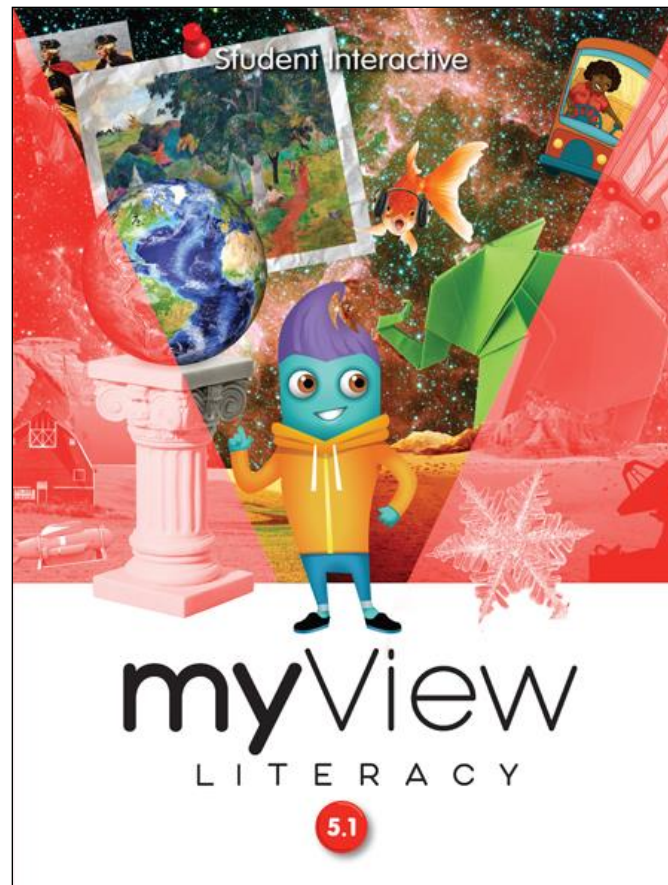


## A Correlation of



**Grade 5, ©2020**

**To the**

# **Alaska English/Language Arts Standards Grade 5**

# **A Correlation of myView Literacy, Grade 5, ©2020 to the Alaska English/Language Arts Standards, Grade 5**

## **Introduction**

This document demonstrates how *myView Literacy*, ©2020 meets the Alaska English/Language Arts Standards. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

*myView Literacy* is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

### **Inspire Confidence and Collaboration**

- Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

### **Focus on Balance and Flexibility**

- Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

### **Nurture Every Learner**

- Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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<b>(R) Reading</b>	
<b>(RL) Literature</b>	
<b>Key Ideas and Details</b>	
<p>(RL.5.1) Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>This standard is met throughout the program. Please see representative pages:</p> <p><b>Unit 1:</b> Use Text Evidence, T159, T160, T163, T167, T169, T171, T172, T188–T189 Respond and Analyze, T44–T45, T108–T109, T292–T293 Reflect and Share, T196–T197</p> <p><b>Unit 2:</b> Generate Questions, T192–T193 Respond and Analyze, T178–T179</p> <p><b>Unit 3:</b> Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p><b>Unit 4:</b> Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321 Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117 Respond and Analyze, T46–T47, T110–T111, T306–T307</p> <p><b>Unit 5:</b> Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195 Respond and Analyze, T180–T181</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

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<p>(RL.5.2) Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p>	<p><b>Unit 2:</b> Explore the Poem, T146–T147 Realistic Fiction, T150–T151</p> <p><b>Unit 3:</b> Explore the Poem, T18–T19 Summarize, T97, T98, T100, T104 Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107 Minilesson: Realistic Fiction, T264–T265 Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Reflect and Share, T196–T197</p> <p><b>Unit 4:</b> Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development</i> <i>Center</i>&gt;Comprehension &amp; Assessment</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, how conflicts are resolved).</p>	<p><b>Unit 1:</b> Use Text Evidence, T160, T188–T189</p> <p><b>Unit 3:</b> Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115 Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55</p> <p><b>Unit 4:</b> Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53</p> <p><b>Unit 5:</b> Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development</i> <i>Center</i>&gt;Comprehension &amp; Assessment</p>

