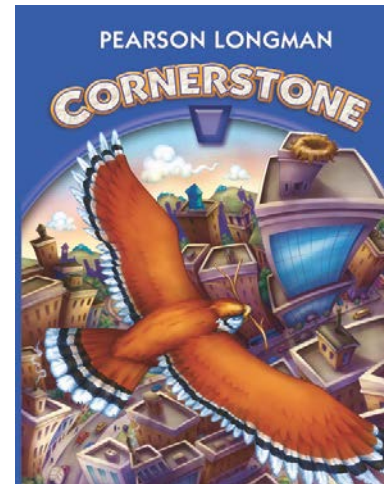


A Correlation of
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To
English Language Arts Instructional Shifts
Grade 5

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To English Language Arts Instructional Shifts**

Introduction

This document demonstrates how *ReadyGEN, ©2014 and Pearson Longman Cornerstone, ©2013* support **English Language Arts Instructional Shifts**. In Unit 1 citations, a brief description explains how each program meets the Instructional Shift. Sample Teacher's Edition page references are cited for each unit.

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 a 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.

Pearson Longman Cornerstone is a multilevel program designed for elementary English learners and struggling readers. The program blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories.

Pearson Longman Cornerstone has been shown to dramatically increase student achievement across all skill areas, particularly in reading comprehension, fluency, and writing. Districts that are using **Pearson Longman Cornerstone** report significant gains in standardized test scores within one year of implementation.

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	Unit 1	
	Depending on Each Other	Helping Others
<p>Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p><i>ReadyGEN</i> uses text sets as a basis for student exploration of both informational and literary texts. The Unit 1 text sets focus on narrative literature and expository texts as outlined below and in the module planners:</p> <p><u>Module A Planner (literary texts), pp. 6–7</u></p> <ul style="list-style-type: none"> • <i>Night of the Spadefoot Toads</i> (literary text), pp. 12–121 • “Shells” (literary text), pp. 122–141 • <i>Hatchet</i> (literary text), pp. 152–171 <p><u>Module B Planner (informative texts about science), pp. 206–207</u></p> <ul style="list-style-type: none"> • <i>Rachel Carson: Pioneer of Ecology</i> (informational text: science), pp. 212–291 • <i>Rain Forest Food Chains</i> (informational text: science), pp. 292–331 • <i>Pale Male</i> (informational text: science), pp. 342–371 	<p>Cornerstone’s three readings per unit provide a balance of literary and informational texts. The readings relate to the unit theme and reading strategies are taught with each selection.</p> <p><u>Reading 1: Literature/Short Story</u> <i>The Three Gifts</i>, pp. 12–17</p> <p><u>Reading 2: Literature/Folktale</u> <i>Stone Soup</i>, pp. 28–33</p> <p><u>Reading 3: Informational Text/Biography</u> <i>The Flying Schoolgirl</i>, pp. 44–49</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><i>ReadyGEN</i> is organized around unit modules with a focus on science and social studies standards-based topics. For examples, see the following:</p> <p><u>Module A Big Ideas & Enduring Understandings (for literary readings), p. 1</u></p> <ul style="list-style-type: none"> • Readers understand how a character’s actions are influenced by the settings and sequence of events described in a text, pp. 42–43, 132–133, 162–163 • Writers understand that writers’ techniques help readers to get to know characters, their experiences, and their responses to situations, pp. 32–33, 72–73, 152–153 • Learners understand that people change in relation to their surroundings, pp. 92–93, 112–113, 142–143 • Independent Reading: Suggested Texts, pp. 8–9 (includes additional literary texts) • Small Group Center Ideas, pp. 10 (activities related to character and setting) • Research and Technology Center, pp. 11 (research ecosystems) <p><u>Module B Big Ideas & Enduring Understandings (for science readings), pp. 200–201</u></p> <ul style="list-style-type: none"> • Readers understand relationships or interactions between two or more individuals, concepts, or events based on specific information from texts, pp. 222–223, 262–263, 302–311 • Learners understand that people, animals, and all living things live in interactive ways and impact one another, pp. 282–283, 322–323, 352–353 	<p>Six thematic units per level organized around a Big Question provide a starting point for building understanding of key concepts and academic vocabulary. Assignments, notes, projects, and workshops in each unit integrate a variety of disciplines into each lesson.</p> <p><u>Student/Teacher Edition:</u> The Big Question, 3, 12, 28, 44, 56</p> <p>Build Unit Background & What About You (map and photographs), 6–7</p> <p>Academic Words, 10, 26, 42</p> <p>Writing lessons, 22–23, 38–39, 54–55</p> <p>Link the Readings, 56</p> <p>Projects (Written, Oral, and Visual), 57</p> <p>Listening and Speaking Workshop, 58–59</p> <p>Writing Workshops, 60–62</p> <p><u>Teacher Edition:</u> Link to Social Studies, T6, T9, T13, T25</p> <p>Link to Science, T27</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	<p>(Continued)</p> <ul style="list-style-type: none"> • Independent Reading: Suggested Texts, pp. 208–209 (includes additional science texts focusing on ecology) • Small Group Center Ideas, pp. 210–211 (language and research activities related to biology and ecology) • Performance-Based Assessment: Informative Essay (describe how the rain forest environment is changing), pp. 392–399 	

