

ASSESSMENTS TEACHER GUIDE



Ready[®] | 5 Reading ASSESSMENTS Teacher Guide



NOT FOR RESALE

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For the Teacher

What is *Ready*® *Assessments, Reading*?

Ready® *Assessments, Reading* is a series of three assessments that assess the Common Core English Language Arts standards and help prepare students to demonstrate their mastery of the Common Core. The item rigor and test structure of *Ready Assessments* were informed by analysis of materials from the Smarter Balanced and PARCC testing consortia, as well as New York and North Carolina departments of education—all leading organizations in the development of next-generation assessments.

How does *Ready Assessments* correlate to the Common Core State Standards for English Language Arts?

Each of the three *Ready Assessments* address key skills in the following Common Core ELA strands:

- Reading Literature
- Reading Informational Texts
- Language: Vocabulary Acquisition and Use
- Writing: Text Types and Purposes; Research

Each assessment question correlates directly to one or more CCSS standards from Reading Standards 2–9 and/or Language Standards 4–6. In addition, all items correlate to CCSS Reading Standards 1 (Use of Evidence) and 10 (Complex Texts). These correlations are given on the Answer Keys and Correlations charts on pages 14–16, which also shows the Depth of Knowledge (DOK) rating for each item.

Ready Teacher Toolbox

If you subscribe to *Ready Teacher Toolbox* (<http://www.teacher-toolbox.com/>), you can project *Ready Assessments* items in front of the class and review them together. You also have access to *Ready Instruction* lessons, Tools for Instruction, and Guided Interactive Tutorials.

When should I administer *Ready Assessments, Reading*?

Use the three assessments throughout the year to benchmark student progress. Alternatively, you can use all or specific items of an assessment as homework or review of specific standards. Use the correlation charts beginning on page 11 to identify standard alignments for items.

How do I introduce my students to *Ready Assessments, Reading*?

Let students know that this assessment may differ from assessments they've taken in the past. Tell students that they will need to answer two kinds of questions:

- Selected-response, which give a number of possible answers to choose from. Some questions may have five or more answers to choose from, and some will have more than one correct answer.
- Constructed-response, which ask students to write the answer. Additionally, many items have multiple parts, which may be either of these two kinds of questions.

Selected-response items should be answered on the student answer forms, and the constructed-response items should be completed within the assessment booklet itself. Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. See page 4 for examples to review with students.

Inform students of the amount of time they will have to complete the assessment. Students should complete one assessment of the *Ready Assessments* in two days. The following timeframe is recommended:

Session 1: Reading (items 1–26)	40 minutes
Session 2: Writing and Research (items 27–37)	40 minutes

How do I administer each assessment?

1. Provide each student with a student book and two sharpened No. 2 pencils with a good eraser.
2. Have students read the introduction on the inside front cover of the student book. Read aloud and discuss the tips for answering selected-response questions.
3. Remind students to answer the selected-response items on the answer form and the constructed-response items within the assessment booklet.
4. Have students remove the answer form and fill in the personal information section. Ensure that each student knows how to fill in the answer bubbles for all types of answer choices. Remind students that if they change an answer, they should fully erase their first answer.

What is the correction procedure?

Score the selected-response items using either the Answer Keys on pages 14–16 or the completed Answer Forms on pages 5 and 6 of this teacher guide. Score the constructed-response items using the Answers to Constructed-Response Questions on page 7; use the 2-Point Rubric—Constructed Response (page 10) to check that student responses meet the criteria for a given score.

Once students have covered a significant portion of the **Ready Reading Instruction** program, you may wish to correct the assessment orally after completion. If so, review the answers, explaining concepts that students may not fully understand, and encouraging them to discuss the thought process they used to answer the questions.

Machine-Scoring Guidelines

To capture constructed-response scores for machine-scoring, fill in the appropriate score on each students' answer form in the "Teacher Use Only" box for each item.

How should I use the results of *Ready*® *Assessments, Reading*?

Ready Assessments can be a useful diagnostic tool to identify standards that need further study and reinforcement. Use the **Ready Assessments** Answer Keys and Correlations, beginning on page 14, to identify the standard that each question has been designed to evaluate. For students who answer a question incorrectly, provide additional instruction and practice through **Ready**® **Reading Instruction**. For a list of the Common Core State Standards that **Ready Assessments** assess, see the correlation chart beginning on page 11.