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<b>Craft and Structure</b>	
<p>(RL.5.4) Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T174–T175, T230–T231 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309</p> <p><b>Unit 2:</b> Develop Vocabulary, T178–T179 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217 Figurative Language, T216–T217, T237</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213 Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287</p> <p><b>Unit 4:</b> Develop Vocabulary, T46–T47, T110–T111, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211 Figurative Language, T43, T96, T210, T229, T234–T235</p> <p><b>Unit 5:</b> Develop Vocabulary, T180–T181 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Spelling&gt;Word Study; <i>Professional Development Center</i>&gt;Vocabulary</p>

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(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><b>Unit 2:</b> Explore the Poem, T146–T147</p> <p><b>Unit 3:</b> Legend and Drama, T144–T145 Explain Literary Structure, T156, T159, T161, T163, T166, T168, T170, T180–T181 Explore the Poem, T18–T19</p> <p><b>Unit 5:</b> Explore the Poem, T86–T87 Develop Stanzas, T386–T387 Develop Poetry with Punctuation, T390–T391 Develop a Rhyme Scheme, T394–T395</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>&gt;Units 1–5; <i>Leveled Readers</i>&gt;Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
(RL.5.6) Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.	<p><b>Unit 1:</b> Share Back, T329 Historical Fiction, T144–T145 Understand Point of View, T150, T156–T158, T161, T162, T164, T166, T168, T170, T173, T180–T181</p> <p><b>Unit 2:</b> Possible Teaching Point: Read Like A Writer: Author’s Craft, T175 Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185</p> <p><b>Unit 4:</b> Analyze Point of View, T118</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Integration of Knowledge and Ideas</b>	
(RL.5.7) Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<p><b>Unit 1:</b> ELL Targeted Support: Use Visuals, T167 Visualize, T229</p> <p><b>Unit 4:</b> ELL Targeted Support: Visuals, T97 Visual Support, T207</p> <p><b>Unit 5:</b> Use Visuals, T165, T168, T175</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books</i>: Units 1–5; <i>Leveled Readers</i>: Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

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(RL.5.8) (Not applicable to literature)	
(RL.5.9) Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.	<p><b>Unit 1:</b> Compare Texts, T252–T253, T314–T315</p> <p><b>Unit 3:</b> Legend and Drama, T144–T145 <i>The Carp   The Hermit Thrush</i>, T146–T201</p> <p><b>Unit 4:</b> Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295</p> <p><b>Unit 5:</b> Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Range of Reading and Level of Text Complexity</b>	
(RL.5.10) By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1</b> Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481</p> <p><b>Unit 2</b> Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489</p> <p><b>Unit 3</b> Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477</p> <p><b>Unit 4</b> Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495</p> <p><b>Unit 5</b> Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5</p>



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<b>(RI) Informational Text</b>	
<b>Key Ideas and Details</b>	
(RI.5.1) Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	<p>This standard is met throughout the program. Please see representative pages:</p> <p><b>Unit 1:</b> Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87 Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123 Respond and Analyze, T174–T175, T230–T231 Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p><b>Unit 2:</b> Respond and Analyze, T178–T179 Generate Questions, T32, T34, T38, T44, T47, T48, T96, T101, T103, T108</p> <p><b>Unit 3:</b> Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p><b>Unit 4:</b> Respond and Analyze, T172–T173, T236–T237 Summarize, T91, T97, T98, T100, T102, T104, T122–T123</p> <p><b>Unit 5:</b> Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297 Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5; <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
(RI.5.2) Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate.	<p><b>Unit 1:</b> Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p><b>Unit 4:</b> Summarize, T91, T97, T98, T100, T102, T104, T122–T123</p> <p><b>Unit 5:</b> Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Extension Activities</p>

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<p>(RI.5.3) Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p><b>Unit 1:</b> Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p><b>Unit 2:</b> Explain Relationships Between Ideas, T226–T228, T230, T231, T235, T236, T244–T245 Informational Text, T214–T215</p> <p><b>Unit 4:</b> Explain Relationships Between Ideas, T214, T222, T225–T226, T228–T229, T232, T234, T242–T243 Evaluate Details, T60 Biography, T208–T209</p> <p><b>Unit 5:</b> Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Extension Activities <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Craft and Structure</b>	
<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>This objective is taught throughout the program. For examples, see:</p> <p><b>Unit 1:</b> Develop Vocabulary, T44–T45, T108–T109, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 Domain Specific Words, T228</p> <p><b>Unit 2:</b> Develop Vocabulary, T50–T51, T114–T115, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217 Domain Specific Words, T410–T411</p> <p><b>Unit 3:</b> Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p><b>Unit 4:</b> Develop Vocabulary, T172–T173, T236–T237 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T55, T116–T117, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p>

