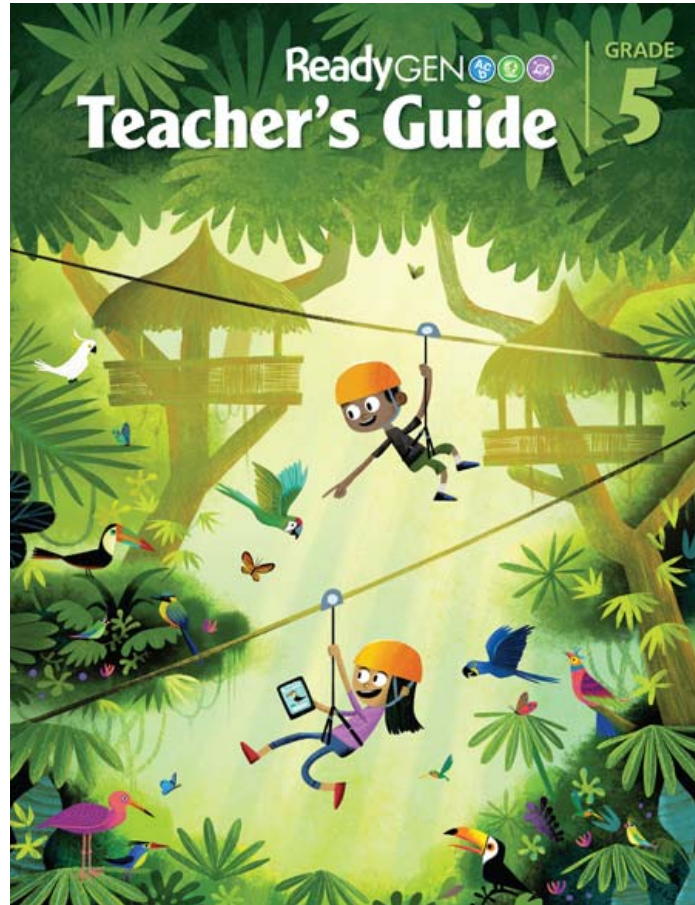


A Correlation of

ReadyGEN

Grade 5, ©2016



To

Ohio's Learning Standards for English Language Arts

A Correlation of ReadyGEN ©2016, Grade 5 To Ohio's Learning Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets Ohio's 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 © 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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**A Correlation of ReadyGEN ©2016, Grade 5
To Ohio’s Learning Standards for English Language Arts**

Table of Contents

Reading Standards for Literature K-12.....	4
Reading Standards for Informational Text K-12.....	7
Reading Standards for Foundational Skills K-12	10
Writing Standards K-12	12
Speaking and Listening Standards K-12	17
Language Standards K-12	20

**A Correlation of ReadyGEN ©2016, Grade 5
To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
Grade 5	
Reading Standards for Literature K-12	
KEY IDEAS AND DETAILS	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243</p> <p>TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183</p> <p>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</p> <p>TG U4: 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383</p>
RL.5.2 Analyze literary text development.	<p>TG U1: 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292</p> <p>TG U2: 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142</p> <p>TG U3: 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287, 293</p> <p>TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p>
a. 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.	<p>TG U1: 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 85, 112, 113, 114, 116, 117, 272, 273, 274, 244, 246, 247, 276, 277, 282, 283, 284, 286, 287</p> <p>TG U2: 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123,</p> <p>TG U3: 13, 16, 17, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287</p> <p>TG U4: 103, 104, 106, 107, 126, 152, 153, 157, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387</p>

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To Ohio's Learning Standards for English Language Arts**

