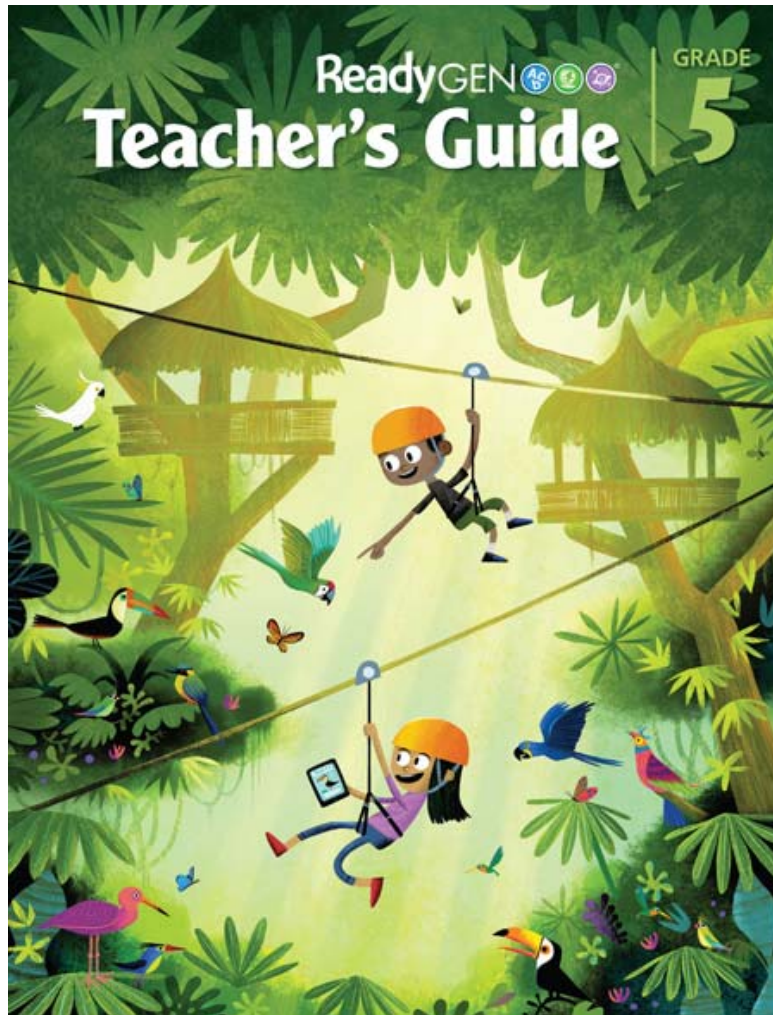


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

**Smarter Balanced ELA/Literacy
Assessment Targets**

SAVVAS

A Correlation of ReadyGEN, ©2016, Grade 5 to the Smarter Balanced ELA/Literacy Assessment Targets

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Smarter Balanced ELA/Literacy Assessment Targets*. 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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|---|---|
| Grade 5 Summative Assessment Targets, Claim #1 | |
| ELA/Literacy Claim #1 | |
| Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | |
| Literary Texts | |
| 50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. | |
| SUPPORTING EVIDENCE: Cite specific textual evidence to support conclusions drawn from the text(s). | |
| Standard: RL-1 (RL-1 is a component of each of the seven targets listed below.) | |
| <p>Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RL-1 (DOK 1, DOK 2)</p> <p>RL-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><u>RL-1</u> TG U1: 124-125, 144-146, 154-156, 212-213, 242-243, 257-259 TG U2: 72-73, 92-94 TG U3: 57-58, 212-214, 214-216 TG U4: 162, 224, 226-228</p> |
| <p>Target 2. CENTRAL IDEAS: Identify or summarize central ideas/key events. Gr. 5 Standards: RL-2 (DOK 2, DOK 3)</p> <p>RL-2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> | <p><u>RL-2</u> TG U1: 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244-246, 246-247, 287 TG U2: 42-43, 47-48, 62-64, 64-66, 66-67, 92-94, 94-96, 96-97, 112-114, 114-116, 116-117, 142-143 TG U3: 122-124, 124-126, 126-127, 282-283, 284-286, 286-288 TG U4: 102, 104, 106-107, 122, 124, 126-127, 152, 222, 382, 384, 386-388</p> |
| <p>Target 3. WORD MEANINGS: Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, homographs), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, thesaurus). Gr. 5 Standards: RL-4, L-4, L-5c (DOK 1, DOK 2)</p> <p>RL-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><u>RL-4</u> TG U1: 14-16, 22-24, 26-27, 34, 44, 84, 87, 104, 154, 234-235, 254-255, 257-259, 340-342 TG U2: 54-55, 57, 132, 154, 156 TG U3: 32, 34-35, 62-64, 64-66, 66-67, 114-116, 116-117, 122 TG U4: 132, 134, 137, 164, 166-167, 242, 244, 246-248</p> <p><u>L-4</u> TG U1: 303-304, 305-306, 313-315, 315-317, FS7-9, FS10-11, FS13-15, FS17-19, FS25 TG U2: FS3-4, FS7-8, FS10-12, FS12-14, FS19-21, FS23, FS25</p> |

