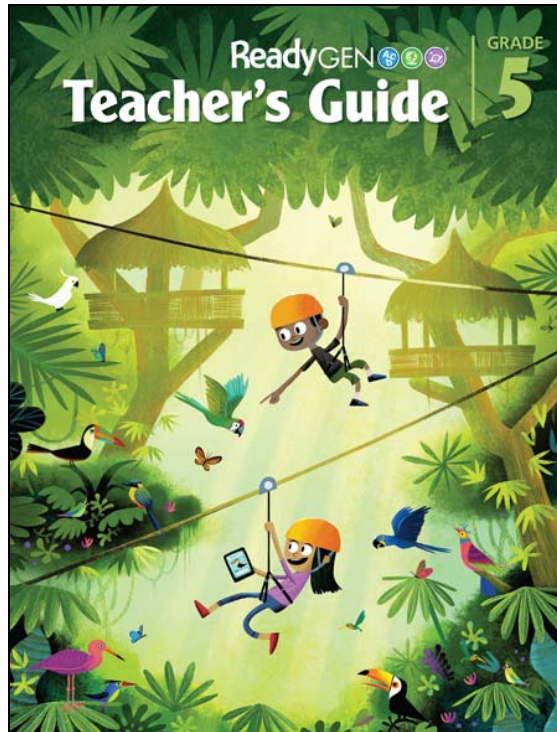


A Correlation of

ReadyGEN

Grade 5, ©2016



To the

**Pennsylvania Core Standards
English Language Arts
Grade 5**

A Correlation of ReadyGEN, Grade 5, ©2016 to the Pennsylvania Core Standards for English Language Arts

Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *Pennsylvania Core 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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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
Book Handling	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Print Concepts	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonological Awareness	
Intentionally Blank	Pennsylvania has no objectives for this strand at this grade level.
Phonics and Word Recognition	
CC.1.1.5.D Know and apply grade level phonics and word analysis skills in decoding words.	
<ul style="list-style-type: none"> ▪ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 	<p>TG U1: FS2, FS3, FS4, FS7, FS8, FS9, FS10, FS16, FS17, FS18, FS25, FS26, FS27</p> <p>TG U2: FS2, FS3, FS6, FS7, FS9, FS10, FS13, FS14, FS15, FS17, FS18, FS19, FS21, FS22, FS23</p> <p>TG U3: FS4, FS5, FS6, FS7, FS8, FS9, FS10, FS13, FS17, FS18, FS19, FS23, FS24, FS25</p> <p>TG U4: FS2, FS3, FS4, FS5, FS6, FS7, FS10, FS14, FS15, FS16, FS17, FS18, FS19, FS23, FS24, FS25</p>
Fluency	
CC.1.1.5.E Read with accuracy and fluency to support comprehension:	
<ul style="list-style-type: none"> ▪ Read on-level text with purpose and understanding. 	<p>TG U1: 56-57, 106-107, 126-127, 186-187, 216-217, 326-327, 386-387</p> <p>TG U2: 26-27, 76-77, 126-127, 186-187, 216-217, 256-257, 266-267, 386-387</p> <p>TG U3: 16-17, 46-47, 116-117, 126-127, 226-227, 266-267</p> <p>TG U4: 156-157, 246-247, 296-297, 346-347</p>

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
<ul style="list-style-type: none"> ▪ Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. 	<p>TG U1: 17, 27, 67, 97, 157, 177, 187, 247, 267, 277, 317, 357, 367, 377 TG U2: 17, 47, 67, 77, 127, 147, 157, 227, 247, 287, 317, 347, 357, 367, 377 TG U3: 17, 67, 77, 87, 117, 167, 187, 227, 237, 277, 317, 347, 367, 377 TG U4: 47, 67, 117, 127, 147, 157, 177, 217, 227, 267, 297, 327, 347, 357, 377</p>
<ul style="list-style-type: none"> ▪ Use context to confirm or self correct word recognition and understanding, rereading as necessary. 	<p>TG U1: 303, 313 TG U2: 235, 383, FS7 TG U3: 157, 265, 305 TG U4: 63, 253, 273</p>
<p>1.2 Reading Informational Text Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Main Idea</p>	
<p>CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text. E05.B-K.1.1.2</p>	<p>TG U1: 292-294, 296-297, 302-304, 306-307, 342-343, 345, 362-364 TG U2: 212-214, 216-217, 242-244, 246-247, 282-284, 286-287, 322-324, 325-327 TG U3: 132-134, 135 TG U4: 22, 42-43, 312-313, 322-324, 325-327, 352-353, 362</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.B-K.1.1.1</p>	<p>TG U1: 343 TG U2: 216-217, 252-254, 256-257, 323, 342 TG U3: 313, 334 TG U4: 12-13, 22, 32, 42, 62, 82-83, 92, 102, 112, 122, 132, 172, 182, 316</p>