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(Continued) (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.	(Continued) <b>Digital Resources:</b> <i>Resource Download Center</i> > Spelling>Word Study; <i>Professional Development Center</i> >Vocabulary
(RI.5.5) Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>Unit 1:</b> Read Like a Writer: Explain Text Structure, T36, T52–T53 Choose a Text Structure, T60–T61 Informational Text, T78, T266–T267 Analyze Text Structure, T279, T280, T282, T284, T287, T289, T291, T298–T299 <b>Unit 2:</b> Informational Text, T86–T87 Close Read: Analyze Text Structure, T99, T101, T102, T103, T110, T113, T120–T121 <b>Unit 4:</b> Interpret Text Structure, T158, T159, T160, T165, T166, T167, T169, T178–T179 <b>Unit 5:</b> Analyze Text Structure, T103, T112, T124–T125 Develop Text Structure, T132–T133 Text Structure, T291  <b>Digital Resources:</b> <i>Professional Development Center</i> >Comprehension & Assessment
(RI.5.6) Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent. (e.g., social studies topics, media messages about current events).	<b>Unit 1:</b> Analyze Main Ideas and Details, T50–T51 <b>Unit 2:</b> Refine Research: Primary and Secondary Sources, T468–T469 <b>Unit 4:</b> Refine Research: Primary and Secondary Sources, T474–T475 <b>Unit 5:</b> Compare and Contrast Accounts, T228, T230, T231, T232, T240–T241  <b>Digital Resources:</b> <i>Resource Download Center</i> >Extension Activities <i>Professional Development Center</i> >Comprehension & Assessment

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<b>Integration of Knowledge and Ideas</b>	
<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><b>Unit 1:</b>            Minilesson: Use Text Features, T124–T125            Compare Across Texts, T450–T451            Conduct Research: Web Sites, T456–T457  <b>Unit 2:</b>            Reflect and Share, T260–T261            Introduce the Text, T284–T285, T292–T293            Respond and Analyze, T300–T301            Analyze Argumentative Texts, T306–T307            Minilesson: Synthesize Information, T314–T315            Compare Across Texts, T458–T459            Conduct Research: Search Engines, T464–T465            Refine Research: Primary and Secondary Sources, T468–T469  <b>Unit 3:</b>            Conduct Research: Databases, T452–T453            Refine Research: Bibliography, T456–T457  <b>Unit 4:</b>            Compare Across Texts, T464–T465            Conduct Research: Surveys, T470–T471            Refine Research: Primary and Secondary Sources, T474–T475  <b>Unit 5:</b>            Informational Text, T214–T215            Introduce the Text, T226–T227            Compare and Contract Accounts, T228, T230, T231, T232, T240–T241            Monitor Comprehension, T229, T248–T249            Reflect and Share, T256–T257            Compare Across Texts, T454–T455            Conduct Research: Graphics, T460–T461            Refine Research: Bibliography, T464–T465</p> <p><b>Digital Resources:</b>  <i>Resource Download Center</i>&gt;Extension Activities;  <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<p>(RI.5.8) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>	<p><b>Unit 2:</b>            Argumentative Text, T272–T273, T274–T275            Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307  <b>Unit 5:</b>            Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p> <p><b>Digital Resources:</b>  <i>Resource Download Center</i>&gt;Extension Activities;  <i>Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>

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(RI.5.9) Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.	<p><b>Unit 1:</b> Reflect and Share, T66–T67, T130–T131</p> <p><b>Unit 2:</b> Write to Sources, T136–T137, T260–T261 Develop with Visuals and Multimedia, T378 Explore the Video, T270–T271 Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458</p> <p><b>Unit 3:</b> Explore Media, T260–T261</p> <p><b>Unit 4:</b> Compare Across Texts, T464–T465</p> <p><b>Unit 5:</b> My View, T234 Minilesson: Write to Sources, T256–T257 Reflect and Share, T318–T319</p> <p><b>Digital Resources:</b> <i>Leveled Readers: Units 1–5; Professional Development Center</i>&gt;Comprehension &amp; Assessment</p>
<b>Range of Reading and Level of Text Complexity</b>	
(RI.5.10) By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p><b>Unit 1</b> Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481</p> <p><b>Unit 2</b> Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489</p> <p><b>Unit 3</b> Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477</p> <p><b>Unit 4</b> Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495</p> <p><b>Unit 5</b> Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485</p> <p><b>Digital Resources:</b> <b>Digital Resources:</b> <i>Book Club: Trade Books: Units 1–5; Leveled Readers: Levels 1–5</i></p>