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| <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>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> <p>L-5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p>TG U3: 122-123, 262-263, 264-266, 266-268 TG U4: 8-9, 11, 13, 25, 23, 33, 43, 103, 123, 273, 293, 323, 383</p> <p><u>L-4.a</u> TG U1: FS9-11, FS15, FS17, FS19, 53-55, 63-64, 303-304, 363-365 TG U2: FS6-8, FS11-13, FS15-16, FS19-20, FS22, FS25 TG U3: FS25 TG U4: 10-12, 63, 273</p> <p><u>L-4.b</u> TG U1: FS5-7, 22-24, 42-43, 52-53, 362-363, 372-374 TG U2: FS15-17 TG U4: 3-5, 17-19</p> <p><u>L-4.c</u> TG U1: FS6-8, FS9-10, FS12-13, FS17-19, FS20-22, 303, 305, 313, 315, 262 TG U2: 360, FS3-5, FS6-7, FS12-13, FS14-16, FS16-18, FS21-22, 235 TG U3: 235 TG U4: 6, 8-10, 15, 18, 20, 23, 25</p> <p><u>L-5.c</u> TG U1: FS11-12, FS17-19, 121, 162, 272, 282, 292, 302 TG U2: FS2, FS9 TG U3: FS9 TG U4: 23-25</p> |
| <p>Target 4. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (character development/actions/traits; first- or third-person point of view; theme; author's message). Gr. 5 Standards: RL-3, RL-6, RL-9 (DOK 3)</p> <p>RL-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).</p> | <p><u>RL-3</u> TG U1: 12-14, 64-66, 66-67, 122-124, 126-127, 164-165, 222-223 TG U2: 122-124, 124-126, 126-127, 142-144 TG U3: 12-14, 14-16, 16-17, 52-54, 54-56, 56-57, 82-84, 84-86, 86-87, 152-154, 154-156, 156-157, 222-223, 224-226, 226-228 TG U4: 112, 114, 116-117, 174, 176-177, 212, 214, 216-218</p> |

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| <p>RL-6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL-9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p><u>RL-6</u> TG U1: 32-34, 153-155 TG U2: 12-14, 72-74 TG U3: 22-24, 27 TG U4: 92, 94, 96-97, 152, 154, 156-158</p> <p><u>RL-9</u> TG U1: 142-144, 146-147, 172-173, 176-177, 182-183, 186-188 TG U2: 142-144 TG U3: 172-174, 176-177, 182-183, 184-186, 186-188 TG U4: 172-174, 176-178</p> |
| <p>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts. Gr. 5 Standards: RL-3, RL-6 (DOK 3, DOK 4)</p> <p>RL-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).</p> <p>RL-6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> | <p><u>RL-3</u> TG U1: 12-14, 64-66, 66-67, 122-124, 126-127, 164-165, 222-223 TG U2: 122-124, 124-126, 126-127, 142-144 TG U3: 12-14, 14-16, 16-17, 52-54, 54-56, 56-57, 82-84, 84-86, 86-87, 152-154, 154-156, 156-157, 222-223, 224-226, 226-228 TG U4: 112, 114, 116-117, 174, 176-177, 212, 214, 216-218</p> <p><u>RL-6</u> TG U1: 32-34, 153-155 TG U2: 12-14, 72-74 TG U3: 22-24, 27 TG U4: 92, 94, 96-97, 152, 154, 156-158</p> |
| <p>Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures, genre-specific features, or formats (visual/graphic/auditory effects) of texts and the impact of those choices on meaning or presentation. Gr. 5 Standards: RL-5 (DOK 2, DOK 3)</p> <p>RL-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><u>RL-5</u> TG U1: 224-225, 72-74, 92-93, 242-243, 256-258, 272-274, 277-279 TG U2: 112-114, 182-184, 184-186 TG U3: 22, 32-33, 42-44, 44-46, 46-47, 52, 62, 72-73, 102-104, 104-106, 106-107, 252-253, 254-256, 256-258 TG U4: 252, 254, 256-257, 282, 284, 286-288</p> |