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
Key Ideas and Details Text Analysis	
CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. E05.B-K.1.1.3	TG U1: 136-137, 292-294, 296-267, 352-353, 362-363, 366-367 TG U2: 102-103, 104, 105-107, 222-224, 226-227, 262-264, 266-267, 352-353, 354, 355-357 TG U3: 142-144, 146-147, 312-313, 316-317 TG U4: 24, 26-27, 72, 82-83, 84-85, 86-87, 302-304, 305, 306-307, 362-364, 365, 366-367
Craft and Structure Point of View	
CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.B-C.2.1.1	TG U1: 332-334, 382-384, 386-387 TG U2: 302-304, 305-307 TG U3: 382-384, 385-387 TG U4: 182-184, 185-187, 372-374, 375-377
Craft and Structure Text Structure	
CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution). E05.B-C.2.1.2	TG U1: 332-333, 372-374, 383-384, 385-387 TG U2: 162-164, 165-167, 224, 225-227, 312-314, 315-317, 372-374, 375-377 TG U3: 182-184, 186-187, 342-344, 345-347 TG U4: 144, 145-147, 344, 345, 372-373
Craft and Structure Vocabulary	
CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.B-V.4.1.1 E05.B-V.4.1.2	TG U1: 312-314, 315-317, 323, 327, 344, 346-347, 353, 363 TG U2: 232-234, 235, 277, 364, 365-367 TG U3: 133, 324, 325-327, 362-363, 364, 365-367 TG U4: 312-313, 314, 315-317, 344

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
Integration of Knowledge and Ideas Diverse Media	
CC.1.2.5.G 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. E05.B-C.3.1.3	TG U1: 253-254, 332-334, 335, 382-384, 385-387 TG U2: 382-384, 385-387 TG U3: 182-184, 308-309, 372, 389 TG U4: 108, 309
Integration of Knowledge and Ideas Evaluating Arguments	
CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1	TG U1: 322-324, 326-327 TG U2: 152-153, 242-244, 246-247, 332-334, 335-337 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
Integration of Knowledge and Ideas Analysis Across Texts	
CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic. E05.B-C.3.1.2 E05.B-C.3.1.3	TG U1: 332-334, 382-384, 386-387 TG U2: 302-304, 305-307 TG U3: 382-384, 385-387 TG U4: 182-184, 185-187, 372-374, 375-377
Vocabulary Acquisition and Use	
CC.1.2.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.B-V.4.1.1 E05.B-V.4.1.2	TG U1: 294, 304, 314, 324, 334, 344, 354, 364, 374, 384 TG U2: 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 314, 324, 334, 344, 354, 364, 374, 384 TG U3: 134, 144, 154, 164, 174, 184, 314, 324, 334, 344, 354, 364, 374, 384 TG U4: 14, 24, 34, 44, 54, 64, 74, 84, 144, 184, 294, 304, 314, 324, 334, 344, 354, 364, 374

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Vocabulary Acquisition and Use	
<p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.B-V.4.1.1</p>	<p>TG U1: 312-314, 315-317, 385, 389, FS6, FS7, FS9, FS10, FS12, FS13, FS17, FS18, FS21, FS22 TG U2: 234, 235, FS3, FS4, FS6, FS7, FS11, FS12, FS12, FS14, FS15, FS16, FS20, FS21, FS22 TG U3: 362-364, 365-367, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS18, FS24 TG U4: 23, 33, 43, 293, 315, 323, 333, FS6, FS8, FS9, FS10, FS11, FS12, FS20, FS23, FS25</p>
Range of Reading	
<p>CC.1.2.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>TG U1: 295, 305, 325 TG U2: 65, 165, 215, 225, 235, 245, 265, 305, 315 TG U3: 135, 165, 325, 335, 345, 355, 375, 385 TG U4: 45, 55, 65, 185, 315, 325, 335</p>
<p>1.3 Reading Literature Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p>	
<p>Key Ideas and Details Theme</p>	
<p>CC.1.3.5.A Determine a theme of a text 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. E05.A-K.1.1.2</p>	<p>TG U1: 42-43, 52-53, 82-84, 92-94, 96-97, 112-113, 132-134, 244, 246-247, 282-284, 286-287 TG U2: 42-43, 46-47, 62-64, 92-94, 96-97, 112-114, 116-117, 142-143 TG U3: 122-124, 126-127, 282-284, 286-288 TG U4: 122-124, 126-127, 152, 222-224, 382-384, 386-387</p>
<p>Key Ideas and Details Text Analysis</p>	
<p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. E05.A-K.1.1.1</p>	<p>TG U1: 124, 125, 144, 145-146, 154, 155-156, 212-213, 242-243 TG U2: 72-73 TG U3: 52-54, 212-214, 215-217 TG U4: 162, 224, 226-227</p>