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<p>Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p>Every module provides texts at a range of lexile levels and provides time and scaffolded support for close reading of complex texts. For examples see:</p> <p><u>Module A Lexile Levels (informational text), p. 1</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 23, 83, 183 • Focused Reading Instruction, pp. 44–45, 104–105, 144–145 • Scaffolded Instruction, pp. 16–17, 66–67, 116–117 • Independent Reading, p. 9 <p><u>Module B Lexile Levels (informational text), pp. 201</u></p> <ul style="list-style-type: none"> • Close Reading, pp.243, 283, 353 • Focused Reading Instruction, pp. 234–235, 274–275, 344–345 • Scaffolded Instruction, pp. 236–237, 266–267, 306–307 • Independent Reading: Suggested Texts, p. 209 	<p>Every unit provides texts at a range of reading levels. Lessons integrate fluency skills, learning strategies, and scaffolded instruction for the reading of complex texts. Every unit includes test preparation, a variety of assessment opportunities, as well as best practices suggestions for teachers. For examples see:</p> <p><u>Student/Teacher Edition:</u> Reading Strategy, 12, 17, 18, 28, 33, 34, 44, 49, 50</p> <p>Fluency, 63, 127, 191, 257, 317, 381</p> <p>Test Preparation, 64–65</p> <p>Further Reading, 57, 121, 185, 251, 311, 373</p> <p><u>Teacher Edition:</u> SIOP in Practice, T7, T9, T11</p> <p>Leveled Support, T12, T16, T20</p> <p>Accelerate Language Development, T14, T34</p> <p>Scaffolding, T31, T47</p> <p>AIMSweb Progress Monitoring, T15, T26, T37, T42</p> <p>SELP2 Assessment, T7, T37, T45</p>

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<p align="center">Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p>Every module includes text-based questioning and conversations, written responses, and team talk. For examples see:</p> <p><u>Module A Planner (informative), pp. 6–7</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 34, 74, 124 • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 175 • Read Text & Close Reading, pp. 12–13, 52–53, 122–123 • Focused Reading Instruction, pp. 13–14, 54–55, 124–125 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 234, 264, 304 • Independent Reading Practice: Writing in Response to Reading, pp. 245, 275, 355 • Read Text & Close Reading, pp. 222–223, 282–283, 352–353 • Focused Reading Instruction, pp. 224–225, 284–285, 354–355 	<p>Every unit includes reading strategies and integrated comprehension questions. Extension projects and end of unit critical thinking activities and projects, provide opportunities for students to deepen their understanding of texts. For examples see:</p> <p><u>Student/Teacher Edition:</u> Reading Strategy, 12, 17, 18, 28, 33, 34, 44, 49, 50</p> <p>Before You Go On, 15, 29, 47</p> <p>Think It Over (Recall, Comprehend, Analyze), 17, 33, 49</p> <p>Extension, 19, 51</p> <p>Link the Readings & Discussion, 56</p> <p>Test Preparation, 64–65</p> <p><u>Teacher Edition:</u> Comprehension Check, T14, T16, T30, T32, T46, T48</p>

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<p>Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p>Every module includes text-based written responses, original writing assignments, and a performance-based writing assessment that integrates all the reading and writing skills taught in the module. For examples see:</p> <p><u>Module A Planner (informative), pp. 6–7</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 165 • Writing Assignment, pp. 38–41, 98–101, 148–151 • Performance-Based Assessment: Narrative Short Story, pp. 192–199 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 225, 245, 305 • Writing Assignment, pp. 238–241, 268–271, 298–301 • Performance-Based Assessment: Informative Essay, pp. 392–399 	<p>Modeled writing activities with each unit give students guided practice in key writing skills in each of the writing domains. For examples see:</p> <p><u>Student/Teacher Edition:</u> Quick Write, 3</p> <p>Writing lessons, 22–23, 38–39, 54–55</p> <p>Writing Workshops, 60–62</p> <p>Projects (Written, Oral, and Visual), 57</p>