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| <p>Target 7. LANGUAGE USE: Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 5 Standards: L-5, RL-4 (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>RL-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><u>L-5</u> TG U1: FS11-13, 23-25, 26-27, 83-85, 104-106, 344-346, 346-348 TG U2: 366-368, FS11-13 TG U4: 132-134, 137, 164-166</p> <p><u>RL-4</u> TG U1: 14-16, 22-24, 26-27, 34, 44, 84, 87, 104, 154, 234-235, 254-255, 257-259, 340-342 TG U2: 54-55, 57, 132, 154, 156 TG U3: 32, 34-35, 62-64, 64-66, 66-67, 114-116, 116-117, 122 TG U4: 132, 134, 137, 164, 166-167, 242, 244, 246-248</p> |
| Informational Texts | |
| <p>Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. Gr. 5 Standards: RI-1, RI-7*† (DOK 1, DOK 2)</p> <p>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-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><u>RI-1</u> TG U1: 37, 313-314, 353-355, 343-344 TG U2: 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 TG U3: 312-314, 314-316, 316-317, 334 TG U4: 12-13, 62, 172, 182, 316</p> <p><u>RI-7</u> U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311</p> |
| <p>Target 9. CENTRAL IDEAS: Identify central ideas, key events, procedures, or topics and subtopics. Gr. 5 Standards: RI-2 (DOK 2, DOK 3)</p> <p>RI-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> | <p><u>RI-2</u> TG U1: 292-294, 296-297, 302-304, 306-307, 342-343, 345-347, 362-364 TG U2: 212-214, 214-216, 216-217, 242-244, 244-246, 246-247, 282-284, 284-286, 286-287, 322, 324-325, 326-328 TG U3: 132-134, 134-135, 137, 142, 312, 332, 337, 352 TG U4: 22, 42, 312, 322, 324, 326-327, 352, 362</p> |

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| <p>Target 10. WORD MEANINGS: Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines. Gr. 5 Standards: RI-4, L-4, L-5c (DOK 1, DOK 2)</p> <p>RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>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> <p>L-5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p><u>RI-4</u> TG U1: 293-294, 307-309, 312-314, 316-317, 323-324, 327-328, 364-365, 374-376 TG U2: 232-234, 234-235, 362-363, 364-366, 366-368 TG U3: 324-326, 362-363, 364-366, 366-368 TG U4: 314-316</p> <p><u>L-4</u> TG U1: 303-304, 305-306, 313-315, 315-317, FS7-9, FS10-11, FS13-15, FS17-19, FS25 TG U2: FS3-4, FS7-8, FS10-12, FS12-14, FS19-21, FS23, FS25 TG U3: 122-123, 262-263, 264-266, 266-268 TG U4: 8-9, 11, 13, 25, 23, 33, 43, 103, 123, 273, 293, 323, 383</p> <p><u>L-4.a</u> TG U1: FS9-11, FS15, FS17, FS19, 53-55, 63-64, 303-304, 363-365 TG U2: FS6-8, FS11-13, FS15-16, FS19-20, FS22, FS25 TG U3: FS25 TG U4: 10-12, 63, 273</p> <p><u>L-4.b</u> TG U1: FS5-7, 22-24, 42-43, 52-53, 362-363, 372-374 TG U2: FS15-17 TG U4: 3-5, 17-19</p> <p><u>L-4.c</u> TG U1: FS6-8, FS9-10, FS12-13, FS17-19, FS20-22, 303, 305, 313, 315, 262 TG U2: 360, FS3-5, FS6-7, FS12-13, FS14-16, FS16-18, FS21-22, 235 TG U3: 235 TG U4: 6, 8-10, 15, 18, 20, 23, 25</p> <p><u>L-5.c</u> TG U1: FS11-12, FS17-19, 121, 162, 272, 282, 292, 302 TG U2: FS2, FS9 TG U3: FS9 TG U4: 23-25</p> |

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| <p>Target 11. REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).</p> <p>Gr. 5 Standards: RI-3, RI-6, RI-7, RI-8, RI-9 (DOK 3)</p> <p>RI-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>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI-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>RI-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>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <p><u>RI-3</u> TG U1: 136-137, 292-294, 352-354, 362-364, 366-368 TG U2: 102, 104-105, 106-107, 222-224, 224-226, 226-227, 262-264, 264-266, 266-267, 352-353, 354-356, 356-358 TG U3: 142-144, 144-146, 146-147, 312-313, 316-318 TG U4: 24, 72, 82, 84, 86-87, 302, 304, 306-307, 362, 364, 366-368</p> <p><u>RI-6</u> TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 TG U4: 184-186, 374-376</p> <p><u>RI-7</u> TG U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311</p> <p><u>RI-8</u> TG U1: 36-37, 324-326, 326-328 TG U2: 152-154, 154-156, 156-157, 242-244, 332-334, 334-336 TG U3: 322, 324, 332, 334-335, 352-353, 354-356, 356-358 TG U4: 14, 16-17, 32, 44-46, 292-293, 332-334</p> <p><u>RI-9</u> TG U1: 137-139, 382-384 TG U2: 382-384, 384-386 TG U3: 372-373, 374-376, 376-378 TG U4: 372-374</p> |