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<b>(RF) Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
(RF.5.3) Know and apply grade-level phonics and word analysis skills in decoding words.	
(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><b>Unit 1:</b> Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p><b>Unit 2:</b> Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T324–T325, T340–T341, T346–T347</p> <p><b>Unit 3:</b> Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73 Syllable Patterns, T268–T269, T284, T290–T291, T298–T299, T312–T313, T424, T428, T432, T440</p> <p><b>Unit 4:</b> Syllable Patterns, T64–T65, T358 Word Parts, T70–T71, T134–T135, T196–T197 Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p><b>Unit 5:</b> Word Study: Suffixes, T174 Syllable Patterns, T94–T95, T104, T111, T118–T119, T126–T127, T140–T141, T198–T199, T396</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Spelling &gt;Word Study</p>

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<b>Fluency</b>	
<b>(RF.5.4) Read with sufficient accuracy and fluency to support comprehension.</b>	
(RF.5.4.a) Read on-level text with purpose and understanding.	<p><b>Unit 1:</b> Fluency, T20, T143, T144, T173, T208, T264 Read, T90, T154, T220, T276</p> <p><b>Unit 2:</b> Fluency, T20, T84, T151, T177, T212, T272 Read, T32, T96, T160, T224, T284</p> <p><b>Unit 3:</b> Fluency, T21, T82, T142, T208, T263, T287 Read, T32, T94, T164, T220, T274</p> <p><b>Unit 4:</b> Fluency, T80, T144, T171, T206, T270 Read, T32, T92, T156, T218, T282</p> <p><b>Unit 5:</b> Fluency, T20, T88, T150, T214, T268, T294 Read, T32, T100, T162, T226, T280</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5; <i>Professional Development Center</i>&gt;Foundational Skills &gt;Fluency</p>
(RF.5.4.b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<p><b>Unit 1:</b> Fluency, T20, T143, T144, T173, T208, T264</p> <p><b>Unit 2:</b> Fluency, T20, T84, T151, T177, T212, T272</p> <p><b>Unit 3:</b> Fluency, T21, T82, T142, T208, T263, T287</p> <p><b>Unit 4:</b> Fluency, T80, T144, T171, T206, T270</p> <p><b>Unit 5:</b> Fluency, T20, T88, T150, T214, T268, T294</p> <p><b>Digital Resources:</b> <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Levels 1–5; <i>Professional Development Center</i>&gt;Foundational Skills &gt;Fluency</p>

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(RF.5.4.c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<p><b>Unit 1:</b> Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168</p> <p><b>Unit 2:</b> Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170</p> <p><b>Unit 3:</b> Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167</p> <p><b>Unit 4:</b> Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p><b>Unit 5:</b> Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Spelling &gt;Word Study; <i>Professional Development Center</i>&gt;Vocabulary</p>



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<b>(W) Writing</b>	
<b>Text Types and Purposes</b>	
<b>(W.5.1) Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.</b>	
(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><b>Unit 1:</b> Write to Sources, T196–T197 Explore and Plan: Argumentative Writing, T454–T455 Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465</p> <p><b>Unit 3:</b> Develop an Opinion, T349, T350–T351 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T378–T379 Explore and Plan: Argumentative Writing, T450–T451 Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461</p> <p><b>Unit 5:</b> Minilesson: Write to Sources, T202–T203 Explore and Plan: Argumentative Writing, T458–T459</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.1.b) Provide logically ordered reasons that are supported by facts and details.	<p><b>Unit 3:</b> Develop an Opinion, T349, T350–T351 Develop Opinions, T354–T355 Minilesson: Develop Facts and Details, T358–T359 Write to Sources, T196–T197 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T373</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.1.c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically, most of all).	<p><b>Unit 3:</b> Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383</p> <p><b>Unit 4:</b> Write to Sources, T132–T133</p> <p><b>Unit 5:</b> Minilesson: Write to Sources, T202–T203</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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(W.5.1.d) Provide a concluding statement or section that reinforces or restates the opinion presented.	<p><b>Unit 3:</b> Develop an Introduction and a Conclusion, T374–T375</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<b>(W.5.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
(W.5.2.a) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.	<p><b>Unit 2:</b> Analyze a Lead Paragraph, T342–T343 Set a Purpose, T350–T351 Plan Your Informational Article, T354–T355 Develop an Engaging Idea, T362–T363 Develop and Compose an Introduction, T386–T387</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center</i>&gt;Writing Workshop Peer Evaluation Rubric &gt;Writing Workshop Conference Notes</p>
(W.5.2.b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.	<p><b>Unit 2:</b> Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375 Minilesson: Develop with Visuals and Multi Media, T378 Develop with Related Information, T390–T391</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.2.c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<p><b>Unit 2:</b> Minilesson: Develop with Transitions, T385, T394–T395</p> <p><b>Unit 5:</b> Celebrate!, T470</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.2.d) Use precise language and domain-specific vocabulary to inform about or explain the topic.	<p><b>Unit 2:</b> Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375</p>

