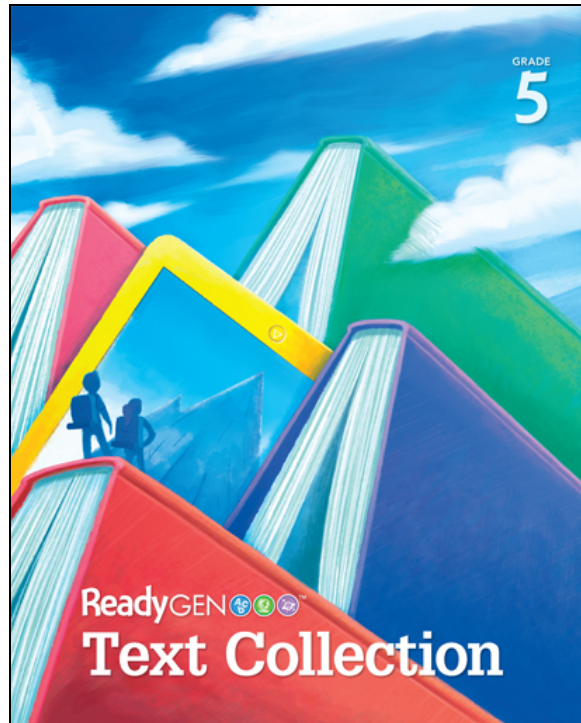


A Correlation of
**Pearson
ReadyGEN**
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To

**Webb's Depth of Knowledge (DOK)
Levels of Reading and the
Common Core State Standards
Grade 5**

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Introduction

This document demonstrates how Pearson *ReadyGEN*, ©2014 meets the **Webb’s Depth of Knowledge (DOK) Levels of Reading and the Common Core State Standards**. Correlation page references are to the Unit Module Teacher’s Guides and Phonics Teacher’s Guide (K-3) or Word Analysis Teacher’s Guide (Grades 4-5).

ReadyGEN is a comprehensive, K-5 literacy curriculum of topically-related text sets and routines-based instruction. ReadyGEN is being created with the goal of equipping all teachers and students with the tools and practices necessary to meet the new expectations of the Common Core Standards and the Publisher’s Criteria. Lessons are designed on the principles of the gradual release of responsibility framework with the goal of building independent readers and writers. At the heart of ReadyGEN is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Students are taught to carefully analyze and synthesize sources, write to sources, and defend claims.

Program Organization

ReadyGEN is organized around unit modules (six units in grades K-2; four units in grades 3-5) with a focus on science and social studies standards-based topics. Text sets, comprised of full length and shorter authentic pieces of literary and informational trade books and texts, are used to build knowledge around these topics for sustained periods of time. All texts are aligned to the complexity requirements outlined in the Common Core Standards, ensuring that all students interact with appropriate grade-level texts. Teachers will have access to a variety of scaffolded strategies to help support all learners.

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Reading Standards for Literature	
Key Ideas and Details	
<p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 33, 34, 115, 116, 117, 124, 144, 154, 157, 184 TG U2: 66, 67, 117, 144 TG U3: 14, 16, 33, 43, 53, 57 TG U4: 104, 105, 115, 116, 117</p>
<p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 32, 82, 95, 96, 97, 98, 105, 106, 107, 115, 116, 117, 135, 143 TG U2: 65, 66, 67, 115, 116, 117, 145, 146, 147 TG U3: 22, 45, 95, 96, 97, 125, 126, 127, 175, 176, 177 TG U4: 125, 126, 127, 166, 167</p>
<p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>DOK: Level 2</p>	<p>TG U1: 15, 16, 17, 35, 36, 37, 65, 66, 67, 165, 166, 167 TG U2: 45, 46, 47, 125, 126, 127 TG U3: 15, 16, 17, 55, 56, 57, 85, 86, 87 TG U4: 115, 116, 117</p>
Craft and Structure	
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>DOK: Level 2</p>	<p>TG U1: 23, 25, 26, 27, 75, 76, 77, 85, 105, 106, 107 TG U2: 35, 36, 37, 55, 56, 57, 73, 85, 86, 103, 105, 135 TG U3: 33, 35, 36, 37, 65, 66, 67, 115, 116, 117 TG U4: 93, 103, 105, 106, 107, 113, 123, 133, 135, 136, 137, 153, 165, 166, 167</p>
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>DOK: Level 2</p>	<p>TG U1: 95, 96, 97, 165, 166, 167 TG U2: 183, 185, 186, 187 TG U3: 45, 46, 47, 162, 165, 166, 167 TG U4: 182, 242</p>
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>DOK: Level 3</p>	<p>TG U1: 35, 36, 38–39, 153 TG U2: 13, 15, 16, 17, 75, 76, 77, 95, 96, 97 TG U3: 25, 26, 27 TG U4: 95, 96, 97, 155, 156, 157</p>