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<p align="center">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><i>ReadyGEN</i> introduces generative vocabulary instruction to give students greater access to many more words. For examples see:</p> <p><u>Module A Vocabulary to Unlock the Text, pp. 4–5</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 14, 64, 114 • Language Analysis, pp. 75, 85, 125 <p><u>Module B Vocabulary to Unlock the Text, pp. 202–203</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 234, 284, 344 • Language Analysis, pp. 235, 255, 275 	<p>Unit-level Build Unit Vocabulary and high-interest Build Unit Vocabulary activities introduce students to the key terms they will explore and provide a context for learning. Critical Academic vocabulary and key terms are taught with each reading. For examples see:</p> <p><u>Student/Teacher Edition:</u> Build Unit Vocabulary, 4–5</p> <p>Key Words (Words in Context), 8, 24, 40</p> <p>Academic Words (Words in Context), 10, 26, 42</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	Unit 2	
	Finding Courage	Heroes and Their Journeys
<p>Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p><u>Module A Planner (literary and informational texts), pp. 6–7</u></p> <ul style="list-style-type: none"> • <i>Heart and Soul: The Story of America and African Americans</i> (literary text), pp. 12–121 • <i>Operation Clean Sweep</i> (literary text), pp. 122–141 • <i>Cesar Chavez: Champion of Workers</i> (informational text: social studies), pp. 152–171 <p><u>Module B Planner (informational texts), pp. 206–207</u></p> <ul style="list-style-type: none"> • <i>Escape to Freedom: The Underground Railroad</i> • <i>Adventures of Callie and William</i> (informational text: social studies), pp. 212–281 • <i>The Great Migration</i> (informational text: social studies), pp. 282–311 • <i>Angel Island</i> (informational text: social studies), pp. 322–371 	<p><u>Reading 1: Literature/Short Story</u> <i>The Elephant Shepherd</i>, pp. 76–79</p> <p><u>Reading 2: Informational Text/Social Studies</u> <i>Doctors Without Borders</i>, pp. 90–93</p> <p><u>Reading 3: Literature/Myth</u> <i>The Origin of Fire</i>, pp. 106–109 <i>Water Spider Gets the Fire: A Cherokee Myth</i>, pp. 110–113</p>

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<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><u>Module A Big Ideas & Essential Questions (literary), pp. 6–7</u></p> <ul style="list-style-type: none"> • Readers understand that the theme of a text can be determined by analyzing the author’s use of details/description, point of view, voice, imagery, and mood/tone, pp. 12–13, 42–43, 62–63 • Writers understand that opinions are supported with evidence from a variety of resources, through analysis, reflection, and research, pp. 38–41, 88–91, 148–151 • Learners understand that people respond to inequality and injustice with a variety of tactics, pp. 152–161, 162–171 • Independent Reading: Suggested Texts, pp. 8–9 (includes additional social studies texts focusing on issues of equality, race, and culture) • Research and Technology Center, pp. 11 (research person who responded to injustice with nonviolence) • Performance-Based Assessment: Speech about justice (opinion), pp. 192–199 <p><u>Module B Big Ideas & Essential Questions (expository), pp. 206–207</u></p> <ul style="list-style-type: none"> • Readers understand that authors support main ideas with key details, providing reasons and evidence to explain the relationships between individuals, ideas, and concepts within a text, pp. 212–213, 282–283, 322–323 	<p><u>Student/Teacher Edition:</u> The Big Question, 76</p> <p>Build Unit Background (map and photographs), 70–71</p> <p>Academic Words, 74, 88, 104</p> <p>Writing lessons, 84–85, 100–101, 118–119</p> <p>Link the Readings, 120</p> <p>Projects (Written, Oral, and Visual), 121</p> <p>Listening and Speaking Workshop, 122–123</p> <p>Writing Workshops, 124–126</p> <p><u>Teacher Edition:</u> Link to Social Studies, T70, T87, T91, T94</p> <p>Link to Science, T73, T109</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	<p>(Continued)</p> <ul style="list-style-type: none"> • Writers understand that informative/explanatory texts examine a topic and convey ideas and information by drawing upon evidence from both literary and informational texts to support analysis, reflection, and research, pp. 238–241, 248–251, 298–301 • Learners understand that large-scale movements are produced by a unique confluence of leadership and events, pp. 212–281, 282–311, 322–371 • Independent Reading: Suggested Texts, pp. 208–209 (social studies and literary texts are included) • Research and Technology Center, pp. 11 (research person who contributed to larger historical movement) • Performance-Based Assessment: brief informative/explanatory essay on acts of courage (social studies), pp. 392–399 • Anchor Texts and other selections focus on social studies: see <i>Escape to Freedom: The Underground Railroad Adventures of Callie and William</i> (informational text: social studies), pp. 212–241; <i>The Great Migration</i> (informational text: social studies), pp. 242–331; <i>Angel Island</i> (informational text: social studies), pp. 322–391 	

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<p>Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p><u>Module A Lexile Levels (narrative text), p. 1</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 13, 73, 143 • Focused Reading Instruction, pp. 64–65, 114–115, 174–175 • Scaffolded Instruction, pp. 66–67, 116–117, 176–177 • Independent Reading, p. 9 <p><u>Module B Lexile Levels (informational text), pp. 201</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 223, 273, 323 • Focused Reading Instruction, pp. 224–225, 294–295, 344–345 • Scaffolded Instruction, pp. 226–227, 296–297, 346–347 • Independent Reading: Suggested Texts, p. 209 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 76, 79, 80, 330, 333, 90, 93, 96, 106, 113, 114</p> <p>Fluency, 127</p> <p>Test Preparation, 128–129</p> <p>Further Reading, 121</p> <p><u>Teacher Edition:</u> SIOP in Practice, T67, T71, T77, T91, T109</p> <p>Leveled Support, T69, T92 T106, T110</p> <p>Accelerate Language Development, T108, T114</p> <p>Fluency, T70, T72</p> <p>Scaffolding, T69, T92</p> <p>AIMSweb Progress Monitoring, T74, T88, T95</p> <p>SELP2 Assessment, T71, T79, T91, T109</p>

