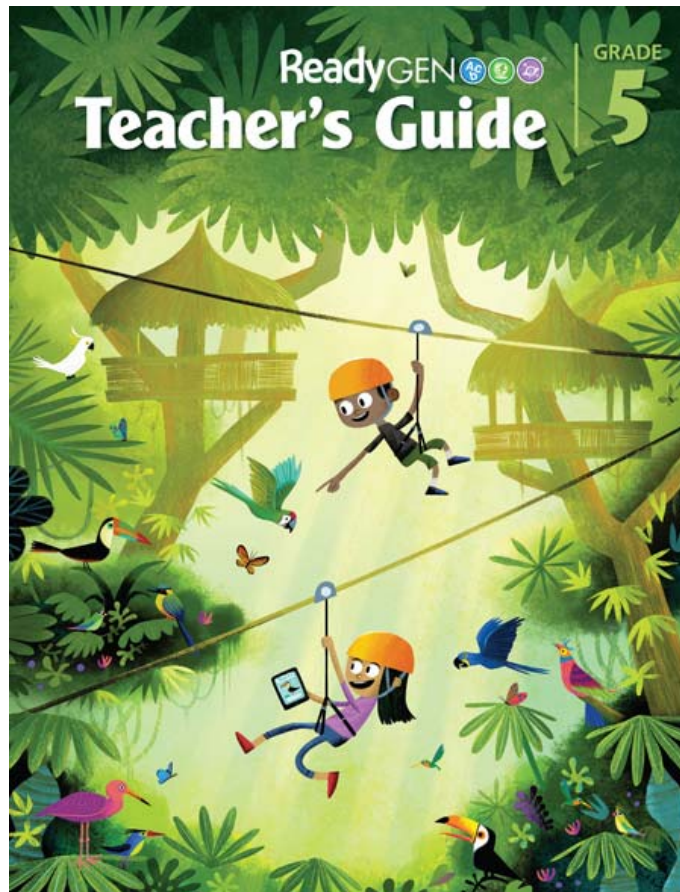


A Correlation of



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To the

South Carolina

**College and Career Ready Standards
for English Language Arts
Grade 5**

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Introduction

This document demonstrates how **ReadyGEN, ©2016** meets the *South Carolina College and Career Ready 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 integrated 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

- Puts a library of 12 authentic trade books in the hands of every child.

BUILT WITH THE RESULTS IN MIND

- Back-mapped for success to ensure that activities are driven by rigorous standards.

BROADENS ACCESSIBILITY TO COMPLEX TEXTS AND TASKS

- Point-of-use scaffolds, strategic support, and individualized intervention accelerates learning for all.

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GRADE FIVE	
Inquiry-Based Literacy Standards (I)	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	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
Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	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
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320 TG U4: 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359

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Standard 4: Synthesize information to share learning and/or take action.	
4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	<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>
4.2 Reflect on findings to build deeper understanding and determine next steps.	<p>TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310</p> <p>TG U2: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320</p> <p>TG U3: 178, 179, 180, 188, 189, 190, 238, 239, 240, 248, 249, 250, 308, 309, 310</p> <p>TG U4: 108, 109, 110, 128, 129, 130, 180, 296, 308, 309, 310, 319</p>
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	<p>TG U1: 180, 190, 310</p> <p>TG U2: 180, 190, 310, 320</p> <p>TG U3: 180, 190, 240, 250, 310</p> <p>TG U4: 110, 130, 180, 298, 310, 320</p>
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Acknowledge and value individual and collective thinking.	<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>

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5.2 Employ past learning to monitor and assess current learning to guide inquiry.	Supporting Content: TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320 TG U4: 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	TG U1: 178, 179, 180, 188, 189, 190, 308, 309, 310, 318, 319, 320 TG U2: 178, 179, 180, 308, 309, 310, 318, 319, 320 TG U3: 178, 179, 180, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320 TG U4: 58, 59, 70, 78, 79, 109, 110, 118, 119, 120, 192, 228, 229, 230, 249, 269, 308, 309, 310, 318, 320, 339, 358, 359
Reading –Literary Text (RL)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
<i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards..</i>
<i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.	<i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards..</i>