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Key Ideas and Details Literary Elements	
CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3	TG U1: 12-14, 16-17, 64, 66-67, 122-123, 162-163, 164, 165-167, 222-223 TG U2: 122-124, 125-127, 142-144, 146-147 TG U3: 12-14, 16-17, 52-54, 56-57, 82-84, 86-87, 152-154, 156-157, 222-224, 226-227 TG U4: 112, 114, 116-117, 172-174, 176-177, 212-214, 216-217
Craft and Structure Point of View	
CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1	TG U1: 384 TG U2: 12-14, 16-17, 142-143, 146, 252-254, 256-257, 302-303, 377 TG U3: 384
Craft and Structure Text Structure	
CC.1.3.5.E Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	TG U1: 72-73, 92-93, 252-255, 256-257, 272-274 TG U2: 112-113, 182-184, 185-187 TG U3: 42-44, 46-47, 52, 72-73, 102-104, 106-107, 252-254, 256-257 TG U4: 252-254, 256-257, 282-284, 286-287
Craft and Structure Vocabulary	
CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. E05.A-V.4.1.1 E05.A-V.4.1.2	TG U1: 14, 22-24, 26-27, 84, 86-87, 104, 106-107 TG U2: 54, 56-57, 132-133, 152-154, 156-157 TG U3: 32, 34-35, 62-65, 66-67, 114, 115-117, 122 TG U4: 132-134, 135-137, 164-165, 166-167, 242, 244, 246-247

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Integration of Knowledge and Ideas Sources of Information	
<p>CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>TG U1: 226, 246-247, 213, 226-227, 296-297, 333, 337, 342, 383 TG U2: 22-24, 25-27, 36, 47, 82-84, 85-86, 172-174, 176-177 TG U3: 92-94, 95-97, 104-105, 106-107, 242-244, 245-247, 272-274, 276-277 TG U4: 22-23, 26, 53, 76-77, 254-255, 256-257, 283, 285, 287, 294, 347, 357</p>
Integration of Knowledge and Ideas Text Analysis	
<p>CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. E05.A-C.3.1.1</p>	<p>TG U1: 142-144, 146-147, 172-173, 176-177, 182-183, 186-187 TG U2: 142-144, 146-147 TG U3: 172-174, 176-177, 182-184, 186-187 TG U4: 172-174, 176-177</p>
Vocabulary Acquisition and Use Strategies	
<p>CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools. E05.A-V.4.1.1</p>	<p>TG U1: 13, 43, 385, 389, FS6, FS7, FS9, FS10, FS12, FS13, FS17, FS18, FS21, FS22 TG U2: 33, 132, 133, 135, FS3, FS4, FS6, FS7, FS11, FS12, FS12, FS14, FS15, FS16, FS20, FS21, FS22 TG U3: 163, 165, 262-264, 265-267, 303, FS8, FS9, FS10, FS11, FS12, FS13, FS14, FS15, FS18, FS24 TG U4: 103, 123, 133, 273, 383, FS6, FS8, FS9, FS10, FS11, FS12, FS20, FS23, FS25</p>