Innovative Item Type Examples

To familiarize students with the innovative item types in **Ready Assessments** and where to record their answers, it may be especially helpful to display and review these examples:

- Multiple correct: One or more answer choices may be correct. The student fills in the appropriate bubbles on the answer form (see example at right).

1 Select **two** words from the passage that best describe the Sahara desert.

1. (A) (B) ● (D) ● (F)

- A rainy
- B grassy
- C dry
- D frozen
- E sandy
- F green

- Constructed response: The student writes out the answer in the assessment booklet. Constructed-response items might require students to reproduce evidence from the text, complete graphic organizers, or number statements to create a chronological summary.

2 Read the two sections of text on the left. Then, draw lines to match each section with one type of text structure on the right. Two of the text structures on the right do not have matches.

Some large mountain ranges block rain clouds, causing dry deserts to form next to them.

Hot deserts, such as the Sahara Desert in Africa, are closer to the equator than cold deserts, such as the Gobi Desert in Asia.

chronology

comparison

cause and effect

problem and solution

- Multi-part: The student responds to two or more related items, indicated by “Part A, Part B,” and so on. A multi-part item might be selected response, a combination of selected response and constructed response, or constructed response.

Ready® Assessments, Reading, Grade 5
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

Session 1: Reading

- 1A. A B C D
- 1B. A B C D
- 2. A B C D
- 3. A B C D
- 4. A B C D
- 5. A B C D E F
- 6. See page 6.
- 7A. A B C D
- 7B. A B C D
- 8. A B C D
- 9. A B C D E F
- 10. A B C D
- 11. See page 6.

- 12. A B C D E F
- 13. A B C D
- 14. A B C D
- 15A. A B C D
- 15B. A B C D
- 16. See page 6.
- 17A. A B C D
- 17B. A B C D
- 18. A B C D
- 19. A B C D
- 20. A B C D
- 21. A B C D E F G
- 22. See page 6.

Session 2: Writing and Research

- 23. A B C D
- 24. A B C D
- 25. See page 6.
- 26. A B C D
- 27. A B C D
- 28. A B C D
- 29. See page 6.
- 30. See page 6.
- 31. A B C D E
- 32. A B C D
- 33. See page 6.

Assessment 2

Session 1: Reading

- 1A. A B C D
- 1B. A B C D
- 2. A B C D
- 3. See page 7.
- 4. A B C D
- 5. A B C D E F
- 6. A B C D
- 7. A B C D
- 8A. A B C D
- 8B. A B C D
- 9. See page 7.
- 10. A B C D
- 11. A B C D E F

- 12. A B C D E F
- 13A. A B C D
- 13B. A B C D
- 14. A B C D
- 15. A B C D
- 16. A B C D
- 17. See page 7.
- 18. A B C D
- 19. A B C D
- 20. A B C D E F
- 21A. A B C D
- 21B. A B C D
- 22A. See page 7.

22B. See page 7.

Session 2: Writing and Research

- 23. A B C D
- 24. A B C D
- 25. A B C D
- 26. A B C D
- 27. See page 7.
- 28. A B C D
- 29. See page 7.
- 30. A B C D
- 31. A B C D E
- 32. A B C D
- 33. See page 7.

Ready® Assessments, Reading, Grade 5
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 3

Session 1: Reading

- 1A. (A) (B) (C) ●
- 1B. (A) (B) ● (D)
- 2. (A) ● (C) (D)
- 3. (A) ● (C) (D)
- 4. (A) (B) ● (D)
- 5. (A) (B) (C) ● (E) ● ●
- 6. See page 8.
- 7A. ● (B) (C) (D)
- 7B. (A) (B) (C) ●
- 8. (A) ● (C) (D) (E) ●
- 9. (A) (B) (C) ●
- 10. ● (B) (C) (D)
- 11. See page 8.
- 12A. ● (B) (C) (D)

- 12B. (A) ● (C) (D)
- 13. (A) (B) ● (D)
- 14. (A) (B) (C) ●
- 15. ● (B) ● (D) (E) (F)
- 16. See page 8.
- 17A. (A) (B) ● (D)
- 17B. (A) ● (C) (D)
- 18. (A) (B) ● (D)
- 19. (A) ● (C) (D) ● (F) ●
- 20. ● (B) (C) (D)
- 21. (A) ● (C) (D)
- 22A. See page 8.
- 22B. See page 8.
- 22C. See page 8.