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<p>1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p>2.1 Students are expected to build upon and continue applying previous learning. Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.2 Students are expected to build upon and continue applying previous learning. Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.3 Students are expected to build upon and continue applying previous learning. Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Students are expected to build upon and continue applying previous learning.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning.</p>	<p>3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
<p>4.1 Students are expected to build upon and continue applying previous learning. Grade 2 Read grade-level text with purpose and understanding.</p>	<p>4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>4.2 Students are expected to build upon and continue applying previous learning. Grade 3 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.</p>	<p>4.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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Meaning and Context (MC) Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.	TG U1: 124, 126, 127, 154, 155, 212, 213, 214, 216, 217, 242, 243 TG U2: 13, 23, 33, 36, 37, 43, 53, 63, 73, 83, 93, 103, 113, 123, 133, 136, 137, 143, 173, 183 TG U3: 13, 17, 27, 33, 47, 53, 63, 83, 87, 93, 103, 107, 117, 123, 173, 183, 212, 213, 214, 215, 216, 217, 236, 267, 277, 293 TG U4: 93, 103, 113, 123, 136, 137, 153, 162, 163, 173, 213, 223, 233, 236, 237, 243, 253, 263, 273, 283, 373, 383
<i>5.2 Students are expected to build upon and continue applying previous learning.</i> Grade 2 Make predictions before and during reading; confirm or modify thinking.	<i>5.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Determine and analyze the development of a theme within a text; summarize using key details.	TG U1: 13, 22, 23, 42, 43, 46, 47, 52, 53, 54, 55, 56, 57, 62, 63, 72, 233, 244, 245, 246, 247, 276, 277, 282, 283, 284, 286, 287, 292 TG U2: 12, 13, 32, 42, 43, 44, 45, 47, 62, 63, 64, 65, 66, 67, 72, 83, 85, 92, 94, 95, 96, 97, 112, 113, 114, 115, 116, 117, 123, 132, 142 TG U3: 13, 16, 17, 62, 63, 122, 123, 124, 125, 126, 127, 172, 173, 174, 175, 176, 177, 282, 283, 284, 285, 286, 287, 293 TG U4: 93, 103, 104, 106, 107, 126, 152, 153, 157, 163, 182, 222, 285, 287, 382, 383, 384, 385, 386, 387

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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.	<p>TG U1: 142, 143, 146, 147, 172, 173, 174, 176, 177, 182, 183, 184, 186, 187, 372-373, 374, 376, 377</p> <p>TG U2: 105, 122-123, 124, 126, 127, 142, 143, 144, 146, 147, 172-173, 174, 176, 177, 182</p> <p>TG U3: 12-13, 14, 16, 17, 152, 153, 154, 155, 156, 157, 172-173, 174, 176, 177, 182-183, 184, 186, 187, 222-223, 224, 226, 227, 342-343, 344, 346, 347, 372-373, 374, 376, 377</p> <p>TG U4: 112-113, 114, 116, 117, 172-173, 174, 176, 177, 182, 183, 184, 186, 187, 212-213, 214, 216, 217, 237</p>
7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.	<p>TG U1: 142, 143, 146, 147, 172, 173, 176, 177, 182, 183, 186, 187</p> <p>TG U2: 105, 142, 143, 144, 145, 146, 147, 182</p> <p>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</p> <p>TG U4: 172, 176, 182, 183, 184, 185, 186, 187, 237</p>
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Cite evidence within text to:	
a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and,	<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>

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b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.	<p>TG U1: 42-43, 44, 46, 47, 52-53, 54, 56, 57, 152-153, 154, 156, 157, 212-213, 214, 216, 217, 222-223, 224, 226, 227, 252-253, 254, 256, 257</p> <p>TG U2: 12-13, 14, 16, 17, 42-43, 44, 46, 47, 102-103, 104, 106, 107, 112-113, 114, 116, 117</p>
Language, Craft, and Structure (LCS)	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Cite examples of the author’s use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.	<p>TG U1: 12, 22, 23, 27, 32, 33, 43, 52, 53, 62, 63, 72, 73, 82, 83, 84, 85, 86, 87, 92, 93, 102, 104, 108, 112, 113, 122, 124, 125, 126, 132, 133, 142, 147, 152, 153, 162, 163, 172, 182, 193, 213, 267, 374, 375, 383, TR51</p> <p>TG U2: 43, 53, 73, 83, 113, 123, 147</p> <p>TG U3: 13, 22, 23, 33, 34, 53, 56, 63, 64, 65, 66, 67, 73, 114, 116, 117, 122, 162, 163, 172, 173, 182, 184, 237, 277, 283, 287, 295, 296, 297, 344, FS12, FS13, TR50, TR51</p> <p>TG U4: 104, 105, 106, 107, 127, 134, 135, 137, 157, 163, 164, 165, 166, 167, 212, 217, 223, 227, 233, 243, 277, 347, 383, TR49, TR50, TR51, TR56</p>
9.2 Analyze and cite examples of how the author’s choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.	<p>TG U1: 22-23, 24, 26, 27, 72-73, 74, 76, 77, 82-83, 84, 86, 87, 102-103, 104, 106, 107, 122-123, 124, 126, 127</p> <p>TG U2: 52-53, 54, 56, 57, 72-73, 74, 76, 77, 132-133, 134</p> <p>TG U3: 32-33, 34, 36, 37, 62-63, 64, 66, 67, 112-113, 114, 116, 117, 232-233, 234, 292-293, 294, 296, 297</p> <p>TG U4: 102-103, 104, 106, 107, 132-133, 134, 162-163, 164, 166, 167, 242-243, 244, 246, 247</p>