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| <p>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze or compare how information is presented within or across texts (events, people, ideas, topic). Gr. 5 Standards: RI-3, RI-6 (DOK 3, DOK 4)</p> <p>RI-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>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> | <p><u>RI-3</u> TG U1: 136-137, 292-294, 352-354, 362-364, 366-368 TG U2: 102, 104-105, 106-107, 222-224, 224-226, 226-227, 262-264, 264-266, 266-267, 352-353, 354-356, 356-358 TG U3: 142-144, 144-146, 146-147, 312-313, 316-318 TG U4: 24, 72, 82, 84, 86-87, 302, 304, 306-307, 362, 364, 366-368</p> <p><u>RI-6</u> TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 TG U4: 184-186, 374-376</p> |
| <p>Target 13. TEXT STRUCTURES OR TEXT FEATURES: Relate knowledge of text structures to obtain, interpret, explain, or integrate information or to compare or connect information across texts. Gr. 5 Standards: RI-5 (DOK 2, DOK 3)</p> <p>RI-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><u>RI-5</u> TG U1: 332-333, 372-374, 383-385 TG U2: 104-106, 106-107, 162-164, 224-226, 226-227, 312-314, 314-316, 316-317, 372-373, 374-376, 376-378 TG U3: 182-184, 184-186, 186-187, 342-343, 344-346, 346-348 TG U4: 144-146, 344-346, 372-374</p> |

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| <p>Target 14. LANGUAGE USE: Interpret figurative language (e.g., metaphors, similes, idioms), literary devices, or connotative meanings of words and phrases used in context and the impact of those word choices on meaning or tone. Gr. 5 Standards: L-5, L-5a, 5b (DOK 2, DOK 3)</p> <p>L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L-5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L-5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> | <p><u>L-5</u> TG U1: FS11-13, 23-25, 26-27, 83-85, 104-106, 344-346, 346-348 TG U2: 366-368, FS11-13 TG U4: 132-134, 137, 164-166</p> <p><u>L-5a</u> TG U1: 22-23, 25-27, 83-85, 104-106, 344-346, 346-347, 353 TG U2: 34-36, 43-44, 132-133, 135-137, 364-366 TG U4: 132, 134-135, 137, 164-166</p> <p><u>L-5b</u> TG U1: 73, 23, 33, 43, 53, 63, 73, 133, 153, 163, 213, 233, 363 TG U2: FS14, 39, 53, 83, 113, 123, 153, 213, 243, 273, 283, 303, 333, 343, 353, 363, 104 TG U3: 104 TG U4: 13, 73, 163, 223, 233, 243, 313</p> |

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| Grade 5 Summative Assessment Targets, Claim #2 | |
| ELA/Literacy Claim #2 | |
| Students can produce effective writing for a range of purposes and audiences. | |
| <p>35% of the assessment evidence will come from composing, revising, and/or editing narrative writing.</p> <p>35% of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources.</p> <p>30% of the assessment evidence will come from composing, revising, and/or editing opinion writing based on evidence from given sources.</p> | |
| <p>Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items as described and reported under Claim #4 (Research).</p> | |
| <p>Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, W-9 (DOK 3)</p> <p>Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event). Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e, L-3a (DOK 2)</p> <p>W-3 a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> | <p><u>W-3.a</u> TG U1: 68-70, 78-80, 128-130, 138-140, 148-150, 192-194 TG U3: 18-20, 28-30, 48-50, 192</p> <p><u>W-3.b</u> TG U1: 18-20, 48-50, 98-100, 138-140, 158-160, 196-198 TG U2: 196-198 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 192</p> <p><u>W-3.c</u> TG U1: 68-70, 139-140, 192-193, 196-198 TG U2: 196-198 TG U3: 48-50, 138-140, 148-150, 192</p> <p><u>W-3.d</u> TG U1: 58-60, 78-80, 139-141 TG U2: 139-141 TG U3: 38-40, 88-90, 192</p> |