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<p>Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p><u>Module A Planner (narrative), pp. 6–7</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, 44, 124, 174 • Independent Reading Practice: Writing in Response to Reading, pp. 25, 155, 185 • Read Text & Close Reading, pp. 32–33, 102–103, 172–173 • Focused Reading Instruction, pp. 44–45, 94–95, 134–135 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 224, 324, 274 • Independent Reading Practice: Writing in Response to Reading, pp. 235, 285, 385 • Read Text & Close Reading, pp. 232–233, 302–303, 372–373 • Focused Reading Instruction, pp. 214–215, 294–295, 354–355 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 76, 79, 80, 330, 333, 90, 93, 96, 106, 113, 114</p> <p>Before You Go On, 77, 91, 107, 109, 111</p> <p>Fluency127</p> <p>Think It Over (Recall, Comprehend, Analyze), 79, 93, 113</p> <p>Extension, 81, 97, 115</p> <p>Link the Readings & Discussion, 120</p> <p>Test Preparation, 128–129</p> <p><u>Teacher Edition:</u> Comprehension Check, T78, T92, T110, T112</p>

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<p align="center">Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p><u>Module A Planner (narrative), pp. 6–7</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 35, 85, 135 • Writing Assignment, pp. 38–41, 88–91, 148–151 • Performance-Based Assessment: Speech about justice (opinion), pp. 192–199 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 235, 285, 335 • Writing Assignment, pp. 238–241, 248–251, 298–301 • Performance-Based Assessment: brief informative/explanatory essay on acts of courage (social studies), pp. 392–399 	<p><u>Student/Teacher Edition:</u> Quick Write, 67</p> <p>Writing lessons, 84–85, 100–101, 118–119</p> <p>Writing Workshops, 124–126</p> <p>Projects (Written, Oral, and Visual), 121</p>
<p align="center">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><u>Module A Vocabulary to Unlock the Text, pp. 4–5</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 24, 124, 184 • Language Analysis, pp. 55, 85, 155 <p><u>Module B Vocabulary to Unlock the Text, pp. 202–203</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 224, 304, 374 • Language Analysis, pp. 235, 255, 345 	<p><u>Student/Teacher Edition:</u> Build Unit Vocabulary, 68–69</p> <p>Key Words (Words in Context), 72, 86, 102</p> <p>Academic Words (Words in Context), 74, 88, 104</p>

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	Unit 3	
	Understanding the Universe	Building a New Country
<p>Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p><u>Module A Planner (literary and informational texts), pp. 6–7</u></p> <ul style="list-style-type: none"> • <i>George’s Secret Key to the Universe</i> (literary text), pp. 12–131 • <i>The Man Who Went to the Far Side of the Moon</i> (narrative nonfiction: science), pp. 132–151 • <i>Mayday on Moon of Jupiter</i> (literary text), pp. 162–171 <p><u>Module B Planner (for science readings), pp. 206–207</u></p> <ul style="list-style-type: none"> • <i>Our Solar System</i> (informational text: science), pp. 212–311 • <i>Our Mysterious Universe</i> (informational text: science), pp. 312–341 • <i>A Black Hole is NOT a Hole</i> (informational text: science), pp. 352–371 	<p><u>Reading 1: Literature/Short Story</u> <i>The Real Soldier</i>, pp. 140–145</p> <p><u>Reading 2: Informational Text/Social Studies</u> <i>One Hot Summer in Philadelphia</i>, pp. 156–159</p> <p><u>Reading 3: Literature/Play</u> <i>One Out of Many</i>, pp. 170–177</p>

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<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><u>Module A Big Ideas & Enduring Understandings (for literary and narrative nonfiction readings), p. 1</u></p> <ul style="list-style-type: none"> • Readers understand that a series of chapters or scenes fit together to develop characters and events and provide overall structure, pp. 42–43, 162–163, 182–183 • Writers understand that writers must write clearly and coherently to develop and organize task, purpose, and audience, pp. 38–41, 98–101, 148–151 • Learners understand that the universe is a fascinating and complex place and people interpret it through literary text as well as through science, pp. 12–131, 132–151, 162–171 • Independent Reading: Suggested Texts, pp. 8–9 (includes additional literary texts that explore science) • Research and Technology Center, pp. 11 (research about real celestial body or location) • Anchor Texts and other selections focus on science through literature and narrative nonfiction. For examples see: <i>George’s Secret Key to the Universe</i> (literary text), pp. 12–131; <i>The Man Who Went to the Far Side of the Moon</i> (narrative nonfiction: science), pp. 132–151; <i>Mayday on Moon of Jupiter</i> (literary text), pp. 162–171 <p><u>Module B Big Ideas & Enduring Understandings (for science readings), pp. 200–201</u></p> <ul style="list-style-type: none"> • Readers understand the meanings of domain specific words when reading informational texts, pp. 222–223, 302–303 	<p><u>Student/Teacher Edition:</u> The Big Question, 131, 140, 156, 170, 184</p> <p>Build Unit Background (map and photographs), 134–135</p> <p>Academic Words, 138, 154, 168</p> <p>Writing lessons, 150–151, 164–165, 182–183</p> <p>Link the Readings, 184</p> <p>Projects (Written, Oral, and Visual), 185</p> <p>Listening and Speaking Workshop, 186–187</p> <p>Writing Workshops, 188–190</p> <p><u>Teacher Edition:</u> Link to Social Studies, T133, T134, T137, T153, T157, T158, T172, T175, T176</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	<p>(Continued)</p> <ul style="list-style-type: none"> • Writers understand that illustrations, photos, diagrams, and other visual elements convey important information, pp. 238–241, 268–271, 298–301 • Learners understand that scientists continue to study and reveal new information about our solar system and the universe, pp. 212–311, 312–341, 352–371 • Independent Reading: Suggested Texts, pp. 208–209 (includes additional science texts focusing on the solar system and the universe) • Research and Technology Center, pp. 11 (research about real celestial body or location) • Performance-Based Assessment: research space-related technology, pp. 392–399 • Anchor Texts and other selections focus on science. For examples see: <i>Our Solar System</i> (informational text: science), pp. 212–311; <i>Our Mysterious Universe</i> (informational text: science), pp. 312–341; <i>A Black Hole is NOT a Hole</i> (informational text: science), pp. 352–371 	