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Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.	<p>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</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 174, 184</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 304, 344, 374</p> <p>TG U4: 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 384</p>
10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	<p>TG U1: 62, 72, 82, 92, 102, FS5–FS7</p> <p>TG U3: 62, 72, 82, 92, 93, 102, 112, 113, 122, 262, 272, 282, 292, 302, 372, FS5–FS7, FS8–FS9, FS17–FS19, FS24–FS25</p> <p>TG U4: 92, 102, FS17–FS19</p>
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	10.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words	10.4 <i>Students are expected to continue to build upon concepts learned previously according to the South Carolina English Language Arts Standards.</i>
10.5 <i>Students are expected to build upon and continue applying previous learning.</i>	10.5 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.	<p>TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 154, 162, 164, 172, 174, 182, 184, 214, 224, 234, 244, 254, 264, 274, 284, FS11, FS12, FS13, TR28</p> <p>TG U2: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 134, 144, 172, 174, 182, 184, FS12, FS13, TR28</p> <p>TG U3: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 124, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 304, 344, 374, TR28</p> <p>TG U4: 94, 104, 114, 124, 134, 144, 154, 164, 174, 184, 214, 224, 234, 244, 254, 264, 274, 284, 384, TR28</p>
Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.	
11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.	<p>TG U1: 32, 33, 34, 54, 76, 152, 153, 154, 244</p> <p>TG U2: 13, 14, 17, 117</p> <p>TG U3: 17, 22, 23, 24, 25, 26, 27</p> <p>TG U4: 92, 93, 94, 95, 96, 97, 142, 143, 154, 155, 156, 157, 217, 232, 233, 235</p>
<i>11.2 Students are expected to build upon and continue applying concepts learned previously.</i>	<i>11.2 Students are expected to build upon and continue applying concepts learned previously according to the South Carolina English Language Arts Standards</i>
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.	<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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12.2 Compare how different crafted text structures contribute to meaning and impact the reader.	<p>TG U1: 42-43, 44, 46, 47, 162-163, 164, 166, 167, 232-233, 234, 252-253, 254, 256, 257, 372-373, 374, 376, 377</p> <p>TG U2: 32-33, 34</p> <p>TG U3: 162-163, 164, 166, 167, 182-183, 184, 186, 187, 252-253, 254, 256, 257, 302-303, 304, 306, 307</p> <p>TG U4: 342-343, 344, 346, 347</p>
<p>Range and Complexity (RC) Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
13.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287</p> <p>TG U2: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 172, 176, 177, 182, 186, 187</p> <p>TG U3: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 302, 306, 307, 342, 346, 347, 372, 376, 377</p> <p>TG U4: 92, 96, 97, 102, 106, 107, 112, 116, 117, 122, 126, 127, 132, 136, 137, 142, 146, 147, 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 382, 386, 387</p>

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13.2 Read independently for sustained periods of time to build stamina.	<p>TG U1: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285</p> <p>TG U2: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 135, 145, 175, 185</p> <p>TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 305, 345, 375</p> <p>TG U4: 95, 105, 115, 125, 135, 145, 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 385</p>
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284</p> <p>TG U2: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 172, 173, 174, 182, 183, 184</p> <p>TG U3: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 302, 303, 304, 342, 343, 344, 372, 373</p> <p>TG U4: 92, 93, 94, 102, 103, 104, 112, 113, 114, 122, 123, 124, 132, 133, 134, 142, 143, 144, 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 382, 383, 384</p>

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Reading –Informational Text (RI)	
Principles of Reading (P)	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
<p><i>1.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Recognize the distinguishing features of a sentence.</p>	<p><i>1.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.2 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<p><i>1.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.3 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Understand that words are separated by spaces in print.</p>	<p><i>1.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>1.4 Students are expected to build upon and continue applying previous learning.</i> Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><i>1.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
<p><i>2.1 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Distinguish long from short vowel sounds in spoken single-syllable words.</p>	<p><i>2.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>2.2 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Orally produce single-syllable words by blending sounds including consonant blends in spoken words.</p>	<p><i>2.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>2.3 Students are expected to build upon and continue applying previous learning.</i> Grade 1 Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p>	<p><i>2.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