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Integration of Knowledge and Ideas	
<p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>DOK: Level 4</p>	<p>TG U1: 162 TG U2: 25, 26, 27, 33, 43, 175, 176, 177 TG U3: 95, 96, 97, 105, 106, 107 TG U4: 145</p>
<p>RL.5.8 (Not applicable to literature)</p>	Not applicable according to the Common Core Standards for English Language Arts
<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>DOK: Level 2</p>	<p>TG U1: 173, 174, 175, 176, 177, 183, 184, 185, 186, 187 TG U2: 143, 145, 146, 147, 183, 186, 187 TG U3: 173, 174, 175, 176, 177</p>
Range of Reading and Level of Text Complexity	
<p>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>DOK: Level 1</p>	<p>TG U1: 15, 35, 55, 82, 92, 105, 112, 125, 155, 162, 185 TG U2: 15, 32, 42, 65, 72, 95, 102, 125 TG U3: 25, 42, 55, 75, 95, 115, 125 TG U4: 95, 105, 125, 135, 142, 155, 165, 186</p>
Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 213, 214, 217, 223, 286, 313, 337, 343, 353, 366 TG U2: 217, 223, 273, 293, 323, 337 TG U3: 216, 237, 247, 314, 334 TG U4: 17, 35, 56, 183, 356</p>
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 245, 246, 247, 285, 286, 287, 305, 306, 307 TG U2: 285, 286, 287, 325, 326, 327, 345, 383 TG U3: 215, 216, 217, 255, 256, 257, 285, 286, 287 TG U4: 215, 216, 217, 233, 234, 253, 283, 324, 325, 326, 327</p>

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<p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>DOK: Level 2</p>	<p>TG U1: 246, 247, 265, 266, 267, 295, 296, 297, 303 TG U2: 165, 166, 167, 225, 226, 227, 355, 356, 357 TG U3: 145, 146, 147, 225, 226, 227, 304, 305, 306, 307 TG U4: 75, 76, 77, 85, 86, 87, 225, 226, 227, 265, 266, 267, 275, 276, 277</p>
Craft and Structure	
<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p>DOK: Level 1</p>	<p>TG U1: 213, 223, 233, 243, 253, 273, 293, 303, 313, 323, 343 TG U2: 153, 163, 213, 253, 255, 256, 257, 283, 363 TG U3: 167, 215, 217, 233, 234, 235, 237, 327, 363, 365, 366, 367 TG U4: 13, 43, 53, 83, 223, 243, 263, 283, 293, 333, 353, 363</p>
<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>DOK: Level 2</p>	<p>TG U1: 237, 373, 374, 375, 376, 377, 382 TG U2: 313, 314, 315, 316, 317, 373, 375 TG U3: 345, 346, 347 TG U4: 145, 146, 147, 344, 345, 346, 383</p>
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>DOK: Level 4</p>	<p>TG U1: 333, 335, 336, 337, 383, 385, 386, 387 TG U2: 245, 246, 247, 305, 306, 307, 377 TG U3: 343, 345, 346, 347, 385, 386, 387 TG U4: 183, 185, 186, 187, 383, 384, 385, 386, 387</p>
Integration of Knowledge and Ideas	
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>DOK: Level 3</p>	<p>TG U1: 180, 181, 310 TG U2: 180, 181 TG U3: 180, 181, 248–251 TG U4: 110, 111, 120, 308–311</p>