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p>Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p><u>Module A Lexile Levels (for literary and narrative nonfiction readings), p. 1</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 23, 83, 183 • Focused Reading Instruction, pp. 44–45, 104–105, 144–145 • Scaffolded Instruction, pp. 16–17, 66–67, 116–117 • Independent Reading (includes listing of lexile levels), p. 9 <p><u>Module B Lexile Levels (for science readings), pp. 201</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 243, 283, 353 • Focused Reading Instruction, pp. 234–235, 274–275, 344–345 • Scaffolded Instruction, pp. 236–237, 266–267, 306–307 • Independent Reading: Suggested Texts (includes listing of lexile levels), p. 209 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 140, 145, 146, 156, 159, 160, 170, 177, 178</p> <p>Fluency, 191</p> <p>Test Preparation, 192–193</p> <p>Further Reading, 185</p> <p><u>Teacher Edition:</u> SIOP in Practice, T135, T141, T145, T161</p> <p>Leveled Support, T140, T144, T158</p> <p>Accelerate Language Development, T134, T146, T176</p> <p>Fluency, T134, T146</p> <p>Scaffolding, T133, T147</p> <p>AIMSweb Progress Monitoring, T171, T175</p> <p>SELP2 Assessment, T135, T142</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p style="text-align: center;">Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p><u>Module A Planner (for literary and narrative nonfiction readings), pp. 6–7</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 34, 74, 124 • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 175 • Read the Text & Close Reading, pp. 12–13, 52–53, 122–123 • Focused Reading Instruction, pp. 13–14, 54–55, 124–125 <p><u>Module B Planner (for science readings), pp. 206–207</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 234, 264, 304 • Independent Reading Practice: Writing in Response to Reading, pp. 245, 275, 355 • Read the Text & Close Reading, pp. 222–223, 282–283, 352–353 • Focused Reading Instruction, pp. 224–225, 284–285, 354–355 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 140, 145, 146, 156, 159, 160, 170, 177, 178</p> <p>Before You Go On, 141, 143, 157, 171, 173, 175</p> <p>Fluency, 191</p> <p>Think It Over (Recall, Comprehend, Analyze), 145, 159, 177</p> <p>Extension, 147, 161, 179</p> <p>Link the Readings & Discussion, 184</p> <p>Test Preparation, 192–193</p> <p><u>Teacher Edition:</u> Comprehension Check, T142, T144, T158, T172, T174</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p align="center">Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p><u>Module A Planner (for literary and narrative nonfiction readings), pp. 6–7</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 165 • Writing Assignment, pp. 38–41, 98–101, 148–151 • Performance-Based Assessment: science fiction story, pp. 192–199 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 225, 245, 305 • Writing Assignment, pp. 238–241, 268–271, 298–301 • Performance-Based Assessment: conduct short scientific research projects that use several sources, pp. 392–399 	<p><u>Student/Teacher Edition:</u></p> <p>Quick Write, 131</p> <p>Writing lessons, 150–151, 164–165, 182–183</p> <p>Writing Workshops, 188–190</p> <p>Projects (Written, Oral, and Visual), 185</p>
<p align="center">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><u>Module A Vocabulary to Unlock the Text, pp. 4–5</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 14, 64, 114 • Language Analysis, pp. 105, 115, 165 <p><u>Module B Vocabulary to Unlock the Text, pp. 202–203</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 234, 284, 344 • Language Analysis, pp. 245, 295, 325 	<p><u>Student/Teacher Edition:</u></p> <p>Build Unit Vocabulary, 132–133</p> <p>Key Words (Words in Context), 136, 152, 166</p> <p>Academic Words (Words in Context), 138, 154, 168</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	Unit 4	
	Exploring New Worlds	Your Environment
<p>Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p><u>Module A Planner (informative and literary texts about social studies), pp. 6–7</u></p> <ul style="list-style-type: none"> • <i>Hudson</i>(informational text: social studies), pp. 12–91 • <i>Pedro’s Journal</i>(literary text), pp. 92–101 • <i>Secrets of the Canyon Cave</i>(literary text), pp. 152–171 <p><u>Module B Planner (informative about social studies), pp. 206–207</u></p> <ul style="list-style-type: none"> • <i>The World Made New</i> (informational text: social studies), pp. 212–291 • <i>Explorers of North America</i> (informational text: social studies), pp. 292–351 • <i>New Beginnings: Jamestown and the Virginia Colony</i> (informational text: social studies), pp. 352–371 	<p><u>Reading 1: Informational Text/Science</u> <i>Biomes All Over the World</i>, pp. 204–209</p> <p><u>Reading 2: Informational Text/Science</u> <i>Marine Food Web</i>, pp. 222–227</p> <p><u>Reading 3: Informational Text/Magazine Article</u> <i>Save the Sea Turtles</i>, pp. 238–243</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><u>Module A Big Ideas & Enduring Understandings (informative and literary texts about social studies), p. 1</u></p> <ul style="list-style-type: none"> • Readers understand that comparing and contrasting texts helps build awareness of similar themes and topics, pp. 112–113, 142–143 • Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions, pp. 38–41, 98–101, 148–151 • Learners understand that explorers have positive and negative impact, pp. 12–91, 92–101 • Independent Reading: Suggested Texts, pp. 8–9 (includes additional texts about exploration) • Research and Technology Center, pp. 11 (research about an explorer) • Performance-Based Assessment: opinion piece on explorer studied in the unit, pp. 192–199 • Anchor Texts and other selections focus on history of exploration through literature and informational text. For examples see: <i>Hudson</i>(informational text: social studies), pp. 12–91; <i>Pedro’s Journal</i>(literary text), pp. 92–101; <i>Secrets of the Canyon Cave</i>(literary text), pp. 152–171 <p><u>Module B Big Ideas & Enduring Understandings (for social studies readings), pp. 200–201</u></p> <ul style="list-style-type: none"> • Readers understand that multiple main ideas in informational text are supported through details in the text, pp. 212–213, 322–323 	<p><u>Student/Teacher Edition:</u> The Big Question, 195, 204, 222, 238, 250</p> <p>Build Unit Background (map and photographs), 198–199</p> <p>Academic Words, 202, 220, 236</p> <p>Writing lessons, 216–217, 232–233, 248–249</p> <p>Link the Readings, 250</p> <p>Projects (Written, Oral, and Visual), 251</p> <p>Listening and Speaking Workshop, 252–253</p> <p>Writing Workshops, 254–256</p> <p><u>Teacher Edition:</u> Link to Social Studies, T198, T201, T205</p> <p>Link to Science, T219, T223, T240</p> <p>Link to Math, T206</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
	<p>(Continued)</p> <ul style="list-style-type: none"> • Writers understand that a concluding statement or section summarizes the opinion presented in opinion pieces, pp. 238–241, 268–271, 298–301 • Learners understand that exploration and settlement reflected and altered people’s views of and understandings of the world, pp. 212–291, 292–351, 352–371 • Independent Reading: Suggested Texts, pp. 208–209 (includes additional social studies texts focusing on exploration) • Research and Technology Center, pp. 11 (research a settlement) • Performance-Based Assessment: editorial for a newspaper of the time period, pp. 392–399 • Anchor Texts and other selections focus on social studies. For examples see: <i>The World Made New</i> (informational text: social studies), pp. 212–291; <i>Explorers of North America</i> (informational text: social studies), pp. 292–351; <i>New Beginnings: Jamestown and the Virginia</i> 	