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<p>2.4 Students are expected to build upon and continue applying previous learning. Grade 1 Segment spoken single-syllable words into their complete sequence of individual sounds.</p>	<p>2.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>2.5 Students are expected to build upon and continue applying previous learning. Kindergarten Add or substitute individual sounds in simple, one-syllable words to make new words.</p>	<p>2.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
<p>3.1 Students are expected to build upon and continue applying previous learning.</p>	<p>3.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.2 Students are expected to build upon and continue applying previous learning. Grade 2 Use knowledge of how syllables work to read multisyllabic words.</p>	<p>3.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.3 Students are expected to build upon and continue applying previous learning. Grade 2 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.</p>	<p>3.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.4 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of vowel diphthongs.</p>	<p>3.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.5 Students are expected to build upon and continue applying previous learning. Grade 2 Use and apply knowledge of how inflectional endings change words.</p>	<p>3.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>
<p>3.6 Students are expected to build upon and continue applying previous learning.</p>	<p>3.6 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</p>

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Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Students are expected to build upon and continue applying previous learning. Grade 1 Read grade-level text with purpose and understanding.	4.1 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
4.2 Students are expected to build upon and continue applying previous learning.	4.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
4.3 Students are expected to build upon and continue applying previous learning. Grade 1 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
Meaning and Context (MC)	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Quote accurately from a text to analyze meaning in and beyond the text.	TG U1: 36, 136, 312, 313, 352, 353 TG U2: 153, 156, 157, 163, 213, 216, 222, 223, 233, 236, 237, 243, 253, 263, 273, 283, 293, 303, 313, 323, 333, 336, 337, 343, 353 TG U3: 143, 147, 157, 183, 313 TG U4: 12, 13, 14, 15, 17, 23, 26, 33, 36, 37, 43, 53, 63, 73, 83, 293, 303, 312, 313, 314, 317, 323, 333, 336, 337, 363
5.2 Students are expected to build upon and continue applying previous learning. Grade 2 Make predictions before and during reading; confirm or modify thinking.	5.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Summarize a text with two or more central ideas; cite key supporting details.	TG U1: 362, TR3, TR4-TR5, TR7, TR10 TG U2: 172, 179, 180, 182, 210, 234, 246, 289, 290, 332, 342, 352, 362, TR3, TR4-TR5, TR7, TR10 TG U3: 180, 210, 337, TR3, TR4-TR5, TR7, TR10 TG U4: 72, 77, 327, TR3, TR4-TR5, TR7, TR10

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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	TG U1: 334, 382, 383, 384, 386, 387 TG U2: 302, 303, 304, 305, 306, 307 TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387 TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377
Language, Craft, and Structure (LCS)	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Analyze how the author uses words and phrases to shape and clarify meaning.	TG U1: 342-343, 344, 346, 347 TG U2: 152-153, 154, 156, 157, 232-233, 234, 236, 237, 362-363, 364, 366, 367, TG U3: 322-323, 324, 326, 327, 352-353, 354, 356, 357, 362-363, 364, 366, 367 TG U4: 32-33, 34, 312-313, 314, 316, 317
8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.	TG U1: 312-313, 314, 316, 317, 362-363, 364, 366, 377, 382-383, 384, 386, 317 TG U2: 342-343, 344, 346, 347 TG U3: 182-183, 184, 186, 187, 312-313, 314, 316, 317, 352-353, 354, 356, 357
Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Use the overall meaning of a text or word’s position or function to determine the meaning of a word or phrase.	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, 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
9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	TG U2: 212, 222, 232, 242, 252, FS14–FS16 TG U3: 132, 142, 152, 262, 362, 372, FS10, FS23 TG U4: 52, 72, 82, FS5–FS7, FS19

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9.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.	9.3 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	9.4 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
9.5 <i>Students are expected to build upon and continue applying previous learning.</i>	9.5 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Compare and contrast a primary and secondary account of the same event or topic.	TG U1: 334, 382, 383, 384, 386, 387 TG U2: 302, 303, 304, 305, 306, 307 TG U3: 342, 343, 344, 345, 346, 347, 382, 383, 384, 385, 386, 387 TG U4: 182, 183, 184, 185, 186, 187, 292, 342, 372, 373, 374, 375, 376, 377
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.	TG U1: 352-353, 354, 356, 357, 362-363, 364, 366, 367, 372-373, 374, 376, 377 TG U2: 152-153, 154, 156, 157, 182-183, 184, 186, 187, 222-223, 224, 226, 227, 312-313, 314, 316, 317, 372-373, 374, 376, 377 TG U3: 182-183, 184, 186, 187, 312-313, 314, 316, 317, 342-343, 344, 346, 347 TG U4: 32-33, 34, 36, 37, 142-143, 144, 146, 147, 342-343, 344, 346, 347