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<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>DOK: Level 2</p>	<p>TG U1: 325, 326, 327 TG U2: 335, 336, 337 TG U3: 335, 336, 337 TG U4: 13, 15, 16, 17, 45, 46, 47, 334, 335, 336, 337</p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>DOK: Level 4</p>	<p>TG U1: 335, 336, 337, 383, 385, 386, 387 TG U2: 383, 385, 386, 387 TG U3: 383, 384, 385, 386, 387 TG U4: 375, 376, 377</p>
Range of Reading and Level of Text Complexity	
<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p>DOK: Level 1</p>	<p>TG U1: 245, 265, 275, 295, 315, 325, 335, 345, 355, 362, 375, 385 TG U2: 217, 235, 245, 262, 272, 285, 295, 305, 342, 385 TG U3: 215, 235, 246, 275, 295, 315, 326, 332, 345, 362, 376 TG U4: 15, 22, 46, 72, 215, 245, 326, 342, 365, 386</p>
Reading Standards: Foundational Skills	
Phonics and Word Recognition	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>DOK: Level 1</p>	<p>TG Word Analysis: 11, 19, 20, 32, 43, 59, 68, 75, 84, 96, 107, 123, 132, 140, 152, 163</p>
<p>RF.5.3.a Use combined knowledge of all letter–sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p>DOK: Level 1</p>	<p>TG Word Analysis: 10, 17, 42, 66, 70, 74, 82, 94, 98, 102, 114, 122, 134, 136, 138, 166</p>

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Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. DOK: Level 1	TG U1: 46, 96, 126, 146, 176, 226, 246, 276, 326, 346, 386 TG U2: 46, 76, 126, 146, 186, 226, 246, 316, 376, 386 TG U3: 46, 126, 176, 246, 326, 376 TG U4: 46, 76, 126, 176, 226, 246, 276, 326, 376
RF.5.4.a Read grade-level text with purpose and understanding. DOK: Level 1	TG U1: 176–177, 226–227, 376–377 TG U2: 386–387 TG U3: 176–177, 326–327, 376–377 TG U4: 376–377
RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. DOK: Level 1	TG U1: 26, 76, 96, 146, 176, 226, 246, 276, 296, 326, 346, 376, 386 TG U2: 26, 46, 76, 96, 126, 146, 176, 186, 226, 246, 276, 296, 326, 346, 376, 386 TG U3: 26, 76, 126, 176, 226, 276, 326, 346, 386 TG U4: 26, 76, 96, 126, 176, 226, 246, 276, 326, 386
RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. DOK: Level 2	TG U3: 156, 246, 326
Writing Standards	
Text Types and Purposes	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. DOK: Level 3	TG U1: 108–111, 118–121, 378–381, 388–391 TG U2: 18–21, 28–31, 38–41, 48–51, 68–71, 88–91, 118–121, 138–141, 158–161, 188–191, 388–391 TG U3: 108–111, 118–121, 378–381, 388–391 TG U4: 98–101, 148–151, 168–171, 192–199, 218–221, 228–231, 238–241, 258–261, 268–271, 328–331, 392–399