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| <p>(Continued)</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p><u>W-3.e</u> TG U1: 98-100, 192-193, 196-198 TG U2: 196-198 TG U3: 98-100, 192</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> <p><u>L-3a</u> TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259</p> |
| <p>Target 2. COMPOSE FULL TEXTS: Write full compositions demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), structures, appropriate transitions for coherence, and authors' craft appropriate to purpose (closure, detailing characters, plot, setting, events).</p> <p>Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-3</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> | <p><u>W-3.a</u> TG U1: 68-70, 78-80, 128-130, 138-140, 148-150, 192-194 TG U3: 18-20, 28-30, 48-50, 192</p> <p><u>W-3.b</u> TG U1: 18-20, 48-50, 98-100, 138-140, 158-160, 196-198 TG U2: 196-198 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 192</p> <p><u>W-3.c</u> TG U1: 68-70, 139-140, 192-193, 196-198 TG U2: 196-198 TG U3: 48-50, 138-140, 148-150, 192</p> <p><u>W-3.d</u> TG U1: 58-60, 78-80, 139-141 TG U2: 139-141 TG U3: 38-40, 88-90, 192 TG U1: 98-100, 192-193, 196-198 TG U2: 196-198 TG U3: 98-100, 192</p> <p><u>W-3.e</u> TG U1: 98-100, 192-193, 196-198 TG U2: 196-198 TG U3: 98-100, 192</p> |

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| <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W-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>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>W-4</u> TG U1: 49-50, 229-230, 130-132, 169-171, 219-220, 249-251, 318-320, 328-330, 394-396 TG U2: 68-70, 260-261, 350-352 TG U3: 338-340 TG U4: 78-80, 138-140, 258-260, 338-340</p> <p><u>W-5</u> TG U1: 158-160, 148-150, 248-250, 349-350, 358-360 TG U2: 78-80, 98-100, 88-90, 348-350, 358-360 TG U3: 148-150, 158-160, 348-350, 358-360 TG U4: 148-150, 158-160, 298-300, 358-360, 368-370</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |
| <p>Target 3a. WRITE BRIEF TEXTS: Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion appropriate to purpose and audience and related to the information or explanation presented.</p> <p>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9 (DOK 3)</p> | <p><u>W-2.a</u> TG U1: 218-220, 228-230, 328-330, 394-395, 396-398 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330 TG U3: 218-220, 228-230, 278-280, 328-330, 392 TG U4: 28-30, 308-310</p> <p><u>W-2.b</u> TG U1: 238-240, 248-250, 258-260, 268-270, 394-395, 396-398 TG U2: 238-240, 248-250, 392-394 TG U3: 238-240, 248-250, 258-260, 392 TG U4: 18-20, 38-40</p> |

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| <p>Target 3b. REVISE BRIEF TEXTS: Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the explanation presented. Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9, L-3a, (DOK 2)</p> <p>W-2 a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p><u>W-2.c</u> TG U1: 278-280 TG U2: 278-280, 392-394 TG U3: 268-270, 392 TG U4: 18-20</p> <p><u>W-2.d</u> TG U1: 258-260, 348-350, 395-397, 290-292 TG U2: 258-260, 348-350, 392-394 TG U3: 268-270, 392, 396 TG U4: 38-40 TG U1: 288-289, 338-340 TG U2: 288-290, 392-394 TG U3: 298-300, 392 TG U4: 38-40</p> <p><u>W-2.e</u> TG U1: 288-289, 338-340 TG U2: 288-290, 392-394 TG U3: 298-300, 392 TG U4: 38-40</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> <p><u>L-3.a</u> TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259</p> |

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| <p>Target 4. COMPOSE FULL TEXTS: Write full informational/explanatory texts on a topic, attending to purpose and audience; organize ideas by stating a focus (main idea); include structures and appropriate transitional strategies for coherence; include supporting evidence (from sources when appropriate to prompt) and elaboration; and develop an appropriate conclusion related to the information or explanation presented.</p> <p>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-3b, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-2</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>W-3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | <p><u>W-2.a</u> TG U1: 218-220, 228-230, 328-330, 394-395, 396-398 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330 TG U3: 218-220, 228-230, 278-280, 328-330, 392 TG U4: 28-30, 308-310</p> <p><u>W.2.b</u> TG U1: 238-240, 248-250, 258-260, 268-270, 394-395, 396-398 TG U2: 238-240, 248-250, 392-394 TG U3: 238-240, 248-250, 258-260, 392 TG U4: 18-20, 38-40</p> <p><u>W.2.c</u> TG U1: 278-280 TG U2: 278-280, 392-394 TG U3: 268-270, 392 TG U4: 18-20</p> <p><u>W-2.d</u> TG U1: 258-260, 348-350, 395-397, 290-292 TG U2: 258-260, 348-350, 392-394 TG U3: 268-270, 392, 396 TG U4: 38-40</p> <p><u>W-2.e</u> TG U1: 288-289, 338-340 TG U2: 288-290, 392-394 TG U3: 298-300, 392 TG U4: 38-40</p> <p><u>W-3.b</u> TG U1: 18-20, 48-50, 98-100, 138-140, 158-160, 196-198 TG U2: 196-198 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 192</p> <p><u>W-4</u> TG U1: 49-50, 229-230, 130-132, 169-171, 219-220, 249-251, 318-320, 328-330, 394-396 TG U2: 68-70, 260-261, 350-352 TG U3: 338-340 TG U4: 78-80, 138-140, 258-260, 338-340</p> |