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Vocabulary Acquisition and Use	
CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships. E05.A-V.4.1.1 E05.A-V.4.1.2	TG U1: 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, 334, 374, 384 TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 174, 184 TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 154, 164, 174, 184, 214, 214, 224, 234, 244, 254, 264, 274, 284, 294, 304, 344, 374, 384 TG U4: 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 344, 374, 384
Range of Reading	
CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	TG U1: 15, 35, 65, 85, 95, 125, 145, 175, 215, 225, 235, 255, 275, 315, 335 TG U2: 35, 45, 15, 95, 55, 135, 145, 275, 295, 375 TG U3: 15, 25, 45, 55, 75, 85, 225, 245, 255, 265, 275, 295 TG U4: 15, 25, 95, 155, 235
1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/Explanatory	
CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG U1: 268-270, 348-350, 358-360, 368-370, 392-399 TG U2: 218-220, 268-270, 278-280, 298-300, 338-340, 392-399 TG U3: 228-230 TG U4: 18-20, 28-30, 38-40, 118-120, 308-310

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Pennsylvania Core Standards for English Language Arts	ReadyGEN, ©2016 Grade 5
Informative/Explanatory Focus	
CC.1.4.5.B Identify and introduce the topic clearly. E05.C.1.2.1 E05.E.1.1.1	TG U1: 218-220, 228-230, 328-330, 338-340, 392-399 TG U2: 218-220, 228-230, 268-270, 298-300, 328-330, 392-399 TG U3: 218-220, 228-230, 278-280, 328-330, 392-399 TG U4: 28-30, 308-310
Informative/Explanatory Content	
CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. E05C.1.2.2 E05E.1.1.2	TG U1: 238-240, 248-250, 258-260, 268-270, 392-399 TG U2: 238-240, 248-250, 392-399 TG U3: 238-240, 248-250, 258-260, 392-399 TG U4: 18-20, 38-40, 108-110, 318-320
Informative/Explanatory Organization	
CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6	TG U1: 218-220, 228-230, 278-280, 288-290, 328-330, 338-340, 392-399 TG U2: 218-220, 228-230, 268-270, 278-280, 288-290, 298-300, 328-330, 392-399 TG U3: 218-220, 228-230, 268-270, 278-280, 298-300, 328-330, 392-399 TG U4: 28-30, 308-310, 318-320
Informative/Explanatory Style	
CC.1.4.5.E Write with an awareness of style.	TG U1: 238-240, 248-250, 258-260, 268-270, 392-399 TG U2: 238-240, 248-250, 392-399 TG U3: 238-240, 248-250, 258-260, 392-399 TG U4: 18-20, 38-40, 108-110, 318-320

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<ul style="list-style-type: none"> ▪ Use precise language and domain-specific vocabulary to inform about or explain the topic. 	<p>TG U1: 258-260, 338-340, 348-350, 392-399 TG U2: 258-260, 348-350, 392-399 TG U3: 268-270, 392-399 TG U4: 318-320</p>
<ul style="list-style-type: none"> ▪ Use sentences of varying length. <p>E05.C.1.2.4 E05.C.1.2.5 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5</p>	<p>TG U2: 180, 181 TG U3: 320, 321, 330, 331</p>
Informative/Explanatory Conventions of Language	
<p>CC.1.4.5.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5</p>	<p>TG U1: 220, 221, 230, 231, 280, 281, 290, 291, 330, 331, 340, 341, 392-399 TG U2: 180, 181, 220, 221, 230, 231, 270, 271, 280, 281, 290, 291, 300, 301, 330, 331, 392-399 TG U3: 220, 221, 230, 231, 270, 271, 280, 281, 300, 301, 330, 331, 392-399 TG U4: 30, 31, 310, 311, 320, 321</p>
Opinion/Argumentative	
<p>CC.1.4.5.G Write opinion pieces on topics or texts.</p>	<p>TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 18-20, 38-40, 58-60, 118-120, 192-199, 388-390 TG U3: 108-110, 118-120, 378-380, 388-390 TG U4: 48-50, 68-70, 98-100, 128-130, 258-260</p>