Session 2: Writing and Research

- 23. (A) (B) ● (D)
- 24. (A) (B) (C) ●
- 25. (A) ● (C) (D)
- 26. See page 8.
- 27. See page 8.
- 28. (A) (B) ● (D)
- 29. ● (B) (C) (D)
- 30. See page 8.
- 31. (A) (B) (C) (D) ●
- 32. (A) (B) (C) ●
- 33. See page 8.

ANSWERS TO CONSTRUCTED-RESPONSE QUESTIONS: ASSESSMENT 1

Pages 1–26

6. Student book page 5

Sample response: Coach Bentz and Mr. Griffin are alike in that they are both worried that someone will not show up for an important event. Coach Bentz is worried that his star player, Larry, will not show up for a baseball game. Mr. Griffin is worried that his star actor, Li, will not show up for opening night of a play. The two men are different in how they respond to the situation. Coach Bentz is more openly upset, even angry. He is seen “scowling,” and he “growls” at Henderson, the narrator. Mr. Griffin is “agitated” and is seen “frowning,” but his questions to Kristen seem more concerned than angry.

11. Student book page 10

Sample response: Each star in a star cluster has gravity that pulls the other stars toward it. Because each star is pulling all the other stars and is also being pulled, the stars form a cluster and move as a group.

16. Student book page 13

Student underlines the second line of the excerpt, “For often at noon, when returned from the field.”

22. Student book page 18

Student fills in the empty boxes as shown.

Whale role	Activity
bubble-blowing whale	“forms a wall of bubbles around the fish” or “continue to swim in a circle, closing the net and trapping the fish in a bubble corral,” or “began to swim in a circle, making the wall of bubbles go all the way around the fish.”
lead whale	“makes calls from below that send the fish toward the surface and into the ring of bubbles”
other whales	“approach from the sides and from below” or “swim up into the feast of fish, making trumpetlike calls and flashing the white sides of their flippers to keep the trapped fish from escaping between them,” or “moving toward the herring, chasing the fish toward the bubble wall.”

25. Student book page 21

Student rewrites sentence with correct verb tense: If you do this, you will avoid the headaches and cramps that can trouble climbers at high elevations.

29. Student book page 23

Opinions and responses will vary. Student should include reasons and support for opinions drawn from the details in the table.

30. Student book page 24

Sample response: “Like any animal, guinea pigs need certain conditions to be happy and healthy.”

33. Student book page 26

Sample response: Article 1 has the best support and should be used in the school newspaper. It explains what the problem is: “Students are performing poorly on history tests.” It uses the example of the Declaration of Independence to support why students do poorly. The author explains that unless students can get involved and debate history for themselves, they will not care as much. Article 2 also explains what the problem is but its solution is not supported.

ANSWERS TO CONSTRUCTED-RESPONSE QUESTIONS: ASSESSMENT 2

Pages 27–56

3. Student book page 30

Student writes one or more of the following sentences from the story in each row.

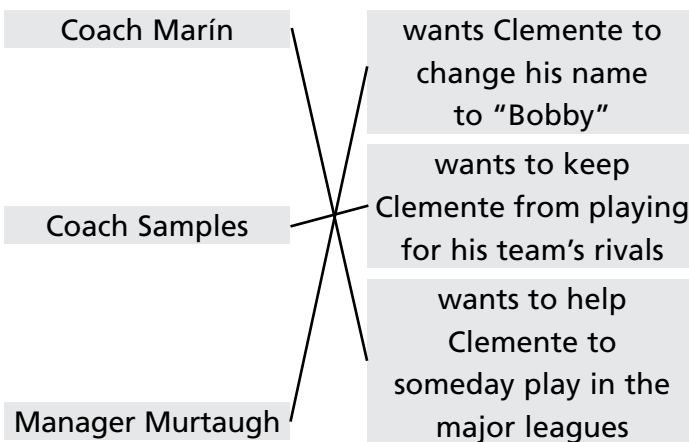
How Mowgli Compares to the Rest of the Pack	
Alike	"He grew up with the cubs..." "He took his place at the Council Rock, too, when the Pack met."
Different	"At other times he would pick the long thorns out of the pads of his friends, for wolves suffer terribly from thorns and burs in their coats." "A young wolf would have remembered that advice every hour. Mowgli forgot it because he was only a boy..."