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| <p>W-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>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>W-5</u> TG U1: 158-160, 148-150, 248-250, 349-350, 358-360 TG U2: 78-80, 98-100, 88-90, 348-350, 358-360 TG U3: 148-150, 158-160, 348-350, 358-360 TG U4: 148-150, 158-160, 298-300, 358-360, 368-370</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |
| <p>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES: Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning. Gr. 5 Standards: W-2a, W-2b (DOK 2)</p> <p>W-2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W-2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> | <p><u>W-2a</u> TG U1: 218-220, 228-230, 328-330, 394-395, 396-398 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330 TG U3: 218-220, 228-230, 278-280, 328-330, 392 TG U4: 28-30, 308-310</p> <p><u>W-2b</u> TG U1: 238-240, 248-250, 258-260, 268-270, 394-395, 396-398 TG U2: 238-240, 248-250, 392-394 TG U3: 238-240, 248-250, 258-260, 392 TG U4: 18-20, 38-40</p> |

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| <p>Target 6a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9 (DOK 3)</p> <p>Target 6b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented. Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-8, L-3a, and/or W-9 (DOK 2)</p> <p>W-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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p><u>W-1.a</u> TG U1: 108-110, 118-120, 378-380 TG U2: 48-50 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392</p> <p><u>W-1.b</u> TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 20-21, 40-42, 78-80, 190-192 TG U3: 108-110, 378-380, 388-390 TG U4: 178-180, 248-250, 268-270, 392</p> <p><u>W-1.c</u> TG U1: 118-120, 388-390 TG U2: 70-72, 88-90, 148-150, 192-194 TG U3: 108-110, 118-120, 390 TG U4: 88-90, 278-280, 392</p> <p><u>W-1.d</u> TG U1: 118-120, 388-390 TG U2: 98-100, 190-191, 192-193, 390-392 TG U3: 108-110, 118-120 TG U4: 98-100, 288-290, 392</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> <p><u>L-3a</u> TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259</p> |

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| <p>Target 7. COMPOSE FULL TEXTS: Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitions for coherence, develop supporting evidence/reasons (from sources when appropriate to prompt) and elaboration, and develop an appropriate conclusion related to the opinion presented. Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-3b, W-4, W-5, W-8, W-9 (DOK 4)</p> <p>W-1</p> <p>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> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and clauses (e.g., <i>consequently</i>, <i>specifically</i>)</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>W-3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events.</p> <p>W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> | <p><u>W-1.a</u> TG U1: 108-110, 118-120, 378-380 TG U2: 48-50 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392</p> <p><u>W-1.b</u> TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 20-21, 40-42, 78-80, 190-192 TG U3: 108-110, 378-380, 388-390 TG U4: 178-180, 248-250, 268-270, 392</p> <p><u>W-1.c</u> TG U1: 118-120, 388-390 TG U2: 70-72, 88-90, 148-150, 192-194 TG U3: 108-110, 118-120, 390 TG U4: 88-90, 278-280, 392</p> <p><u>W-1.d</u> TG U1: 118-120, 388-390 TG U2: 98-100, 190-191, 192-193, 390-392 TG U3: 108-110, 118-120 TG U4: 98-100, 288-290, 392</p> <p><u>W-3.b</u> TG U1: 18-20, 48-50, 98-100, 138-140, 158-160, 196-198 TG U2: 196-198 TG U3: 38-40, 58-60, 68-70, 78-80, 98-100, 192</p> <p><u>W-4</u> TG U1: 49-50, 229-230, 130-132, 169-171, 219-220, 249-251, 318-320, 328-330, 394-396 TG U2: 68-70, 260-261, 350-352 TG U3: 338-340 TG U4: 78-80, 138-140, 258-260, 338-340</p> |

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| <p>W-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>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>W-5</u> TG U1: 158-160, 148-150, 248-250, 349-350, 358-360 TG U2: 78-80, 98-100, 88-90, 348-350, 358-360 TG U3: 148-150, 158-160, 348-350, 358-360 TG U4: 148-150, 158-160, 298-300, 358-360, 368-370</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |
| <p>Target 8. LANGUAGE & VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts. Gr. 5 Standards: W-2d, W-3d, L-3a, L-6 (DOK 1, DOK 2)</p> <p>W-2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L-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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> | <p><u>W-2.d</u> TG U1: 258-260, 348-350, 395-397, 290-292 TG U2: 258-260, 348-350, 392-394 TG U3: 268-270, 392, 396 TG U4: 38-40</p> <p><u>W-3.d</u> TG U1: 58-60, 78-80, 139-141 TG U2: 139-141 TG U3: 38-40, 88-90, 192</p> <p><u>L-3.a</u> TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259</p> <p><u>L-6</u> TG U1: 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384 TG U2: 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384 TG U3: 384 TG U4: 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364</p> |