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<p>W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>DOK: Level 3</p>	<p>TG U1: 108–111, 118–121, 378–381 TG U2: 48–51, 68–71 TG U3: 108–111, 378–381 TG U4: 48–51, 68–71, 128–131, 178–181, 218–221, 238–241, 328–331</p>
<p>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</p> <p>DOK: Level 3</p>	<p>TG U1: 118–121, 388–391 TG U2: 58–61, 188–191 TG U3: 388–391 TG U4: 58–61, 78–81, 228–231, 238–241, 248–251</p>
<p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>DOK: Level 3</p>	<p>TG U1: 118–121, 388–391 TG U2: 88–91 TG U3: 118–121 TG U4: 68–71, 88–91, 278–281</p>
<p>W.5.1.d Provide a concluding statement or section related to the opinion presented.</p> <p>DOK: Level 3</p>	<p>TG U1: 118–121, 388–391 TG U2: 98–101 TG U3: 118–121 TG U4: 98–101, 288–291</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>DOK: Level 3</p>	<p>TG U1: 218–221, 238–241, 248–251, 268–271, 288–291, 338–341, 348–351, 358–361, 368–371, 392–399 TG U2: 108–111, 178–181, 218–221, 228–231, 238–241, 258–261, 278–281, 308–311, 328–331, 392–399 TG U3: 178–181, 218–221, 228–231, 248–251, 268–271, 278–281, 298–301, 308–311, 338–341, 392–399 TG U4: 18–21, 28–31, 38–41, 108–111, 118–121, 308–311, 318–321</p>
<p>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>DOK: Level 3</p>	<p>TG U1: 218–221, 228–231, 268–271, 328–331 TG U2: 218–221, 268–271, 298–301 TG U3: 218–221, 228–231, 278–281, 328–331, 338–341 TG U4: 28–31</p>

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<p>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>DOK: Level 3</p>	<p>TG U1: 238–241, 248–251 TG U2: 238–241, 248–251 TG U3: 238–241, 248–251, 258–261</p>
<p>W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>DOK: Level 3</p>	<p>TG U1: 278–281 TG U2: 278–281, 298–301 TG U3: 268–271, 300, 392</p>
<p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>DOK: Level 3</p>	<p>TG U1: 258–261, 338–341 TG U2: 258–261, 348–351 TG U3: 348–351, 392</p>
<p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p> <p>DOK: Level 3</p>	<p>TG U1: 288–291 TG U2: 288–291 TG U3: 298–301</p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>DOK: Level 3</p>	<p>TG U1: 18–21, 38–41, 48–51, 58–61, 68–71, 88–91, 128–131, 148–151, 168–171, 192–199 TG U3: 28–31, 48–51, 58–61, 78–81, 98–101, 138–141, 158–161, 168–171, 188–191, 192–199</p>
<p>W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>DOK: Level 3</p>	<p>TG U1: 48–51, 68–71, 78–81, 128–131, 138–141 TG U3: 18–21, 28–31, 48–51, 128–131, 138–141</p>
<p>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>DOK: Level 3</p>	<p>TG U1: 58–61, 88–91, 128–131, 138–141 TG U3: 28–31, 38–41, 58–61, 68–71, 78–81</p>

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<p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>DOK: Level 3</p>	<p>TG U1: 68–71, 138–141 TG U3: 48–51</p>
<p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>DOK: Level 3</p>	<p>TG U1: 28–31, 58–61, 78–81, 148–151 TG U3: 38–41, 88–91</p>
<p>W.5.3.e Provide a conclusion that follows from the narrated experiences or events.</p> <p>DOK: Level 3</p>	<p>TG U1: 98–101 TG U3: 98–101, 192–199</p>
Production and Distribution of Writing	
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>DOK: Level 3</p>	<p>TG U1: 50, 51, 130, 219, 250, 259, 280, 320, 328, 338, 340, 361, 370 TG U2: 49, 128–131, 141, 258, 260, 280, 328–331, 340, 370 TG U3: 20, 21, 120, 131, 140, 141, 260, 270, 271, 331, 338, 340 TG U4: 129, 130, 220, 238, 248, 258, 260, 278, 288, 298, 328, 338, 358</p>
<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>DOK: Level 3</p>	<p>TG U1: 128–131, 158–161, 348–351, 358–361 TG U2: 128–131, 138–141, 148–151, 158–161, 328–331, 338–341, 348–351, 358–361 TG U3: 128–131, 148–151, 158–161, 328–331, 348–351, 358–361 TG U4: 148–151, 158–161, 298–301, 328–331, 358–361, 368–371</p>
<p>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>DOK: Level 3</p>	<p>TG U1: 61, 131, 141, 151, 171, 241, 291, 361, 371 TG U2: 51, 101, 121, 171, 231, 291, 321, 331, 351, 371 TG U3: 51, 141, 171, 191, 221, 281, 301, 331, 361, 371 TG U4: 31, 51, 121, 171, 221, 251, 301, 351, 378–381</p>