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(W.5.2.e) Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.	<p><b>Unit 2:</b> Develop and Compose a Conclusion, T402–T403</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
<b>(W.5.3) Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</b>	
(W.5.3.a) Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p><b>Unit 1:</b> Minilesson: Plan Your Personal Narrative, T346–T347 Minilesson: Develop an Engaging Idea, T356–T357 Minilesson: Develop Point of View, T366–T367 Minilesson: Develop an Introduction, T378–T379 Minilesson: Develop a Sequence of Events, T382–T383 Prepare for Assessment, T438</p> <p><b>Unit 4:</b> Minilesson: Develop Characters, T367, T368–T369 Develop Setting, T372–T373 Organize an Introduction, T392–T393 Minilesson: Organize a Sequence of Events, T396–T397 Choose Pacing of Events, T400–T401 Develop the Plot, T391</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.3.b) Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.	<p><b>Unit 1:</b> Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363 Minilesson: Compose with Dialogue, T370 Prepare for Assessment, T438</p> <p><b>Unit 4:</b> Minilesson: Develop Characters, T367, T368–T369 Develop the Conflict, T376–T377 Minilesson: Develop Dialogue, T384 Minilesson: Choose Pacing of Events, T400–T401 Develop the Plot, T391 Minilesson: Select A Different Genre, T408 Writing Assessment, T452</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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(W.5.3.c) Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.	<p><b>Unit 1:</b> Draft with Transitions, T377, T386–T387 Minilesson: Develop a Sequence of Events, T382–T383 Revise to Include Important Events, T390–T391 Revise by Combining Ideas, T425 Revise by Rearranging and Combining Ideas, T426–T427</p> <p><b>Unit 4:</b> Develop the Conflict, T376–T377 Develop the Resolution, T380–T381 Organize a Sequence of Events, T391 Develop the Plot, T391, T404–T405 Minilesson: Organize a Sequence of Events, T396–T397 Minilesson: Choose Pacing of Events, T400–T401</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons; Resource Download Center&gt;Writing Workshop Peer Evaluation</i></p>
(W.5.3.d) Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.	<p><b>Unit 4:</b> Minilesson: Revise by Adding and Deleting Ideas for Clarity, T439, T440–T441</p> <p><b>Unit 5:</b> Minilesson: Mentor Stack: See Like a Poet, T358–T359</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>
(W.5.3.e) Provide a conclusion that follows from the narrated experiences or events.	<p><b>Unit 1:</b> Minilesson: Develop a Sequence of Events, T382–T383 Minilesson: Develop a Conclusion, T394–T395</p> <p><b>Unit 4:</b> Develop the Resolution, T380–T381 Minilesson: Organize a Sequence of Events, T396–T397</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

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<b>Production and Distribution of Writing</b>	
<p>(W.5.4) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Unit 1:</b> Personal Narrative, T329, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394</p> <p><b>Unit 2:</b> Informational Article, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402</p> <p><b>Unit 3:</b> Opinion Essay, T325, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366</p> <p><b>Unit 4:</b> Science Fiction, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408</p> <p><b>Unit 5:</b> Poem, T333, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