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| <p>Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuations, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts. Gr. 5 Standards: L-1, L-2 (DOK 1, DOK 2)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p><u>L-1</u> TG U1: 30-32, 100-101, 160-161, 240-241, 290-291, 320-321, 340-341, 370-371, 380-382 TG U2: 20-21, 90-91, 140-141, 230-231, 280-281, 330-331, 380-382 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 120-121, 140-141 TG U4: 30-31, 50-51, 80-81, 130-131, 250-251, 280-281, 350-352</p> <p><u>L-2</u> TG U1: 80-82, 90-91, 158-160, 358-360 TG U2: 158-160, 348-350, 358-360 TG U4: 158-160, 195, 368-370, 395</p> |
| <p>Target 10. [Not assessed in summative assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts. Gr. 5 Standards: W-6 (DOK 1)</p> <p>W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p><u>W-6</u> TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 230, 260, 310, 320, 390, 394 TG U3: 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340 TG U4: 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394</p> |

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| Grade 5 Summative Assessment Targets, Claim #3 | |
| ELA/Literacy Claim #3 Students can employ effective speaking and listening skills for a range of purposes and audiences. | |
| Speaking | |
| <p>Target 1 [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 5 Standards: L-1, L-3a, L-6, SL-6 (DOK 1)</p> <p>L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L-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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | <p><u>L-1</u> TG U1: 30-32, 100-101, 160-161, 240-241, 290-291, 320-321, 340-341, 370-371, 380-382 TG U2: 20-21, 90-91, 140-141, 230-231, 280-281, 330-331, 380-382 TG U3: 20-21, 30-31, 40-41, 50-51, 60-61, 70-71, 90-91, 100-101, 110-111, 120-121, 140-141 TG U4: 30-31, 50-51, 80-81, 130-131, 250-251, 280-281, 350-352</p> <p><u>L-3.a</u> TG U2: 170-171, 180-182 TG U4: 38, 160-161, 259</p> <p><u>L-6</u> TG U1: 24, 44, 64, 84, 114, 134, 164, 214, 234, 294, 314, 344, 364, 374, 384 TG U2: 14, 54, 74, 144, 174, 224, 254, 284, 304, 324, 364, 384 TG U3: 384 TG U4: 14, 24, 34, 74, 84, 154, 184, 254, 274, 284, 294, 304, 314, 324, 364</p> <p><u>SL-6</u> TG U2: 168, 368 TG U3: 368 TG U4: 378, 392</p> |
| <p>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. Gr. 5 Standards: SL-6 (DOK 1)</p> <p>SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | <p><u>SL-6</u> TG U2: 168, 368 TG U3: 368 TG U4: 378, 392</p> |

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| <p>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. Gr. 5 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8 (DOK 2, DOK 3)</p> <p>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-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.</p> <p>SL-5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL-6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>W-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><u>SL-1</u> TG U1: 14, 34, 54, 74, 124, 164, 184, 214, 254, 284, 314, 344, 364 TG U2: 13, 33, 53, 73, 103, 113, 163, 213, 243, 263, 293, 323, 343, 363 TG U3: 363 TG U4: 23, 53, 104, 143, 153, 294, 304, 314, 324, 334, 343, 353</p> <p><u>SL-2</u> TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352 TG U2: 132, 142-144, 152-153, 162-163, 172-174, 182-184 TG U3: 64, 164, 170, 304 TG U4: 72, 102, 154, 182, 198, 314</p> <p><u>SL-4</u> TG U1: 110, 120-122, 158-160, 220-221, 230-231, 330-332, 380, 368-370, 390, 398 TG U2: 30, 40, 160, 170, 192, 198, 290, 310, 368, 370, 390 TG U3: 390 TG U4: 60, 80, 170, 180, 198, 340, 379, 398</p> <p><u>SL-5</u> TG U1: 50, 70, 140, 194, 270, 330, 350-352, 360-361, 370-371, 394-396 TG U2: 168-170, 192-193, 194-196, 328-330, 392-394 TG U4: 198, 378, 393-394, 398</p> <p><u>SL-6</u> TG U2: 168, 368 TG U3: 368 TG U4: 378, 392</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> |

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| Listening | |
| <p>Target 4. LISTEN/INTERPRET: Interpret and use information delivered orally. Gr. 5 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)</p> <p>SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> | <p><u>SL-2</u> TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352 TG U2: 132, 142-144, 152-153, 162-163, 172-174, 182-184 TG U3: 64, 164, 170, 304 TG U4: 72, 102, 154, 182, 198, 314</p> <p><u>SL-3</u> TG U2: 198, 370, 390, 398 TG U3: 398 TG U4: 169-170, 198</p> |