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p>Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p><u>Module A Lexile Levels (informative and literary texts about social studies), p. 1</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 23, 83, 183 • Focused Reading Instruction, pp. 44–45, 104–105, 144–145 • Scaffolded Instruction, pp. 16–17, 66–67, 116–117 • Independent Reading, p. 9 <p><u>Module B Lexile Levels (for social studies readings), pp. 201</u></p> <ul style="list-style-type: none"> • Close Reading, pp. 243, 283, 353 • Focused Reading Instruction, pp. 234–235, 274–275, 344–345 • Scaffolded Instruction, pp. 236–237, 266–267, 306–307 • Independent Reading: Suggested Texts, p. 209 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 204, 209, 212, 222, 227, 228, 238, 243, 244</p> <p>Fluency, 257</p> <p>Test Preparation, 258–259</p> <p>Further Reading, 251</p> <p><u>Teacher Edition:</u> SIOP in Practice, T205, T209, T213, T239</p> <p>Leveled Support, T208, T222</p> <p>Accelerate Language Development, T210, T212, T228</p> <p>Fluency, T226</p> <p>Scaffolding, T206, T224</p> <p>AIMSweb Progress Monitoring, T207, T223, T241</p> <p>SELP2 Assessment, T231, T243</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p>Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p><u>Module A Planner (informative and literary texts about social studies), pp. 6–7</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 34, 74, 124 • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 175 • Read Text & Close Reading, pp. 12–13, 52–53, 122–123 • Focused Reading Instruction, pp. 13–14, 54–55, 124–125 <p><u>Module B Planner (for social studies readings), pp. 206–207</u></p> <ul style="list-style-type: none"> • Text-Based Conversation & Team Talk, pp. 234, 264, 304 • Independent Reading Practice: Writing in Response to Reading, pp. 245, 275, 355 • Read Text & Close Reading, pp. 222–223, 282–283, 352–353 • Focused Reading Instruction, pp. 224–225, 284–285, 354–355 	<p><u>Student/Teacher Edition:</u> Reading Strategy, 204, 209, 212, 222, 227, 228, 238, 243, 244</p> <p>Before You Go On, 205, 207, 223, 225, 239, 241</p> <p>Fluency, 257</p> <p>Think It Over (Recall, Comprehend, Analyze), 209, 227, 243</p> <p>Extension, 213, 229, 245</p> <p>Link the Readings & Discussion, 250</p> <p>Test Preparation, 258–259</p> <p><u>Teacher Edition:</u> Comprehension Check, T206, T224, T226, T240, T242</p>