9. Student book page 36

Sample response: Once the fizzy tablet is dropped into the water in the film canister, it immediately starts to form a gas. The lid must be placed quickly onto the canister to contain the gas. The rocket then must be placed on a launch pad right away because the gas will cause the lid to pop off the film canister rather quickly after the lid is replaced.

17. Student book page 42

Student draws lines between character names and descriptions as shown.



22. Student book page 47

Part A: Student selects the second and third idea choices from the table. The first idea listed, that the Nationals beat the Athletics, is not a main idea of the article. Two statements that represent main ideas of "The President Pitches!"

Ideas	
	The Nationals unexpectedly beat the Athletics at the 1910 Opening Day game in Washington, D.C.
✓	An important baseball tradition began with President Taft's first Opening Day throw.
✓	President Taft's throw meant a lot to Nationals' Pitcher Walter Johnson.

Part B: Sample responses.

Supporting detail for first main idea: "In fact, Taft's throw that day started a famous tradition." Or: "Since 1910, every president except Jimmy Carter has tossed out the first ball at least once to celebrate Opening Day."

Supporting detail for second main idea: "Even Walter Johnson thought the president had done something special." Or: "The Nationals' pitcher asked a friend to deliver the ball to the White House with a note asking the president to sign it."

27. Student book page 51

Responses will vary. Student should include dialogue and description to complete the story.

29. Student book page 53

Sample paragraph: How can you tell the difference between rare, real gold and common pyrite? First, while gold and pyrite are both metallic, gold is silvery and gleams softly, and pyrite is pale and shines harshly. Second, gold and pyrite take very different shapes. Gold appears as nuggets, flakes, or sheets. Pyrite, on the other hand, takes the shape of cubes or figures with eight or twelve sides. Third, gold is a very soft metal and can be cut with a pocket knife. Pyrite, in contrast, is much harder than gold and cannot be cut. Fourth, when you rub both minerals strongly, gold has no odor. Pyrite, however, smells strongly of sulfur. Fifth and last, try hitting the mineral sample with a hammer. Because gold is soft, it will change shape like clay but not break. Pyrite, on the other hand, will shatter.

33. Student book page 56

Sample response: Article 1 explains that Americans declared their freedom because of their belief in "life, liberty, and the pursuit of happiness." These are words from the Declaration of Independence. Article 2 adds many new facts to this. One is that some Americans felt their taxes were too high. For this reason they wanted to be free.

ANSWERS TO CONSTRUCTED-RESPONSE QUESTIONS: ASSESSMENT 3

Pages 57–83

6. Student book page 61

Sample response: Little Willy is confident about crossing the frozen lake because he has crossed it before. He also believes that having “only one dog and a small sled” makes him unlikely to be heavy enough to fall through the ice. Also, he knows he has the permission of the mayor to go across the lake.

11. Student book page 66

Sample response: The author seems to admire Jennings more than the people he worked for. People such as President Madison, Dolly Madison, and Daniel Webster had all been born free, but Jennings had been born into slavery. He had to work for his freedom, which Webster helped him to do. Jennings probably accomplished far more than most people born free at the time, including saving a famous painting, working to free slaves, and writing an important book. The author clearly admires Jennings.

16. Student book page 69

Student underlines the following words in the poem that support the idea that the narrator enjoys the sound of cows as much as that of birds.

Are wonderful to me. I love the gold
Of newly shaven stubble, rolled.
A royal carpet toward the sun, fit to be
The pathway of a deity.²
I love the life of pasture lands; the songs of birds
Are not more thrilling to me than the herd's
Mad bellowing or the shadow stride
Of mounted herdsmen at my side.