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| Grade 5 Summative Assessment Targets, Claim #4 | |
| ELA/Literacy Claim #4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information. | |
| <p>Target 1 [Not assessed in summative assessment] PLAN/RESEARCH: Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.</p> <p>Gr. 5 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7 (DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p>SL-1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL-2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL-3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>SL-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.</p> <p>W-6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> | <p><u>SL-1</u> TG U1: 14, 34, 54, 74, 124, 164, 184, 214, 254, 284, 314, 344, 364 TG U2: 13, 33, 53, 73, 103, 113, 163, 213, 243, 263, 293, 323, 343, 363 TG U3: 363 TG U4: 23, 53, 104, 143, 153, 294, 304, 314, 324, 334, 343, 353</p> <p><u>SL-2</u> TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352 TG U2: 132, 142-144, 152-153, 162-163, 172-174, 182-184 TG U3: 64, 164, 170, 304 TG U4: 72, 102, 154, 182, 198, 314</p> <p><u>SL-3</u> TG U2: 198, 370, 390, 398 TG U3: 398 TG U4: 169-170, 198</p> <p><u>SL-4</u> TG U1: 110, 120-122, 158-160, 220-221, 230-231, 330-332, 380, 368-370, 390, 398 TG U2: 30, 40, 160, 170, 192, 198, 290, 310, 368, 370, 390 TG U3: 390 TG U4: 60, 80, 170, 180, 198, 340, 379, 398</p> <p><u>W-6</u> TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 230, 260, 310, 320, 390, 394 TG U3: 20, 90, 100, 160, 190, 194, 220, 230, 240, 260, 270, 280, 290, 320, 340 TG U4: 20, 60, 80, 110, 120, 140, 160, 180, 190, 194, 220, 240, 360, 370, 394</p> |

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| <p>(Continued) W-7 Conduct short research projects that use sources to build knowledge through investigation of different aspects of a topic.</p> | <p><u>W-7</u> 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</p> |
| <p>Target 2. INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose. Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI-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>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>RI-1</u> TG U1: 37, 313-314, 353-355, 343-344 TG U2: 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 TG U3: 312-314, 314-316, 316-317, 334 TG U4: 12-13, 62, 172, 182, 316</p> <p><u>RI-6</u> TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 TG U4: 184-186, 374-376</p> <p><u>RI-7</u> TG U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311</p> <p><u>RI-9</u> TG U1: 137-139, 382-384 TG U2: 382-384, 384-386 TG U3: 372-373, 374-376, 376-378 TG U4: 372-374</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |

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| <p>Target 3. ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 5 Standards: RI-7, W-8, W-9 (PT: DOK 4) (CAT: DOK 2)</p> <p>RI-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>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>RI-7</u> TG U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |
| <p>Target 4. USE EVIDENCE: Cite evidence to support conjectures or opinions based on prior knowledge and evidence collected and analyzed. Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK 2)</p> <p>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI-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>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W-1b Provide logically ordered reasons that are supported by facts and details.</p> | <p><u>RI-1</u> TG U1: 37, 313-314, 353-355, 343-344 TG U2: 162-164, 216-217, 252-254, 254-256, 256-257, 322-323, 337-339, 342-344 TG U3: 312-314, 314-316, 316-317, 334 TG U4: 12-13, 62, 172, 182, 316</p> <p><u>RI-6</u> TG U1: 332-334, 336-337, 382-384, 386-388 TG U2: 302-304, 304-306 TG U3: 342-344, 344-346, 346-347, 382-383, 384-386, 386-388 TG U4: 184-186, 374-376</p> <p><u>RI-7</u> TG U1: 253-254 TG U2: 244-246, 246-248 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309-311</p> <p><u>RI-9</u> TG U1: 137-139, 382-384 TG U2: 382-384, 384-386 TG U3: 372-373, 374-376, 376-378 TG U4: 372-374</p> |

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| <p>(Continued)</p> <p>W-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>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | <p><u>W-1.b</u> TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 20-21, 40-42, 78-80, 190-192 TG U3: 108-110, 378-380, 388-390 TG U4: 178-180, 248-250, 268-270, 392</p> <p><u>W-8</u> TG U1: 178-180, 188-190, 249-250, 308-310, 318-320 TG U2: 178-180, 318-320, 378-380 TG U3: 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p> <p><u>W-9</u> TG U1: 28-30, 38-40, 298-300 TG U2: 28-30, 68-70, 378-380 TG U3: 318-320 TG U4: 18-20, 38-40, 108-110, 118-120</p> |