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English Language Arts Instructional Shifts	Pearson ReadyGEN Grade 5	Pearson Longman Cornerstone Grade 5
<p align="center">Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p><u>Module A Planner (informative and literary texts about social studies), pp. 6–7</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 15, 85, 165 • Writing Assignment, pp. 38–41, 98–101, 148–151 • Performance-Based Assessment: opinion piece on explorer studied in the unit, pp. 192–199 <p><u>Module B Planner (informative), pp. 206–207</u></p> <ul style="list-style-type: none"> • Independent Reading Practice: Writing in Response to Reading, pp. 225, 245, 305 • Writing Assignment, pp. 238–241, 268–271, 298–301 • Performance-Based Assessment: editorial for a newspaper of the time period, pp. 392–399 	<p><u>Student/Teacher Edition:</u> Quick Write, 195</p> <p>Writing lessons, 216–217, 232–233, 248–249</p> <p>Writing Workshops, 254–256</p> <p>Projects (Written, Oral, and Visual), 251</p>
<p align="center">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><u>Module A Vocabulary to Unlock the Text, pp. 4–5</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 14, 64, 114 • Language Analysis, pp. 65, 105, 135 <p><u>Module B Vocabulary to Unlock the Text, pp. 202–203</u></p> <ul style="list-style-type: none"> • Benchmark Vocabulary, pp. 234, 284, 344 • Language Analysis, pp. 295, 345 	<p><u>Student/Teacher Edition:</u> Build Unit Vocabulary, 196–197</p> <p>Key Words (Words in Context), 200, 234, 266</p> <p>Academic Words (Words in Context), 202, 220, 236</p>

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English Language Arts Instructional Shifts	Pearson Longman Cornerstone Grade 5
<p align="center">Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p>Unit 5: Sounds and Music</p> <p><u>Reading 1: Informational Text/Social Studies</u> <i>Touching Sound with Evelyn Glennie</i>, pp. 270–273</p> <p><u>Reading 2: Informational Text/Social Studies</u> <i>A Song Map</i>, pp. 284–287</p> <p><u>Reading 3: Informational Text/Social Studies</u> <i>Elvis Presley</i>, pp. 298–300 <i>Austin: The Live Music Capitol of the World</i>, pp. 301–303</p>

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<p align="center">English Language Arts Instructional Shifts</p>	<p align="center">Pearson Longman Cornerstone Grade 5</p>
<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><u>Student/Teacher Edition:</u> The Big Question, 261, 270, 284, 298, 310</p> <p>Build Unit Background (map and photographs), 264–265</p> <p>Academic Words, 268, 282, 296</p> <p>Writing lessons, 278–279, 292–293, 308–309</p> <p>Link the Readings, 310</p> <p>Projects (Written, Oral, and Visual), 311</p> <p>Listening and Speaking Workshop, 312–313</p> <p>Writing Workshops, 314–316</p> <p><u>Teacher Edition:</u> Link to Social Studies, T264, T287, T299</p> <p>Link to Science, T272, T285, T300</p>

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<p align="center">English Language Arts Instructional Shifts</p>	<p align="center">Pearson Longman Cornerstone Grade 5</p>
<p align="center">Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p><u>Student/Teacher Edition:</u> Reading Strategy, 270, 273, 274, 298, 303, 304, 334</p> <p>Fluency, 317</p> <p>Test Preparation, 318–319</p> <p>Further Reading, 311</p> <p><u>Teacher Edition:</u> SIOP in Practice, T271, T275, T285, T287, T299, T303</p> <p>Leveled Support, T272, T286, T300, T302</p> <p>Accelerate Language Development, T270, T304</p> <p>Fluency, T274, T288</p> <p>Scaffolding, T272</p> <p>AIMSweb Progress Monitoring, T285, T301</p> <p>SELP2 Assessment, T296</p>

