.5.1 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.</p>	<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, 302, 312, 322, 332, 342, 352, 362, 372, 382</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 202, 212, 222, 232, 242, 252, 262, 272, 282</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 302, 312, 322, 332, 342, 352, 362, 372, 382</p>

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<p>SL.5.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>TG U1: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p> <p>TG U2: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 303, 313, 323, 333, 343, 353, 363, 373, 383</p> <p>TG U3: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p> <p>TG U4: 13, 23, 33, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 143, 153, 163, 173, 183, 213, 223, 233, 243, 253, 263, 273, 283, 293</p>
<p>SL.5.1.B Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 144, 154, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184, 214, 224, 234, 244, 254, 264, 284, 294, 304, 314</p>

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<p>SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<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>
<p>SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184, 224, 234, 244, 254, 264, 284, 294, 304, 314, 324</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p>TG U1: 318, 319, 320, 334, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U2: 64, 65, 66, 67, TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U3: TR2–TR3, TR4–TR5, TR6–TR7</p> <p>TG U4: 22, 23, 42, 43, 162, 163, 312, 313, 323, 324, 325, 326, 327, 342, 343, 352, 353, 362, 363, TR2–TR3, TR4–TR5, TR6–TR7</p>

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SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340 TG U2: 370 TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370 TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337
Presentation of Knowledge and Ideas	
SL.5.4 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; speak clearly at an understandable pace.	TG U1: 17, 27, 47, 57, 67, 77, 87, 97, 107, 117, 127, 147, 157, 167, 347, 357, 367, 377, 387 TG U2: 17, 27, 36, 37, 47, 57, 67, 77, 87, 97, 107, 117, 127, 136, 277, 287, 297, 307, 317, 327, 336, 337, 347, 357, 367, 377, 387 TG U3: 17, 57, 77, 87, 127, 136, 137, 168, 169, 170, 217, 227, 236, 237, 287, 297, 317, 336, 337, 357, 369, 370, 387 TG U4: 17, 37, 136, 137, 168, 169, 170, 217, 227, 286, 287, 377
SL.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: 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
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG U1: TR20–TR23 TG U2: TR20–TR23 TG U3: TR20–TR23 TG U4: TR20–TR23

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L Language	
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 161, 321, 331, 341, 351, 361, 371, 381, 391 TG U2: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 191, 221, 231, 241, 251, 261, 271, 281, 291, 301 TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 321, 331, 341, 351, 361, 371, 381, 391 TG U4: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 161, 171, 181, 221, 231, 241, 251, 261, 271, 281, 291, 301, 311
L.5.1.A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171
L.5.1.B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251
L.5.1.C Use verb tense to convey various times, sequences, states, and conditions.	TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16 TG U2: FS8, FS9 TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4
L.5.1.D Recognize and correct inappropriate shifts in verb tense.	TG U1: 310, 311, 320, 321, 358 TG U2: 359
L.5.1.E Use correlative conjunctions (e.g., either/or, neither/nor).	TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121

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L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG U1: 159, 160, 358, 359 TG U2: 159, 191, 281, 291, 301, 311, 321, 331, 358, 359, 360, 361, 381, 391 TG U3: 70, 158, 159, 160, 288, 289, 290, 358, 359, 360 TG U4: 158, 159, 170, 171, 180, 181, 190, 191, 290, 291, 300, 301
L.5.2.A Use punctuation to separate items in a series.	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.	TG U2: 299, 300, 301, 310, 311 TG U4: 310, 311, 320, 321
L.5.2.C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	TG U2: 310, 311, 320, 321, 330, 331 TG U4: 330, 331, 340, 341, 350, 351
L.5.2.D Use underlining, quotation marks, or italics to indicate titles of works.	TG U2: 340, 341, 350, 351, 360, 361, 370, 371 TG U4: 360, 361, 370, 371
L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.	TG U1: 358 TG U2: 191, 381, 391, FS10 TG U3: 158, 159, 160, 190, 195, 358, 359, 360, 395 TG U4: 180, 181, 190, 191, 380, 381, 390, 391, FS2, FS4, FS14–FS16

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Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<p>TG U1: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306, 316, 326, 336, 346, 356, 366, 376, 386</p> <p>TG U2: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296</p> <p>TG U3: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 306, 316, 326, 336, 346, 356, 366, 376, 386</p> <p>TG U4: 16, 26, 36, 46, 56, 66, 76, 86, 96, 106, 116, 126, 136, 146, 156, 166, 176, 186, 216, 226, 236, 246, 256, 266, 276, 286, 296</p>
L.5.3.A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<p>TG U2: 141, 161</p> <p>TG U3: 148, 149, 150, 348, 349, 350</p> <p>TG U4: 131, 141, 151, 161, 243, 244, 245, 246, 247</p>
L.5.3.B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<p>TG U2: 43, 63</p> <p>TG U3: 68, 69, 149, 150</p> <p>TG U4: 303, 354, 356, 357</p>
Vocabulary Acquisition and Use	
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	<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>

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L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 113, 114, 124, 134, 294, 303, 304, 314, 324, 334, 344, 354, 364, 374</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 304, 314, 324, 334, 344, 354, 364, 374, 384</p> <p>TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294</p>
L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<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>
L.5.4.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.	<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>
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<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>

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L.5.5.A Interpret figurative language, including similes and metaphors, in context.	TG U1: 83, 93, 108, 153, 353 TG U2: 43, 364, 365, 366, 367 TG U3: 34, 65, 143, 163, 353, 363 TG U4: 134, 135, 164, 165, 166, 167
L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.	TG U1: 23, 33, 43, 53, 63, 73, 113, 133, 153, 163 TG U2: 53, 83, 113, 123, 153, 213, 273, 283, 303, 333, 343, 353, 363 TG U3: 23, 33, 53, 63, 162, 172, 173, 182, 283, 353, 363, FS11–FS13 TG U4: 13, 73, 163, 223, 233, 243, 313
L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	TG U1: 272, 273, 282, 292, 302, 313, 363, FS11, FS12, FS17–FS19 TG U2: 391, FS9 TG U3: 212, 222, 232, 242, 252, FS14–FS16 TG U4: 362, 372, 373, FS23–FS25
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	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 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 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 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