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Opinion/ Argumentative Focus	
CC.1.4.5.H Introduce the topic and state an opinion on the topic. E05.C.1.1.1 E05.E.1.1.1	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 48-50, 68-70, 148-150, 192-199 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392-399
Opinion/ Argumentative Content	
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources. E05.C.1.1.2 E05.E.1.1.2	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 18-20, 38-40, 78-80, 188-190 TG U3: 108-110, 378-380, 388-390 TG U4: 178-180, 248-250, 268-270, 392-399
Opinion/ Argumentative Organization	
CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion. E 05.C.1.1.1 E 05.C.1.1.3 E 05.C.1.1.5 E05.E.1.1.1 E 05.E.1.1.3 E 05.E.1.1.6	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 48-50, 68-70, 88-90, 98-100, 148-150, 188-190, 192-199, 388-390 TG U3: 108-110, 118-120, 378-380, 390 TG U4: 48-50, 68-70, 88-90, 98-100, 218-220, 238-240, 278-280, 288-290, 392-399
Opinion/ Argumentative Style	
CC.1.4.5.K Write with an awareness of style.	TG U1: 108-110, 118-120, 378-380, 388-390 TG U2: 48-50, 68-70, 148-150, 192-199 TG U3: 108-110, 118-120, 378-380 TG U4: 48-50, 68-70, 218-220, 238-240, 392-399
<ul style="list-style-type: none"> ▪ Use sentences of varying length. 	TG U2: 20, 21, 30, 31, 90, 91, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161, TG U4: 90, 91

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<ul style="list-style-type: none"> ▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.1.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4 E05.E.1.1.4 E05.E.1.1.5	TG U2: 20, 21, 30, 31, 40, 41, 60, 61, 90, 91, 120, 121, 130, 131, 140, 141, 150, 151, 160, 161 TG U4: 90, 91
Opinion/ Argumentative Conventions of Language	
CC.1.4.5.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5	TG U1: 110, 111, 120, 121, 380, 381, 390, 391 TG U2: 50, 51, 70, 71, 90, 91, 100, 101, 150, 151, 190, 191, 199, 390, 391 TG U3: 110, 111, 120, 121, 380, 381, 390, 391 TG U4: 50, 51, 70, 71, 90, 91, 100, 101, 220, 221, 240, 241, 280, 281, 290, 291, 392-399
Narrative	
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	TG U1: 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 38-40, 48-50, 128-130
Narrative Focus	
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters. E05C.1.3.1	TG U1: 48-50, 58-60, 68-70, 78-80, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 48-50, 192-199

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Narrative Content	
CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. E05.C.1.3.2 E05.C.1.3.4	TG U1: 48-50, 58-60, 78-80, 88-90, 98-100, 128-130, 138-140, 192-199 TG U3: 38-40, 58-60, 68-70, 78-80, 88-90, 98-100, 138-140, 148-150, 192-199
Narrative Organization	
CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events. E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5	TG U1: 48-50, 58-60, 68-70, 78-80, 98-100, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 48-50, 98-100, 138-140, 148-150, 192-199
Narrative Style	
CC.1.4.5.Q Write with an awareness of styles.	TG U1: 48-50, 68-70, 98-100, 128-130, 138-140, 148-150, 192-199 TG U3: 18-20, 28-30, 38-40, 48-50, 128-130
<ul style="list-style-type: none"> ▪ Use sentences of varying length. 	TG U3: 90, 91, 150, 196
<ul style="list-style-type: none"> ▪ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. E05.C.1.3.4 E05.D.2.1.1 E05.D.2.1.2 E05.D.2.1.3 E05.D.2.1.4	TG U1: 80, 81, 148-150 TG U3: 90, 91, 150, 196

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Narrative Conventions of Language	
CC.1.4.5.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5	TG U1: 50, 51, 60, 61, 70, 71, 80, 81, 100, 101, 130, 131, 140, 141, 150, 151, 158-160, 192-199 TG U3: 20, 21, 30, 31, 40, 41, 50, 51, 60, 61, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 192-199
Response to Literature	
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts. E 05.E.1.1.1 E 05.E.1.1.2 E 05.E.1.1.3 E 05.E.1.1.4 E 05.E.1.1.5 E 05.E.1.1.6	TG U1: 18-20, 28-30, 38-40, 238-240, 248-250, 298-300, 308-310, 318-320 TG U2: 18-20, 28-30, 38-40, 58-60, 68-70, 298-300, 378-380 TG U3: 108-110, 118-120, 178-180, 188-190, 238-240, 318-320, 378-380, 388-390, TG U4: 18-20, 38-40, 108-110, 118-120
Production and Distribution of Writing Writing Process	
CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	TG U1: 128-130, 148-150, 158-160, 328-330, 348-350, 358-360 TG U2: 78-80, 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 TG U3: 128-130, 148-150, 158-160, 195, 328-330, 348-350, 358-360, 395 TG U4: 128-130, 148-150, 158-160, 178-180, 188-190, 248-250, 298-300, 328-330, 358-360, 368-370