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<p style="text-align: center;">English Language Arts Instructional Shifts</p>	<p style="text-align: center;">Pearson Longman Cornerstone Grade 5</p>
<p style="text-align: center;">Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p><u>Student/Teacher Edition:</u> Reading Strategy, 270, 273, 274, 298, 303, 304, 334</p> <p>Before You Go On, 271, 285, 299, 301</p> <p>Fluency, 317</p> <p>Think It Over (Recall, Comprehend, Analyze), 273, 287, 303</p> <p>Extension, 275, 289, 305</p> <p>Link the Readings & Discussion, 310</p> <p>Test Preparation, 318–319</p> <p><u>Teacher Edition:</u> Comprehension Check, T272, T286, T300, T302</p>
<p style="text-align: center;">Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p><u>Student/Teacher Edition:</u> Quick Write, 261</p> <p>Writing lessons, 278–279, 292–293, 308–309</p> <p>Writing Workshops, 314–316</p> <p>Projects (Written, Oral, and Visual), 311</p>

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<p align="center">English Language Arts Instructional Shifts</p>	<p align="center">Pearson Longman Cornerstone Grade 5</p>
<p align="center">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><u>Student/Teacher Edition:</u> Build Unit Vocabulary, 262–263</p> <p>Key Words (Words in Context), 266, 280, 294</p> <p>Academic Words (Words in Context), 268, 282, 296</p>

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English Language Arts Instructional Shifts	Pearson Longman Cornerstone Grade 5
<p align="center">Balancing Informational and Literary Text</p> <p><i>Texts reflect true balance between fiction and nonfiction.</i></p>	<p>Unit 6: Visiting National Parks</p> <p><u>Reading 1: Informational Text/Social Studies</u> <i>Yosemite National Park</i>, pp. 330–333</p> <p><u>Reading 2: Literary Nonfiction/Scrapbook</u> <i>My Trip to Yosemite</i>, pp. 344–347</p> <p><u>Reading 3: Literature/Short Story</u> <i>A Night at Great Basin</i>, pp. 358–363</p>

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<p align="center">English Language Arts Instructional Shifts</p>	<p align="center">Pearson Longman Cornerstone Grade 5</p>
<p align="center">Knowledge in the Disciplines</p> <p><i>Students learn about the world and build a rich knowledge base in the various disciplines.</i></p>	<p><u>Student/Teacher Edition:</u> The Big Question, 321, 330, 344, 358, 372</p> <p>Build Unit Background (map and photographs), 324–325</p> <p>Academic Words, 328, 342, 356</p> <p>Writing lessons, 338–339, 352–353, 370–371</p> <p>Link the Readings, 372</p> <p>Projects (Written, Oral, and Visual), 373</p> <p>Listening and Speaking Workshop, 374–375</p> <p>Writing Workshops, 376–380</p> <p><u>Teacher Edition:</u> Link to Social Studies, T324, T327, T341</p> <p>Link to Science, T362</p> <p>Link to Math, T331, T332</p>

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<p align="center">English Language Arts Instructional Shifts</p>	<p align="center">Pearson Longman Cornerstone Grade 5</p>
<p align="center">Staircase of Complexity</p> <p><i>Literary and informational text is provided at appropriate text complexity ranges.</i></p>	<p><u>Student/Teacher Edition:</u> Reading Strategy, 334, 344, 347, 348, 358, 363, 366</p> <p>Fluency, 381</p> <p>Test Preparation, 382–383</p> <p>Further Reading, 373</p> <p><u>Teacher Edition:</u> SIOP in Practice, T331, T333, T347, T359</p> <p>Leveled Support, T330, T362, T364</p> <p>Accelerate Language Development, T334, T360</p> <p>Fluency, T320, T324, T326, T332, T348</p> <p>Scaffolding, T330</p> <p>AIMSweb Progress Monitoring, T346, T363</p> <p>SELP2 Assessment, T323, T342, T361</p>

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English Language Arts Instructional Shifts	Pearson Longman Cornerstone Grade 5
<p style="text-align: center;">Text-Based Answers</p> <p><i>Students participate in rigorous evidence-based tasks such as text-based questioning, writing, conversations, and team talk.</i></p>	<p><u>Student/Teacher Edition:</u> Reading Strategy, 334, 344, 347, 348, 358, 363, 366</p> <p>Before You Go On, 331, 345, 359, 361</p> <p>Fluency, 63, 127, 191, 257, 317, 381</p> <p>Think It Over (Recall, Comprehend, Analyze), 333, 347, 363</p> <p>Extension, 335, 349, 367</p> <p>Link the Readings & Discussion, 372</p> <p>Test Preparation, 382–383</p> <p><u>Teacher Edition:</u> Comprehension Check, T332, T346</p>
<p style="text-align: center;">Writing from Sources</p> <p><i>Students write in response to text and draw on textual evidence to support their ideas and claims.</i></p>	<p><u>Student/Teacher Edition:</u> Quick Write, 321</p> <p>Writing lessons, 338–339, 352–353, 370–371</p> <p>Writing Workshops, 376–380</p> <p>Projects (Written, Oral, and Visual), 373</p>
<p style="text-align: center;">Vocabulary</p> <p><i>Students build their academic and generative vocabulary to access grade level complex texts.</i></p>	<p><u>Student/Teacher Edition:</u> Build Unit Vocabulary, 322–323</p> <p>Key Words (Words in Context), 326, 340, 354</p> <p>Academic Words (Words in Context), 328, 342, 356</p>