22. Student book page 74

Part A: Student draws a box around the Question-Answer graphic organizer.

Part B: Answers will vary, but the sentence should be one of the questions used as subheads in the passage. For example: “Why Do Astronauts Need Spacesuits?”

Part C: Answers will vary, but the answer to this part should connect with the sentence in Part B. For example: “Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space.”

26. Student book page 77

Student circles “had.” Student writes: “By summertime, I will have lived here three years.”

27. Student book page 78

Responses will vary. Student should write a plausible ending to the story using dialogue and description.

30. Student book page 81

Sample response: A region’s climate was an important factor in what Native American peoples built their homes from. Compare the Iroquois tribes, who lived in what is now New York State, with the Pueblo people, who lived in the American Southwest.

The Iroquois lived in a climate that had warm summers, cold winters, and was moist year-round. Because the Iroquois lived in forests, they had a lot of wood. They built long houses that were 25 to 150 feet long and could hold 30 to 60 people. The long houses were made of local materials such as wood, bark, and animal skins.

The Pueblo people lived in an area with far fewer trees, so their homes, called pueblos, were mostly made of sand and a type of sun-dried clay called adobe. The pueblos could be up to five stories tall and hold many extended families.

As you can see, a region’s climate had an important influence on how different Native American peoples lived. Their homes depended on what their surroundings could provide.

33. Student book page 83

Sample response: Both articles contain details about cat behavior. In Article 1, the author writes that cats stay close to home. In Article 2, the author writes that cats eat insects and bugs.

English Language Arts Rubric for Scoring

2-Point Rubric—Constructed-Response Questions

- 2 points** The response is accurate, complete, and fulfills all requirements of the task. Text-based support and examples are included. Any information that goes beyond the text is relevant to the task.
- 1 point** The response is partially accurate and fulfills some requirements of the task. Some information may be inaccurate, too general, or confused. Support and examples may be insufficient or not text-based.
- 0 points** The response is inaccurate, poorly organized, or does not respond to the task.

Correlation Charts

Standards Coverage by *Ready*® Assessments, Reading

The chart below correlates each assessment item to a Common Core State Standard. It also indicates the corresponding lesson(s) in *Ready*® *Instruction* that offer(s) comprehensive instruction on that standard. Writing items are correlated to lessons in the *Ready*® *Teacher Resource Book*. Use this chart to determine which lessons your students should complete based on their mastery of each standard.

Common Core State Standards for Grade 5 ELA		Instruction and Assessments			
		Assessment Item Numbers			Instruction Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Reading Standards for Literature					
Key Ideas and Details					
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	1B, 15B, 16	1A, 1B, 13B, 15	1B, 6, 12B, 16	5, 10
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.	3, 15A	2, 13A, 16	4, 5, 12A	7, 8
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).	1A, 2	3, 17	1A, 2	6
Craft and Structure					
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	4, 13	4, 14	3, 13	15
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.	12	5	—	16
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	5	6	14	17
Integration of Knowledge and Ideas					
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).	14	—	15	21
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.	6	—	—	22

Common Core State Standards for Grade 5 ELA		Instruction and Assessments			
		Assessment Item Numbers			Instruction Lesson(s)
		Assessment 1	Assessment 2	Assessment 3	
Reading Standards for Informational Text					
Key Ideas and Details					
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	7B, 9, 17A, 17B, 18	8A, 8B, 9, 21B	17B, 18, 20	3
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	7A, 21	22	7A, 7B, 19	2
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.	11, 22	10, 21A	8, 21	4a, 4b
Craft and Structure					
RI.5.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.	8, 19	7, 19	17A	11
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).	32	12, 31	10, 22, 31	12, 13
RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	31	32	11, 32	14
Integration of Knowledge and Ideas					
RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	10	11, 20	—	18
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).	20	18	9	19
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	33	33	33	20
Language Standards					
Conventions of Standard English					
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	—	—	24	*L1, 2, 3
	b. Form and use the perfect (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i>) verb tenses.	26	—	26	L4
	c. Use verb tenses to convey various times, sequences, states, and conditions.	—	—	23	L5
	d. Recognize and correct inappropriate shifts in verb tense.*	25	24	—	L6
	e. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	—	25	—	L7
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
	a. Use punctuation to separate items in a series.*	—	26	—	L8
	b. Use a comma to separate an introductory element from the rest of the sentence.	—	23	—	L9
	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>).	24	—	—	L9, 10
	d. Use underlining, quotation marks, or italics to indicate titles of works.	23	—	25	L11