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Technology and Publication	
<p>CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p>TG U1: 30, 50, 130, 140, 150, 160, 170, 194, 198, 240, 260, 300, 330, 370 TG U2: 50, 80, 90, 100, 130, 150, 170, 194, 198, 230, 260, 310, 320, 390, 394, 398 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>
Conducting Research	
<p>CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>TG U1: 178-180, 188-190, 308-310 TG U2: 178-180, 308-310, 328-330 TG U3: 178-180, 188-190, 238-240, 248-250, 308-310, 392-399 TG U4: 108-110, 118-120, 308-310, 318-320</p>
Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>TG U1: 178-180, 188-190, 248-250, 308-310, 318-320 TG U2: 178-180, 308-310, 318-320, 378-380 TG U3: 178-180, 238-240, 248-250, 288-290, 308-310 TG U4: 58-60, 108-110, 228-230, 308-310, 318-320</p>

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Range of Writing	
<p>CC.1.4.5.X 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>	<p>This objective is addressed throughout the text. See the following: TG U1: 38-40, 68-70, 88-90, 108-110, 118-120, 192-199, 218-220, 238-240, 258-260, 288-290, 298-300, 318-320, 348-350, 378-380 TG U2: 18-20, 48-50, 98-100, 128-130, 158-160, 192-199, 228-230, 248-250, 268-270, 298-300, 308-310, 328-330, 358-360, 368-370, 392-399 TG U3: 28-30, 58-60, 78-80, 138-140, 168-170, 192-199, 218-220, 238-240, 258-260, 278-280, 298-300, 318-320, 338-340, 368-370, 378-380 TG U4: 18-20, 48-50, 88-90, 128-130, 148-150, 192-199, 228-230, 248-250, 268-270, 288-290, 328-330, 348-350, 378-380, 392-399</p>
<p>1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
Comprehension and Collaboration Collaborative Discussion	
<p>CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>This objective is addressed throughout the text. See the following: TG U1: 14, 34, 54, 74, 164, 184, 224, 254, 284, 314, 344, 364 TG U2: 14, 34, 54, 74, 104, 114, 214, 244, 264, 294, 324, 344, 364 TG U3: 14, 34, 54, 84, 114, 174, 214, 254, 284, 324, 374 TG U4: 44, 74, 124, 154, 174, 224, 254, 294, 304, 314, 324, 334</p>
Comprehension and Collaboration Critical Listening	
<p>CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>TG U1: 32, 82, 92, 102, 112, 142, 172, 182, 352, 362, 383 TG U2: 63, 64, 65-67, 83, 132, 162, 172 TG U3: 20, 170, 304, 370, 398 TG U4: 12, 77, 102, 152, 286, 327, 382</p>

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Comprehension and Collaboration Evaluating Information	
CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	TG U1: 110, 120, 369, 380, 390 TG U2: 50, 70, 80, 140, 370, 390, 398 TG U3: 110, 120, 378, 380, 398 TG U4: 50, 90, 140, 160, 169-170, 198, 250, 350, 360, 379
Presentation of Knowledge and Ideas Purpose, Audience, and Task	
CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	TG U1: 70, 120, 130, 198, 250, 369, 380, 390, 398 TG U2: 30, 50, 60, 170, 198, 250, 290, 310, 368-370, 390, 398 TG U3: 110, 120, 198, 369, 380, 390, 398 TG U4: 50, 60, 80, 120, 130, 170, 180, 198, 230, 320, 340, 379, 398
Presentation of Knowledge and Ideas Context	
CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	TG U1: 369 TG U2: 368, 369 TG U3: 149, 369 TG U4: 259, 378, 379, 398
Integration of Knowledge and Ideas Multimedia	
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	TG U1: 50, 70, 140, 194, 198, 270, 330, 370, 394, 398 TG U2: 168-170, 194, 198, 328-330, 368-370, 392-394, 398 TG U3: 168-170, 198, 278-280, 398 TG U4: 198, 378, 393-394, 368-370, 398
Conventions of Standard English	
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	TG U1: 30, 90, 100, 160, 170, 190, 240, 290, 320, 340, 370, 380 TG U2: 20, 30, 40, 70, 90, 140, 230, 240, 250, 260, 270 TG U3: 20, 30, 40, 50, 60, 70, 90, 100, 110, 120, 140, 230, 250 TG U4: 20, 30, 40, 50, 70, 80, 110, 130, 220, 240, 250, 280