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11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.	<p>TG U1: 324, 325, 326, 327, 332</p> <p>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</p> <p>TG U3: 322, 323, 324, 332, 333, 334, 335, 336, 337, 352, 353, 354, 355, 356, 357</p> <p>TG U4: 27, 32, 33, 36, 42, 43, 44, 46, 47, 52, 53, 54, 55, 56, 57, 292, 293, 294, 332, 333, 334, 335, 336, 337</p>
<p>Range and Complexity Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.</p>	
12.1 Engage in whole and small group reading with purpose and understanding.	<p>TG U1: 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U2: 152, 156, 157, 162, 166, 167, 172, 176, 177, 182, 186, 187, 212, 216, 217, 222, 226, 227, 232, 236, 237, 242, 246, 247, 252, 256, 257, 262, 266, 267, 272, 276, 277, 282, 286, 287, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U3: 132, 136, 137, 142, 146, 147, 152, 156, 157, 182, 186, 187, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367, 372, 376, 377, 382, 386, 387</p> <p>TG U4: 12, 16, 17, 22, 26, 27, 32, 36, 37, 42, 46, 47, 52, 56, 57, 62, 66, 67, 72, 76, 77, 82, 86, 87, 142, 146, 147, 182, 186, 187, 292, 296, 297, 302, 306, 307, 312, 316, 317, 322, 326, 327, 332, 336, 337, 342, 346, 347, 352, 356, 357, 362, 366, 367</p>

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12.2 Read independently for sustained periods of time.	<p>TG U1: 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U2: 155, 165, 175, 185, 215, 225, 235, 245, 255, 265, 275, 285, 295, 305, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U3: 135, 145, 155, 185, 315, 325, 335, 345, 355, 365, 375, 385</p> <p>TG U4: 15, 25, 35, 45, 55, 65, 75, 85, 145, 185, 295, 305, 315, 325, 335, 345, 355, 365</p>
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>TG U1: 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 382, 383, 384</p> <p>TG U2: 152, 153, 154, 162, 163, 164, 172, 173, 174, 182, 183, 184, 212, 213, 214, 222, 223, 224, 232, 233, 234, 242, 243, 244, 252, 253, 254, 262, 263, 264, 272, 273, 274, 282, 283, 284, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U3: 132, 133, 134, 142, 143, 144, 152, 153, 154, 182, 183, 184, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364, 372, 373, 374, 382, 383, 384</p> <p>TG U4: 12, 13, 14, 22, 23, 24, 32, 33, 34, 42, 43, 44, 52, 53, 54, 62, 63, 64, 72, 73, 74, 82, 83, 84, 142, 143, 144, 182, 183, 184, 292, 293, 294, 302, 303, 304, 312, 313, 314, 322, 323, 324, 332, 333, 334, 342, 343, 344, 352, 353, 354, 362, 363, 364</p>
Writing (W)	
Meaning, Context, and Craft (MCC)	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Write arguments that:	
a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer’s purpose;	<p>TG U2: 48, 49, 50, 58, 59, 60, 68, 69, 70, 128, 129, 130, 138, 139, 140</p> <p>TG U4: 48, 49, 50, 68, 69, 70, 78, 79, 80, 128, 129, 130, 218, 220, 228, 229, 230, 238, 239, 240, 288, 289, 290, 328, 329, 330, 338, 339, 340</p>

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b. use information from multiple print and multimedia sources;	TG U2: 58-60, 178-180, 188-190 TG U4: 58-60, 108-110, 189, 228-230, 308-310, 319, 320
c. provide logically ordered reasons supported by relevant 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
d. use transitional words, phrases, and clauses to connect claim and reasons;	TG U2: 59, 70, 88, 89, 90, 148, 149, 150 TG U4: 88, 89, 90, 148, 149, 150, 218, 238, 278, 279, 280
e. develop and strengthen writing as needed by planning, revising, editing, rewriting;	TG U2: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 78, 79, 80, 81, 88, 89, 90, 91, 98, 99, 100, 101, 108, 109, 110, 111, 118, 119, 120, 121 TG U4: 18, 19, 20, 21, 48, 49, 50, 51, 58, 59, 60, 61, 68, 69, 70, 71, 108, 109, 110, 111, 239, 240, 241, 248, 249, 250, 251, 288, 289, 290, 291, 298, 299, 300, 301, 338, 339, 340, 341
f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and	TG U2: 79, 80, 178-180 TG U4: 58-60, 109, 110, 118-120, 309, 310, 318
g. provide a concluding statement or section related to the claim presented.	TG U2: 59, 98, 99, 100 TG U4: 98, 99, 100, 169, 218, 239, 288, 289, 290, 298, 299, 300, 328
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Write informative/explanatory texts that:	
a. introduce a topic clearly;	TG U1: 218, 219, 220, 228, 229, 230, 318, 319, 320, 328, 329, 330, 338, 339, 340, 378, 379, 380, 392 TG U2: 218, 219, 220, 228, 229, 230, 268, 269, 270, 328, 329, 330, 339 TG U3: 218, 219, 220, 228, 229, 230, 278, 279, 280, 328, 329, 330, 338, 339, 340, 368, 369, 370, 378, 379, 380, 392