Ohio's Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
b. Summarize the text, incorporating a theme determined from details in the text.	<p>TG U1: 32, 82, 92, 93, 94, 96, 97, 102, 112, 172, 182, 244, TR3, TR4-TR5, TR7, TR10</p> <p>TG U2: 12, 13, 22, 32, 42, 43, 44, 45, 47, 52, 56, 62, 63, 64, 65, 66, 67, 72, 82, 83, 92, 122, 132, 142, 172, 180, 182, TR3, TR4-TR5, TR7, TR10</p> <p>TG U3: 44, 170, 210, 233, 304, 337, TR3, TR4-TR5, TR7, TR10</p> <p>TG U4: 102, 109, 152, TR3, TR4-TR5, TR7, TR10</p>
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).	<p>TG U1: 13, 14, 16, 17, 64, 66, 67, 122, 123, 126, 127, 144, 146, 216, 217, 222, 223, 224, 226, 227, 252, 256, 262, 263, 266</p> <p>TG U2: 122, 123, 124, 125, 126, 127, 132</p> <p>TG U3: 12, 13, 14, 15, 16, 17, 52, 53, 54, 55, 56, 57, 72, 73, 74, 75, 224, 225, 226, 227, 237, 293, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 112, 113, 114, 115, 116, 117, 173, 174, 175, 176, 177, 212, 213, 214, 215, 216, 217, 223, 233, 253, 272, 273, 283</p>
CRAFT AND STRUCTURE	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors, similes, and idioms.	<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</p> <p>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</p> <p>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</p> <p>TG U4: 93, 94, 103, 104, 106, 107, 112, 113, 114, 122, 123, 124, 247, 253, 254, 263, 264, 383, 384</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>TG U1: 72, 92, 93, 132, 242, 256, 272, 273, 274, 276, 277</p> <p>TG U2: 112, 183</p> <p>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</p> <p>TG U4: 252, 253, 254, 255, 256, 257, 263, 283, 284, 286, 287, 373, 382, 384, 386, 387</p>

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To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
RL.5.6 Describe how a narrator’s or speaker’s point of view and perspective influence how events are described.	TG U1: 32, 33, 34, 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, 235
INTEGRATION OF KNOWLEDGE AND IDEAS	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, mood, or appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	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
RL.5.8 (Not applicable to literature)	Not applicable to literature according to Ohio’s Learning Standards for English Language Arts
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 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

**A Correlation of ReadyGEN ©2016, Grade 5
To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 162, 163, 164, 165, 166, 167, 172, 173, 174, 175, 176, 177, 182, 183, 184, 185, 186, 187, 215, 225, 235, 245, 255, 265, 275, 285</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 122, 123, 124, 125, 126, 127, 135, 142, 143, 144, 145, 146, 147, 175, 185</p> <p>TG U3: 14, 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 172, 173, 174, 175, 176, 177, 185, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375</p> <p>TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 172, 173, 174, 175, 76, 177, 185, 215, 225, 235, 245, 255, 265, 275, 285, 385</p>
Reading Standards for Informational Text K–12	
KEY IDEAS AND DETAILS	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<p>TG U1: 36, 136, 312, 313, 352, 353</p> <p>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</p> <p>TG U3: 143, 147, 157, 183, 313</p> <p>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>
RI.5.2 Analyze informational text development.	<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>

**A Correlation of ReadyGEN ©2016, Grade 5
To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
a. Determine the main ideas of a text and explain how they are supported by key details.	<p>TG U1: 302, 303, 306, 307, 292, 293, 296, 297, 314, 316, 317, 319, 322, 323, 333, 342, 343, 344, 345, 346, 347, 352, 353, TR36, TR60, TR61</p> <p>TG U2: 212, 213, 214, 216, 217, 242, 243, 244, 246, 247, 258, 282, 283, 284, 286, 287, 293, 303, 307, 317, 322, 323, 324, 325, 326, 327, 334, 335, 337, 345, 363, 365, 367, 373, TR36, TR60, TR61</p> <p>TG U3: 132, 133, 134, 135, 136, 137, 323, 333, 334, 335, 353, 354, 355, 356, 357, 383, TR36, TR60, TR61</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, 324, 327, 335, 336, 337, 343, 352, 353, 367, TR36, TR60, TR61</p>
b. Provide a summary of the text that includes the main ideas and key details, as well as other important information.	<p>TG U1: 362, 363, TR3, TR4-TR5, TR7, TR10</p> <p>TG U2: 172, 179, 180, 182, 210, 234, 246, 289, 290, 332, 342, 352, 362, TR3, TR4-TR5, TR7, TR10</p> <p>TG U3: 180, 210, 337, TR3, TR4-TR5, TR7, TR10</p> <p>TG U4: 72, 77, 327, TR3, TR4-TR5, TR7, TR10</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>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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To Ohio’s Learning Standards for English Language Arts**