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<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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	<p><b>Unit 1:</b> Personal Narrative, T329, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394</p> <p><b>Unit 2:</b> Informational Article, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402</p> <p><b>Unit 3:</b> Opinion Essay, T325, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366</p> <p><b>Unit 4:</b> Science Fiction, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408</p> <p><b>Unit 5:</b> Poem, T333, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

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<p>(W.5.6) With some guidance and support from adults, use technology, including the Internet, to produce, edit, 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><b>Unit 1:</b> Publish and Celebrate, T434–T435 Conduct Research: Web Sites, T456–T457 Celebrate and Reflect, T466–T467</p> <p><b>Unit 2:</b> Publish and Celebrate, T442–T443 Celebrate and Reflect, T474–T475</p> <p><b>Unit 3:</b> Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471 Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463</p> <p><b>Unit 4:</b> Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481</p> <p><b>Unit 5:</b> Publish and Celebrate, T438–T439 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p> <p><b>Digital Resources:</b> <i>Writing Anchor Charts and Minilessons</i></p>

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<b>Research to Build and Present Knowledge</b>	
(W.5.7) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<p><b>Unit 1:</b> Project-Based Inquiry, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p> <p><b>Unit 2:</b> Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> <p><b>Unit 3:</b> Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463</p> <p><b>Unit 4:</b> Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481</p> <p><b>Unit 5:</b> Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Inquiry-Based Project Rubrics and Checklists</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><b>Unit 1:</b> Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Extend Research: Write a Business Letter, T462–T463</p> <p><b>Unit 2:</b> Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471</p> <p><b>Unit 3:</b> Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Extend Research: Add Photos and Time Lines, T458–T459</p> <p><b>Unit 4:</b> Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477</p>



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(Continued) (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.	(Continued) <b>Unit 5:</b> Explore and Plan: Argumentative Writing, T458–T459 Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465 Extend Research: Recording Tips, T466–T467  <b>Digital Resources:</b> <i>Resource Download Center</i> > Inquiry-Based Project Rubrics and Checklists
<b>(W.5.9) Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
(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 drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).	<b>Unit 1:</b> Reflect and Share: Write to Sources, T196–T197, T252–T253 <b>Unit 3:</b> Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251 <b>Unit 4:</b> Reflect and Share: Write to Sources, T132–T133 <b>Unit 5:</b> Reflect and Share: Write to Sources, T138–T139
(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 supports which point[s].”).	<b>Unit 1:</b> Reflect and Share: Write to Sources, T130–T131 <b>Unit 2:</b> Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261 <b>Unit 4:</b> Reflect and Share: Write to Sources, T194–T195, T258–T259 <b>Unit 5:</b> Reflect and Share: Write to Sources, T202–T203, T256–T257

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<p><b>Range of Writing</b> (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><b>Unit 1:</b> Personal Narrative, T329, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394 Reflect and Share: Write to Sources, T130–T131, T196–T197, T252–T253</p> <p><b>Unit 2:</b> Informational Article, T337, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261</p> <p><b>Unit 3:</b> Opinion Essay, T325, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366 Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251</p> <p><b>Unit 4:</b> Science Fiction, T343, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Reflect and Share: Write to Sources, T132–T133, T194–T195, T258–T259</p> <p><b>Unit 5:</b> Poem, T333, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398 Reflect and Share: Write to Sources, T138–T139, T202–T203, T256–T257</p> <p><b>Digital Resources:</b> <i>Workshop Anchor Charts and Minilessons</i></p>

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<b>(SL) Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p><b>(SL.5.1)</b> 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>Students are encouraged to participate in collaborative discussions throughout the year. For examples see:</p> <p><b>Unit 1:</b> Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315 Turn, Talk, and Share, T450–T451</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323 Turn, Talk, and Share, T458–T459</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311 Turn, Talk, and Share, T466–T467</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329 Turn, Talk, and Share, T464–T465</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319 Turn, Talk, and Share, T454–T455</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>

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<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><b>Unit 1:</b> Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>
<p>(SL.5.1.b) Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p><b>Unit 1:</b> Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Writing Club, T347</p> <p><b>Unit 2:</b> Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Share Back, T354 Writing Club, T379</p> <p><b>Unit 3:</b> Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263 Writing Club, T343</p> <p><b>Unit 4:</b> Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271</p> <p><b>Unit 5:</b> Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>