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b. use relevant information from multiple print and multimedia sources;	TG U1: 308, 309, 310 TG U2: 219, 220, 268, 269, 270, 308, 309, 310, 318, 319, 320 TG U3: 211, 238, 239, 240, 248, 249, 250, 288, 289, 290, 308, 309, 310, 318, 319, 320, 394 TG U4: 211
c. provide a general observation and focus;	TG U1: 218, 219, 220 TG U2: 218, 219, 220 TG U3: 338, 339, 340, 393,
d. group related information logically;	TG U1: 228, 229, 230, 318, 319, 320, 378, 379, 380, 388, 389, 390 TG U2: 228, 229, 230, 388, 389, 390 TG U3: 228, 229, 230, 258, 259, 260, 298, 299, 300, 378, 379, 380, 388, 389, 390
e. use credible sources;	TG U1: 239, 240, 309, 310 TG U2: 308, 309, 310, 318, 319, 320 TG U3: 238, 239, 240, 248, 249, 250, 308, 309, 310, 318, 319, 320
f. include formatting, illustrations, and multimedia to aid comprehension;	TG U1: 211, 268, 269, 270, 298, 299, 300, 328, 329, 330, 338, 339, 340, 349, 350, 369, 370, 398 TG U2: 298, 299, 300, 323, 329, 330, 338, 339, 340, 349, 350 TG U3: 211, 278, 279, 280, 328, 329, 330, 338, 339, 340, 348, 349, 350, 394
g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;	TG U1: 238, 239, 240, 248, 249, 250, 258, 259, 260, 268, 269, 270, 338, 339, 340, 378, 379, 380, 388, 389, 390, 392 TG U2: 238, 239, 240, 248, 249, 250, 258, 259, 260, 339, 340 TG U3: 238, 239, 240, 248, 249, 250, 258, 259, 260, 288, 289, 300, 308, 309, 310, 318, 319, 320, 388, 389, 390, 392

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h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	<p>TG U1: 218, 219, 220, 221, 228, 229, 230, 231, 268, 269, 270, 271, 278, 279, 280, 281, 370, 371, 378, 379, 380, 381, 388, 389, 390, 392-399</p> <p>TG U2: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 340, 348, 349, 350, 351, 358, 359, 360, 361, 368, 369, 370, 371, 378, 379, 380, 381</p> <p>TG U3: 218, 219, 220, 221, 228, 229, 230, 231, 238, 239, 240, 241, 248, 249, 250, 251, 340, 341, 348, 349, 350, 351, 358, 359, 360, 361, 368, 369, 370, 371, 378, 379, 380, 381</p>
i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism;	<p>TG U1: 238, 239, 240, 308, 318, 319, 320</p> <p>TG U2: 238, 239, 240, 289, 290, 349, 350</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 289, 290</p>
j. link ideas within and across categories of information using words, phrases, and clauses;	<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>
k. use precise language and domain-specific vocabulary to inform 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>
l. develop a style and tone authentic to the purpose; and	<p>TG U1: 248-250, 258-260, 338-340, 348-350</p> <p>TG U2: 258-260, 268-270, 338-340, 348-350</p> <p>TG U3: 268-270, 278-280, 338-340, 348-350</p>
m. 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>

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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:	
a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences;	TG U1: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192 TG U3: 18, 19, 20, 28, 29, 30, 38, 39, 40, 48, 49, 50, 58, 59, 60, 68, 168, 169, 170, 178, 179, 180, 188, 189, 190, 192
b. orient the reader by establishing a situation and introducing a narrator and/or characters;	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
c. 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
d. use dialogue, pacing, and manipulation of time 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
e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others;	TG U1: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 168, 169, 170, 171, 178, 179, 180, 181, 188, 189, 190, 191, 192 TG U3: 18, 19, 20, 21, 28, 29, 30, 31, 38, 39, 40, 41, 48, 49, 50, 51, 58, 59, 60, 61, 68, 168, 169, 170, 171, 178, 179, 180, 181, 188, 189, 190, 191, 192-199
f. 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