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CRAFT AND STRUCTURE	
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to <i>a grade 5 topic or subject area</i> .	<p>TG U1: 57, 257, 293, 294, 303, 304, 313, 314, 323, 324, 334, 343, 344, 353, 354, 363, 364, 374, 384</p> <p>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</p> <p>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</p> <p>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>
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>TG U1: 332, 333, 372, 373, 374, 376, 377, 382, 383</p> <p>TG U2: 183, 184, 186, 187, 312, 313, 314, 317, 372, 373, 374, 376</p> <p>TG U3: 184, 185, 186, 187, 344, 345, 346, 347, 382</p> <p>TG U4: 37, 62, 63, 64, 65, 66, 67, 144, 145, 146, 147, 304, 305, 306, 342, 343, 346, 347, 372, 373</p>
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives they represent.	<p>TG U1: 334, 382, 383, 384, 386, 387</p> <p>TG U2: 302, 303, 304, 305, 306, 307</p> <p>TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387</p> <p>TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377</p>
INTEGRATION OF KNOWLEDGE AND IDEAS	
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>TG U1: 303, 333</p> <p>TG U2: 191, 277, 381, 391</p> <p>TG U3: 343, 346, 363, 372, 373, 374, 375, 376, 377</p> <p>TG U4: 13, 23, 26, 52, 53, 54, 55, 56, 57, 294, 296</p>

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To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
RI.5.8 Explain how an author uses evidence to support particular points in a text, identifying which evidence supports corresponding point(s).	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
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	TG U1: 334, 335, 382, 383, 384, 386, 387 TG U2: 382, 384, 385, 386, 387 TG U3: 372, 373, 374, 375, 376, 377, 382, 384, 385, 386, 387 TG U4: 142, 143, 182, 183, 184, 185, 186, 187, 372, 373, 374, 375, 376, 377
RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	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
Reading Standards for Foundational Skills K–12	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words by using combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar.	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, 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, FS2–FS25

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To Ohio's Learning Standards for English Language Arts**

Ohio's Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
FLUENCY	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	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
a. Read grade-level text with purpose and understanding.	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
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: 113, 303, FS11, FS13, FS15, FS16–FS19, FS23, FS25 TG U2: 67, 87, 97, 117, 157, 177, 247, 367, FS4, FS7, FS10, FS13, FS16–FS19, FS22, FS25 TG U3: 87, 168, 169, 177, 217, 247, 327, FS4–FS7, FS10, FS13, FS16, FS19, FS22, FS25 TG U4: 327, 357, 377, FS2–FS4, FS10, FS13, FS16, FS19, FS22, FS25

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To Ohio’s Learning Standards for English Language Arts**

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Writing Standards K-12	
TEXT TYPES AND PURPOSES	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	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 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
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140 TG U4: 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340
b. Provide logically ordered reasons that are supported by facts and details.	TG U2: 58, 59, 60, 68, 69, 70, 78, 79, 80, 178, 179, 180, 188, 189, 190 TG U4: 58, 59, 60, 68, 69, 70, 178, 179, 180, 192, 218, 230, 238, 239, 240, 248, 249, 250, 280, 299, 339, 340, 358, 359
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280
d. Provide a concluding statement or section related to the opinion presented.	TG U2: 59, 98, 99, 100 TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG U1: 218, 219, 220, 228, 229, 230, 268, 269, 270, 278, 279, 280, 370, 378, 379, 380, 388, 389, 390, 392 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 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

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To Ohio’s Learning Standards for English Language Arts**

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a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia to aid in comprehension, if needed.	<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>
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>
c. Link ideas within and across categories 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>
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>
e. Provide a concluding statement or section related to the information or 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>
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<p>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</p> <p>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</p>

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To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
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
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
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
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
e. Provide a conclusion that follows from the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192
PRODUCTION AND DISTRIBUTION OF WRITING	
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.)	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

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To Ohio’s Learning Standards for English Language Arts**

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<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</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>
<p>W.5.6 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, while demonstrating sufficient command of keyboarding skills.</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>
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects 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>