*Language Handbook in *Ready Instruction, Grade 5*

Common Core State Standards for Grade 5 ELA	Instruction and Assessments				
	Assessment Item Numbers			Teacher Resource Book Lessons	
	Assessment 1	Assessment 2	Assessment 3		
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.	29	28	28	6, 8, 11, 13, 19
W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	28, 30	29, 30	29, 30	1, 4a, 4b, 5, 15, 20
W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	27	27	27	1, 3–7, 10–12, 14, 17, 18

Ready® Assessments, Reading Answer Keys and Correlations

The charts below show the answers to selected-response items in each **Ready Assessments** assessment, plus the depth-of-knowledge (DOK) index, standard, and corresponding **Ready® Instruction** lesson(s) for each reading, language, and research item. The writing items show the corresponding lessons in the **Ready® Teacher Resource Book** (TRB). Use this information to adjust lesson plans and focus remediation.

Assessment 1				
Question	Key	DOK*	Standard	Ready® Lesson(s)
1A	A	2	RL.5.3	6
1B	D	2	RL.5.1	5
2	C	3	RL.5.3	6
3	D	2	RL.5.2	7
4	A	2	RL.5.4	15
5	D; F	3	RL.5.6	17
6	See page 6.	4	RL.5.9	22
7A	B	2	RI.5.2	2
7B	C	2	RI.5.1	3
8	D	2	RI.5.4	11
9	E	2	RI.5.1	3
10	A	3	RI.5.7	18
11	See page 6.	3	RI.5.3	4a
12	D; F	3	RL.5.5	16
13	D	2	RL.5.4	15
14	B	3	RL.5.7	21
15A	D	2	RL.5.2	8
15B	A	2	RL.5.1	10
16	See page 6.	2	RL.5.1	10
17A	C	2	RI.5.1	3
17B	B	2	RI.5.1	3
18	C	2	RI.5.1	3
19	A	2	RI.5.4	11
20	C	3	RI.5.8	19
21	B; E; G	2	RI.5.2	2
22	See page 6.	4	RI.5.3	4b
23	C	1	L.5.2d	L11
24	B	1	L.5.2c	L10
25	See page 6.	1	L.5.1d	L6
26	D	1	L.5.1b	L4
27	B	2	W.5.3	TRB 1, 3–7, 10–12, 14, 17, 18
28	B	2	W.5.2	TRB 1, 4a, 4b, 5, 15, 20
29	See page 6.	2	W.5.1	TRB 6, 8, 11, 13, 19
30	See page 6.	2	W.5.2	TRB 1, 4a, 4b, 5, 15, 20
31	E	2	RI.5.6	14
32	C	2	RI.5.5	12
33	See page 6.	4	RI.5.9	20

* DOK indicators are consistent with the Smarter Balanced Content Specifications.



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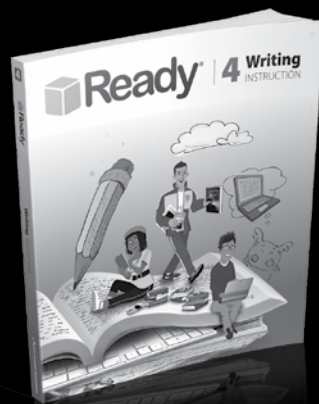
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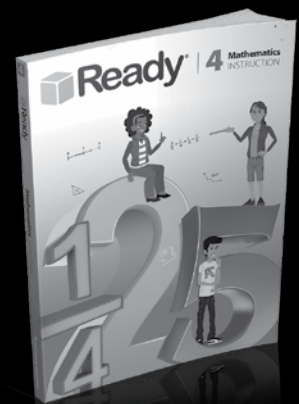
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