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Research to Build and Present Knowledge	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>DOK: Level 4</p>	<p>TG U1: 178–181, 188–191, 308–311 TG U2: 178–181, 308–311 TG U3: 178–181, 188–191, 308–311 TG U4: 108–111, 308–311, 318–321</p>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p>DOK: Level 4</p>	<p>TG U1: 180, 190, 308, 310, 318, 320 TG U2: 178–181, 188–191, 220, 270, 271, 290, 291, 308–311, 318–321 TG U3: 180, 181, 250, 260, 288–291, 310, 311, 320, 321 TG U4: 58–59, 108–111, 228–229, 308–311, 318–321</p>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>DOK: Level 4</p>	<p>TG U1: 28–31, 38–41, 298–301 TG U2: 58–61, 78–81, 120, 190, 378–381, 388–391 TG U3: 108–111, 318–321, 388–391 TG U4: 108–111, 118–121, 388–391</p>
<p>W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>DOK: Level 4</p>	<p>TG U1: 15, 35, 55, 65, 95, 115, 135, 145, 165, 175, 185 TG U2: 15, 45, 65, 95, 125, 145, 185 TG U3: 15, 35, 55, 85, 125, 155, 165, 175, 185 TG U4: 95, 105, 115, 125, 135, 155, 165, 175, 185</p>
<p>W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p>DOK: Level 4</p>	<p>TG U1: 215, 225, 265, 285, 305, 325, 335, 355, 365, 385 TG U2: 165, 175, 215, 245, 275, 285, 305, 335, 385 TG U3: 135, 215, 235, 245, 255, 305, 335, 365, 385 TG U4: 15, 55, 75, 215, 235, 265, 295, 325, 335, 365, 375</p>

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Range of Writing	
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>DOK: Level 4</p>	<p>TG U1: 38–41, 78–81, 108–111, 148–151, 178–181, 192–199, 248–251, 288–291, 308–311, 338–341, 392–399</p> <p>TG U2: 28–31, 58–61, 88–91, 128–131, 178–181, 192–199, 238–241, 278–281, 338–341, 392–399</p> <p>TG U3: 18–21, 98–101, 138–141, 188–191, 192–199, 228–231, 268–271, 308–311, 378–381, 392–399</p> <p>TG U4: 28–31, 68–71, 98–101, 148–151, 192–199, 238–241, 268–271, 308–311, 348–351, 392–399</p>
Speaking and Listening Standards	
Comprehension and Collaboration	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>DOK: Level 1</p>	<p>TG U1: 25, 84, 124, 134, 154, 164, 184, 234, 264, 354, 374</p> <p>TG U2: 54, 84, 114, 134, 144, 234, 294, 324, 344, 364</p> <p>TG U3: 124, 214, 224, 234, 244, 254, 264, 284, 294, 304, 364, 384</p> <p>TG U4: 104, 214, 224, 234, 244, 254, 264, 274, 294, 304, 314, 324, 334, 374, 384</p>
<p>SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>DOK: Level 1</p>	<p>TG U1: 164</p> <p>TG U2: 304, 314, 324, 374, 384</p> <p>TG U3: 164, 354</p> <p>TG U4: 174, 224, 254, 334, 344, 354</p>
<p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>DOK: Level 1</p>	<p>TG U1: 234, 274, 294, 334</p> <p>TG U2: 174, 184, 198, 314</p> <p>TG U3: 198, 398</p> <p>TG U4: 170, 198, 304, 379, 380, 398</p>
<p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>DOK: Level 1</p>	<p>TG U1: 104, 154, 164, 254, 294, 364</p> <p>TG U2: 144, 294</p> <p>TG U3: 398</p> <p>TG U4: 198, 304, 354</p>