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<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><b>Unit 1:</b> Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</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><b>Unit 1:</b> Interact with Sources: Explore the Time Line, T18–T19 Listening Comprehension: Wrap-Up, T21, T79, T143, T209, T265</p> <p><b>Unit 2:</b> Minilesson: Analyze Graphic Features, T58 Listening Comprehension: Wrap-Up, T21, T85, T149, T213, T273 Interact with Sources: Explore the Video, T270–T271</p> <p><b>Unit 3:</b> Listening Comprehension: Wrap-Up, T21, T83, T143, T209, T263 Interact with Sources: Explore the Infographic, T80–T81</p> <p><b>Unit 4:</b> Listening Comprehension: Wrap-Up, T21, T81, T145, T207, T271</p> <p><b>Unit 5:</b> Listening Comprehension: Wrap-Up, T21, T89, T151, T215, T269 Compare and Contrast Accounts, T240–T241</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</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><b>Unit 1:</b> Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265</p> <p><b>Unit 2:</b> Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273</p> <p><b>Unit 3:</b> Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263</p> <p><b>Unit 4:</b> Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271</p> <p><b>Unit 5:</b> Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>

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<p>(SL.5.3) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p>	<p><b>Unit 1:</b> Turn, Talk, and Share, T450–T451 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p><b>Unit 2:</b> Turn, Talk, and Share, T458–T459 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p><b>Unit 3:</b> Turn, Talk, and Share, T466–T467 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p><b>Unit 4:</b> Turn, Talk, and Share, T464–T465 Reflect and Share: Talk About It, T68–T69, T328–T329 Conduct Research: Surveys, T470–T471 Collaborate and Discuss, T472</p> <p><b>Unit 5:</b> Turn, Talk, and Share, T454–T455 Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>
<p><b>Presentation of Knowledge and Ideas</b></p>	
<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><b>Unit 1:</b> Reflect and Share: Talk About It, T66–T67, T314–T315 Celebrate and Reflect, T466–T467</p> <p><b>Unit 2:</b> Reflect and Share: Talk About It, T72–T73, T322–T323 Celebrate and Reflect, T474–T475</p> <p><b>Unit 3:</b> Reflect and Share: Talk About It, T70–T71, T310–T311 Celebrate and Reflect, T462–T463</p> <p><b>Unit 4:</b> Reflect and Share: Talk About It, T68–T69, T328–T329 Celebrate and Reflect, T480–T481</p> <p><b>Unit 5:</b> Reflect and Share: Talk About It, T76–T77, T318–T319 Celebrate and Reflect, T470–T471</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>

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(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 and to engage listeners more fully.	<p><b>Unit 1:</b> Celebrate and Reflect, T466–T467</p> <p><b>Unit 2:</b> Celebrate and Reflect, T474–T475</p> <p><b>Unit 3:</b> Extend Research: Add Photos and Time Lines, T458–T459 Celebrate and Reflect, T462–T463</p> <p><b>Unit 4:</b> Celebrate and Reflect, T480–T481</p> <p><b>Unit 5:</b> Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p>
(SL.5.6) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	<p><b>Unit 1:</b> Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315 Celebrate and Reflect, T466–T467</p> <p><b>Unit 2:</b> Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323 Celebrate and Reflect, T474–T475</p> <p><b>Unit 3:</b> Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311 Celebrate and Reflect, T462–T463</p> <p><b>Unit 4:</b> Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329 Celebrate and Reflect, T480–T481</p> <p><b>Unit 5:</b> Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319 Celebrate and Reflect, T470–T471</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Speaking and Listening</p>



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<b>(L) Language</b>	
<b>Conventions of Standard English</b>	
<b>(L.5.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	
(L.5.1.a) Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.	<p><b>Unit 2:</b> Edit for Prepositions and Prepositional Phrases, T409, T426</p> <p><b>Unit 3:</b> Prepositions and Prepositional Phrases, T333, T337, T341, T345</p> <p><b>Unit 4:</b> Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Prepositions and Prepositional Phrases, T416–T417</p> <p><b>Unit 5:</b> Minilesson: Use Interjections, T374</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.1.b) Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<p><b>Unit 2:</b> Perfect Verb Tenses, T417, T421, T425, T429</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.1.c) Use verb tense to convey various times, sequences, states, and conditions.	<p><b>Unit 2:</b> Language and Conventions: Principal Parts of Regular Verbs, T369, T370, T373, T377, T381, T389 Language and Conventions: Perfect Verb Tenses, T417, T421, T425, T429 Use Correct Verb Tense, T414–T415</p> <p><b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i>&gt;Language and Conventions</p>