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g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and	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
h. provide a conclusion that follows from the narrated experiences or events.	TG U1: 98, 99, 100, 392 TG U3: 98, 99, 100, 192
Language (L)	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	
4.1 When writing:	
a. show knowledge of the function of conjunctions, prepositions, and interjections;	TG U2: 51, 61, 71, 81, 91, 101, 111, 141, 151, 161 TG U4: 50, 51, 60, 61, 63, 70, 71, 80, 81, 90, 91, 100, 101, 140, 141, 150, 151, 171
b. form and use the perfect verb tenses;	TG U1: 241, 251 TG U3: 221, 231, 240, 241, 250, 251
c. use verb tense to convey various times, sequences, states, and conditions;	TG U1: 220, 221, 230, 231, 260, 261, 270, 271, 280, 281, 310, 311, 320, 321, FS14–FS16 TG U2: FS8, FS9 TG U3: 180, 181, 190, 191, 220, 221, 230, 231, 260, 261, 270, 271, 300, 301, 310, 311, FS2–FS4
d. recognize and use appropriate continuity or shifts in verb tense; and	TG U1: 310, 311, 320, 321, 358 TG U2: 359
e. use correlative conjunctions.	TG U2: 110, 111, 159 TG U4: 110, 111, 120, 121
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Apply correct usage of capitalization.	TG U1: 21, 89, 159, 239, 358, 359 TG U2: 158, 160, 170, 258, 360 TG U3: 70, 159, 160, 358, 360 TG U4: 158, 160, 195, 368, 395

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5.2 Use:	
a. apostrophes and quotation marks; and	TG U1: 27, 86, 89, 178, 191, 240, 180, 291, 358 TG U2: 63, 93, 159, 178, 327, 358, 360, 361, 370, 371 TG U3: 68, 69, 70, 147, 158, 159, 179, 238, 250, 287, 317 TG U4: 183, 217, 277, 281, 309, 310, 318, 360, 370, 371, 383
b. commas for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	TG U2: 310, 311, 320, 321, 330, 331 TG U4: 330, 331, 340, 341, 350, 351
<i>5.3 Students are expected to build upon and continue applying previous learning.</i>	<i>5.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>
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Range and Complexity (RC)	
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks:	
a. over short and extended time frames;	<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>
b. for a range of domain-specific tasks;	<p>TG U1: 18-20, 28-30, 38-40, 88-90, 118-120, 122-130, 188-190, 192-199, 392-399</p> <p>TG U2: 18-20, 118-120, 128-130, 192-199, 228-230, 298-300, 378-380, 392-399</p> <p>TG U3: 38-40, 128-130, 168-170, 192-199, 218-220, 328-330, 388-390, 392-399</p> <p>TG U4: 18-20, 118-120, 128-130, 178-180, 192-199, 248-250, 318-320, 392-399</p>
c. for a variety of purposes and audiences; and	<p>TG U1: 49, 50, 130, 169, 192, 193, 196, 219, 249, 258, 259, 299, 328-330, 338, 350, 369, 378-380, 389, 392, 396</p> <p>TG U2: 18-20, 48-50, 109, 118, 119, 128-130, 138-140, 148, 149, 189, 192, 195, 196, 199, 219, 258, 260, 280, 328, 330, 338-340, 368, 369, 392, 394, 396</p> <p>TG U3: 19, 109, 110, 119, 130, 139, 140, 168, 192, 195, 196, 219, 308, 329, 330, 338, 339, 369, 392, 395, 396</p> <p>TG U4: 128, 129, 192, 196, 219, 229, 238, 239, 248-250, 258-260, 269, 270, 278, 289, 298, 299, 338, 348, 358, 392, 396, 398</p>

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d. by adjusting the writing process for the task, increasing the length and complexity.	<p>TG U1: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 308, 318, 328, 338, 348, 358, 368, 378, 388</p> <p>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</p> <p>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</p> <p>TG U4: 18, 28, 38, 48, 58, 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178, 188, 218, 228, 238, 248, 258, 268, 278, 288, 298</p>
<p><i>6.2 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</p>	<p><i>6.2 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>6.3 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 1 Write left to right leaving space between words.</p>	<p><i>6.3 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>6.4 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 4 Demonstrate effective keyboarding skills.</p>	<p><i>6.4 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>
<p><i>6.5 Students are expected to build upon and continue applying previous learning.</i></p> <p>Grade 3 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.</p>	<p><i>6.5 Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i></p>

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Communication (C)	
Meaning and Context (MC)	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.	<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>
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	<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>
1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.	<p>TG U1: TR20–TR23</p> <p>TG U2: TR20–TR23</p> <p>TG U3: TR20–TR23</p> <p>TG U4: TR20–TR23</p>

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1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.	<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>
1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.	<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>
1.6 <i>This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.	1.6 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>