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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>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320</p> <p>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>
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</p> <p>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</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 218, 288, 318, 338, 358</p> <p>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>
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</p> <p>TG U2: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118</p> <p>TG U3: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 168, 170, 218</p> <p>TG U4: 218, 229</p>
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</p> <p>TG U2: 218, 228, 238, 248, 258, 268, 278, 288, 308, 328, 338, 348, 358, 368, 378, 388</p> <p>TG U3: 138, 148, 288, 318, 338, 358</p> <p>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	
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<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>
Speaking and Listening Standards K-12	
COMPREHENSION AND COLLABORATION	
SL.5.1 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>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>
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<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>

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b. Follow agreed-upon rules for discussions and carry out assigned roles.	<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>
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<p>TG U1: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U2: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U3: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p> <p>TG U4: 12, 22, 32, 42, 52, 62, 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182, 212, 222, 232, 242, 252, 262, 272, 282, 292</p>
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<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>

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SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	TG U1: 318, 319, 320, 334, TR2–TR3, TR4–TR5, TR6–TR7 TG U2: 64, 65, 66, 67, TR2–TR3, TR4–TR5, TR6–TR7 TG U3: TR2–TR3, TR4–TR5, TR6–TR7 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
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. (See grade 5 Language standards 1 and 3 for specific expectations.)	TG U1: TR20–TR23 TG U2: TR20–TR23 TG U3: TR20–TR23 TG U4: TR20–TR23

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Language Standards K-12	
CONVENTIONS OF STANDARD ENGLISH	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>TG U1: 21, 31, 41, 51, 61, 71, 81, 91, 101, 121, 131, 141, 151, 161, 321, 331, 341, 351, 361, 371, 381, 391</p> <p>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</p> <p>TG U3: 21, 31, 41, 51, 61, 71, 81, 91, 101, 111, 121, 131, 141, 151, 321, 331, 341, 351, 361, 371, 381, 391</p> <p>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</p>
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p>TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161</p> <p>TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171</p>
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<p>TG U1: 241, 251</p> <p>TG U3: 221, 231, 240, 241, 250, 251</p>
c. Use verb tense to convey various times, sequences, states, and conditions.	<p>TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16</p> <p>TG U2: FS8, FS9</p> <p>TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4</p>
d. Recognize and correct inappropriate shifts in verb tense.	<p>TG U1: 310, 311, 320, 321, 358</p> <p>TG U2: 359</p>
e. Use correlative conjunctions (e.g., either/or, neither/nor).	<p>TG U2: 110, 111, 159</p> <p>TG U4: 110, 111, 120, 121</p>
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>TG U1: 159, 160, 358, 359</p> <p>TG U2: 159, 191, 281, 291, 301, 311, 321, 331, 358, 359, 360, 361, 381, 391</p> <p>TG U3: 70, 158, 159, 160, 288, 289, 290, 358, 359, 360</p> <p>TG U4: 158, 159, 170, 171, 180, 181, 190, 191, 290, 291, 300, 301</p>

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Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
a. Use punctuation to separate items in a series.	TG U2: 280, 281, 290, 291 TG U4: 290, 291, 300, 301
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
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
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
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
KNOWLEDGE OF LANGUAGE	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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 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 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 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
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	TG U2: 141, 161 TG U3: 148, 149, 150, 348, 349, 350 TG U4: 131, 141, 151, 161, 243, 244, 245, 246, 247
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	TG U2: 43, 63 TG U3: 68, 69, 149, 150 TG U4: 303, 354, 356, 357

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VOCABULARY ACQUISITION AND USE	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	<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>
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>
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>
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>

**A Correlation of ReadyGEN ©2016, Grade 5
To Ohio’s Learning Standards for English Language Arts**

Ohio’s Learning Standards for English Language Arts	ReadyGEN ©2016 Grade 5
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	TG U1: 83, 93, 108, 153, 162, 172, 182, 346, 347, 353, FS11, FS12, FS13 TG U2: 243, 283, 364, 365, 366, 367, FS11–FS13 TG U3: 23, 32, 33, 34, 35, 36, 53, 62, 63, 64, 65, 66, 67, 143, 163, 173, 283, 353, 363, FS11–FS13 TG U4: 134, 135, 137, 164, 165, 166, 167, 223, 233, 243, 247, 313, 363
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
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
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