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<p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>DOK: Level 3</p>	<p>TG U1: 14, 154, 234, 254, 274, 284, 304, 324, 344, 374, 384 TG U2: 104, 144, 304, 334, 374 TG U3: 264, 334 TG U4: 264, 344, 384</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>DOK: Level 2</p>	<p>TG U1: 198, 370 TG U2: 398 TG U3: 44, 171, 398 TG U4: 224, 314, 384</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>DOK: Level 2</p>	<p>TG U1: 74, 84, 104, 370 TG U2: 398 TG U3: 198, 370, 398 TG U4: 170, 198, 304, 380</p>
Presentation of Knowledge and Ideas	
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>DOK: Level 3</p>	<p>TG U1: 264, 284, 304, 324, 370 TG U2: 168–171, 192–199, 304, 370 TG U3: 84, 171, 174, 198, 370, 398 TG U4: 198, 244, 380</p>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>DOK: Level 2</p>	<p>TG U1: 368–371, 398 TG U2: 168–171, 192–199, 328–331, 368–371 TG U3: 168, 198, 278–281, 368–371, 398 TG U4: 198, 398</p>
<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>DOK: Level 3</p>	<p>TG U1: 224, 370 TG U2: 169, 244, 264, 370 TG U3: 370 TG U4: 379, 380</p>

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Language Standards	
Conventions of Standard English	
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>DOK: Level 1</p>	<p>TG U1: 29, 49, 69, 89, 109, 139, 169, 259, 299, 339, 369 TG U2: 19, 39, 109, 119, 149, 169, 179, 219, 239, 269 TG U3: 19, 29, 49, 79, 99, 129, 159, 189, 229, 299, 319, 349, 369 TG U4: 19, 29, 39, 79, 109, 129, 159, 229, 239, 259, 279</p>
<p>L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>DOK: Level 1</p>	<p>TG U2: 49, 59, 69, 79, 89, 99 TG U4: 59, 69, 79, 89, 99, 109, 149</p>
<p>L.5.1.b Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>DOK: Level 1</p>	<p>TG U1: 239, 241, 249 TG U3: 239, 249</p>
<p>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>DOK: Level 1</p>	<p>TG U1: 119, 129, 139, 149, 219, 229, 259, 269, 279, 309, 319 TG U3: 219, 229, 259, 269</p>
<p>L.5.1.d Recognize and correct inappropriate shifts in verb tense.</p> <p>DOK: Level 2</p>	<p>TG U1: 309, 319 TG U3: 299, 309</p>
<p>L.5.1.e Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 109 TG U4: 109, 119</p>

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<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>DOK: Level 1</p>	<p>TG U1: 19, 21, 51, 90, 158–161, 240, 358–361 TG U2: 189, 279, 289, 299, 309, 319, 329, 339, 359, 379, 389 TG U3: 19, 21, 70, 71, 158–161, 241, 358–361 TG U4: 158–161, 169, 179, 189, 289, 299, 329, 339, 369, 379, 389</p>
<p>L.5.2.a Use punctuation to separate items in a series.</p> <p>DOK: Level 1</p>	<p>TG U2: 279, 289 TG U4: 289, 299</p>
<p>L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>DOK: Level 1</p>	<p>TG U2: 299 TG U4: 309, 319</p>
<p>L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>DOK: Level 1</p>	<p>TG U2: 309, 319, 329 TG U4: 329, 339, 349</p>
<p>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>DOK: Level 1</p>	<p>TG U2: 339, 349, 359, 369 TG U4: 359, 369</p>
<p>L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.</p> <p>DOK: Level 2</p>	<p>TG U1: 321, 358, 359, 360, 361 TG U2: 189, 379, 389 TG U3: 191, 360, 361 TG U4: 158–161, 179, 189, 368–371, 379, 389</p>