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Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.	<p>TG U1: 28, 29, 30, 38, 40, 298, 299, 300, 369, 370, 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>
2.2 Analyze the credibility of information presented in diverse media and formats.	<p>TG U1: 178-180, 239, 240, 309, 310, 369, 370</p> <p>TG U2: 308, 309, 310, 318, 319, 320</p> <p>TG U3: 238, 239, 240, 248, 249, 250, 308, 309, 310, 318, 319, 320</p> <p>TG U4: 58-60, 118, 119, 120, 308-310</p>
2.3 <i>This indicator does not begin until Grade 6.</i> Grade 6: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	2.3 <i>This indicator does not begin until Grade 6 according to the South Carolina English Language Arts Standards.</i>
2.4 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 3 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	2.4 <i>Students are expected to build upon and continue applying previous learning according to the South Carolina English Language Arts Standards.</i>

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Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	<p>TG U1: 172-173, 174, 176, 177, 182-183, 184, 186, 187, 332-333, 334, 372-373, 374, 376, 377, 382-383, 384, 386, 387</p> <p>TG U2: 142-143, 144, 146, 147, 172-173, 174, 176, 177, 182-183, 184, 186, 187, 372-373, 374, 376, 377, 382-383, 384, 386, 387</p> <p>TG U3: 172-173, 174, 176, 177, 182-183, 184, 186, 187, 342-343, 344, 346, 347, 372-373, 374, 376, 377, 382-383, 384, 386, 387</p> <p>TG U4: 142-143, 144, 146, 147, 182-183, 184, 186, 187, 342-343, 344, 346, 347, 372-373, 374, 376, 377</p>
3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.	<p>TG U1: 170, 194, 270, 369, 370</p> <p>TG U2: 100, 140, 168, 169, 170, 268, 269, 270, 328, 329, 330, 338, 339, 349, 350, 368, 369, 370</p> <p>TG U3: 168, 169, 170, 194, 198, 280, 369, 370, 394, 398</p> <p>TG U4: 30, 194, 198, 256, 257, 270, 294, 337, 378, 380</p>
Language, Craft, and Structure (LCS)	
Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.	
4.1 Identify a speaker’s claim and determine the effectiveness of how each point is presented to support the claim.	<p>TG U1: 20, 60, 70, 140, 180, 279, 280, 287, 310, 320, 340, 369</p> <p>TG U2: 370</p> <p>TG U3: 20, 30, 120, 170, 180, 240, 260, 300, 370</p> <p>TG U4: 60, 169, 170, 292, 294, 296, 297, 333, 334, 335, 336, 337</p>
4.2 Identify the speaker’s use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.	<p>When listening to presentations, students have the opportunity to meet this objective.</p> <p>TG U1: 180, 190, 198, 310, 368, 369, 398</p> <p>TG U2: 168-170, 180, 190, 198, 211, 310, 320, 328-330, 348-350, 368-370, 398</p> <p>TG U3: 180, 190, 198, 240, 250, 310, 368-370, 398</p> <p>TG U4: 110, 130, 168-170, 180, 198, 298, 310, 320, 378-380, 398</p>

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4.3 Identify how and why the speaker:	
a. uses intonation and word stress;	When listening to presentations, students have the opportunity to meet this objective. TG U1: 180, 190, 198, 310, 368, 369, 398 TG U2: 168-170, 180, 190, 198, 211, 310, 320, 328-330, 348-350, 368-370, 398 TG U3: 180, 190, 198, 240, 250, 310, 368-370, 398 TG U4: 110, 130, 168-170, 180, 198, 298, 310, 320, 378-380, 398
b. includes media;	When listening to presentations, students have the opportunity to meet this objective. 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
c. addresses the audience;	When listening to presentations, students have the opportunity to meet this objective. TG U1: 170, 194, 270, 369, 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
d. determines word choice; and	When listening to presentations, students have the opportunity to meet this objective. 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

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e. incorporates figurative language and literary devices.	When listening to presentations, students have the opportunity to meet this objective. 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
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.	TG U1: 180, 190, 310, 369, 370 TG U2: 180, 190, 310, 320 TG U3: 180, 190, 240, 250, 310 TG U4: 110, 130, 180, 298, 310, 320
5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.	Supporting Content: TG U1: 23, 33, 43, 53, 63, 73, 83, 93, 108, 113, 133, 153, 163, 353 TG U2: 53, 83, 113, 123, 126, 153, 213, 273, 283, 303, 333, 343, 353, 363, 364, 365, 366, 367 TG U3: 23, 33, 34, 43, 53, 63, 65, 143, 162, 163, 172, 173, 182, 283, 353, 363, FS11–FS13 TG U4: 13, 73, 134, 135, 163, 164, 165, 166, 167, 223, 233, 243, 313
5.3 <i>This indicator does not begin until English 1.</i> English 1 Develop messages that use logical, emotional, and ethical appeals.	5.3 <i>This indicator does not begin until English 1 according to the South Carolina English Language Arts Standards.</i>