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Knowledge of Language	
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>DOK: Level 1</p>	<p>TG U1: 39, 79, 99, 139, 179, 259, 299, 309, 339, 349, 369, 389</p> <p>TG U2: 29, 49, 69, 89, 129, 149, 169, 219, 259, 279, 319, 359, 379</p> <p>TG U3: 19, 59, 79, 109, 149, 189, 239, 279, 309, 349, 369</p> <p>TG U4: 29, 69, 89, 109, 159, 229, 249, 279, 299, 349, 369</p>
<p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>DOK: Level 3</p>	<p>TG U1: 150</p> <p>TG U2: 89, 169, 179</p> <p>TG U3: 150, 151</p> <p>TG U4: 159, 161, 169, 260</p>
<p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p>DOK: Level 2</p>	<p>TG U2: 38–39, 53, 255, 256, 257, 313</p>
Vocabulary Acquisition and Use	
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>DOK: Level 2</p>	<p>TG U1: 33, 43, 63, 73, 93, 123, 153, 213, 243, 273, 293, 303</p> <p>TG U2: 23, 53, 63, 93, 113, 163, 213, 243, 283, 333, 363</p> <p>TG U3: 13, 23, 63, 93, 123, 133, 163, 213, 233, 283, 313, 353</p> <p>TG U4: 13, 73, 93, 103, 133, 141, 163, 233, 263, 283, 353, 363</p>
<p>L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>DOK: Level 2</p>	<p>TG U1: 33, 53, 63, 73, 93, 133, 153, 163, 253, 283, 313, 323, 343, 363</p> <p>TG U2: 33, 43, 63, 73, 83, 93, 103, 113, 253, 263, 283, 293, 303, 363</p> <p>TG U3: 23, 53, 73, 93, 113, 143, 163, 213, 233, 243, 303, 333</p> <p>TG U4: 13, 73, 123, 153, 223, 243, 263, 283, 303, 333</p>

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<p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>DOK: Level 2</p>	<p>TG U1: 43, 73, 243, 343 TG U2: 23, 53, 93, 333 TG U3: 13, 123, 133, 223, 323, 365 TG U4: 43</p>
<p>L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>DOK: Level 2</p>	<p>TG U1: 170, 303, 327 TG U2: 131, 213, 243, 273, 283 TG U3: 13, 23, 63, 170, 213, 233, 313 TG U4: 103, 113, 123, 133, 153, 163</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>DOK: Level 2</p>	<p>TG U1: 105, 107, 111, 255, 256, 257, 275, 276, 277, 345, 346, 347 TG U2: 35, 36, 37, 85, 86, 87, 105, 106, 107, 255, 256, 257, 365, 366, 367 TG U3: 13, 23, 33, 35, 37, 65, 103, 115, 116, 117, 133 TG U4: 43, 53, 135, 136, 137, 153, 165, 166, 167, 246, 247</p>
<p>L.5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>DOK: Level 2</p>	<p>TG U1: 103, 267, 275, 287, 323, 363 TG U2: 35, 36, 37, 256, 365, 366, 367 TG U3: 13, 23, 33, 35, 103, 115 TG U4: 135, 137, 165, 167</p>
<p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>DOK: Level 1</p>	<p>TG U2: 23, 38–39, 41, 105 TG U4: 33</p>
<p>L.5.5.c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>DOK: Level 2</p>	<p>TG U1: 111, 363 TG U2: 13, 391 TG U3: 13, 113 TG U4: 53, 136, 153</p>

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<p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>DOK: Level 1</p>	<p>TG U1: 14, 34, 74, 94, 114, 144, 174, 214, 244, 264, 304, 344, 374 TG U2: 164, 214, 224, 254, 264, 274, 284, 304, 314, 334, 364 TG U3: 14, 44, 74, 104, 154, 214, 234, 284, 344, 364, 384 TG U4: 14, 44, 74, 94, 114, 144, 184, 234, 264, 314, 344, 374</p>