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(L.5.1.d) Recognize and correct inappropriate shifts in verb tense.	<p><b>Unit 2:</b> Use Correct Verb Tense, T414</p> <p>Also see: <b>Unit 1:</b> Subject-Verb Agreement, T430–T431 <b>Unit 2:</b> T345, T349, T353, T357, T365</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.1.e) Use correlative conjunctions (e.g., either/or, neither/nor).	<p><b>Unit 4:</b> Correlative Conjunctions, T399, T427, T431, T435, T443</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
<b>(L.5.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	
(L.5.2.a) Use punctuation to separate items in a series.	<p><b>Unit 2:</b> Edit for Punctuation Marks, T433, T434–T435 <b>Unit 4:</b> Minilesson: Edit for Punctuation Marks, T432 <b>Unit 5:</b> Commas and Semicolons in a Series, T341, T345, T349, T361</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.2.b) Use a comma to separate an introductory element from the rest of the sentence.	<p><b>Unit 4:</b> Minilesson: Edit for Punctuation Marks, T432 <b>Unit 5:</b> Commas and Introductory Elements, T365, T369, T373, T377, T385</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>

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(L.5.2.c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	<p><b>Unit 2:</b> Edit for Punctuation Marks, T433, T434–T435</p> <p><b>Unit 4:</b> Minilesson: Edit for Punctuation Marks, T432</p> <p><b>Unit 5:</b> Commas and Introductory Elements, T365, T369, T373, T377, T385</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.2.d) Use underlining, quotation marks, or italics to indicate titles of works.	<p><b>Unit 2:</b> Edit for Punctuation Marks, T433, T434–T435</p> <p><b>Unit 3:</b> Punctuate Titles, T402</p> <p><b>Unit 5:</b> Punctuating Titles, T389, T393, T397, T401</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Language and Conventions</p>
(L.5.2.e) Spell grade-appropriate words correctly, consulting references as needed.	<p>All units include spelling lessons. For examples see:</p> <p><b>Unit 1:</b> Spelling, T332, T336, T340, T344, T348, T356, T360, T364, T368, T372, T38, T384, T388, T396</p> <p><b>Unit 2:</b> Spelling, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T388, T392, T396, T400</p> <p><b>Unit 3:</b> Spelling, T329, T332, T336, T340, T344, T352, T356, T360, T364, T368, T376, T380, T384</p> <p><b>Unit 4:</b> Spelling, T370, T374, T378, T382, T386, T394, T398, T402, T406, T410</p> <p><b>Unit 5:</b> Spelling, T336, T340, T360, T364, T368, T372, T376, T408, T412, T416, T420, T424</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt;Spelling</p>

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<b>Knowledge of Language</b>	
<b>(L.5.3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>	
(L.5.3.a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	<b>Unit 1:</b> Compound and Complex Sentences, T163, T382, T385, T389, T393, T397 Simple Sentences, T337, T341, T345, T349, T357 <b>Unit 4:</b> Language and Conventions: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Subordinating Conjunctions, T428 <b>Unit 5:</b> Edit for Subordinating Conjunctions, T405, T414  <b>Digital Resources:</b> <i>Language Awareness Handbook; Resource Download Center</i> >Language and Conventions
(L.5.3.b) Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	<b>Unit 4:</b> Dialect, T36, T40, T54–T55, T62–T63
<b>Vocabulary Acquisition and Use</b>	
<b>(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.</b>	
(L.5.4.a) Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>Unit 1:</b> Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168 <b>Unit 2:</b> Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170 <b>Unit 3:</b> Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167 <b>Unit 4:</b> Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169 <b>Unit 5:</b> Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171

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<p>(Continued) (L.5.4.a) Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>(Continued) <b>Digital Resources:</b> <i>Resource Download Center&gt; Spelling&gt;Word Study; Professional Development Center&gt;Vocabulary</i></p>
<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., photograph, photosynthesis).</p>	<p><b>Unit 1:</b> Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193 <b>Unit 2:</b> Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T340–T341, T346–T347 <b>Unit 3:</b> Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73 <b>Unit 4:</b> Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430 <b>Unit 5:</b> Word Study: Suffixes, T174  <b>Digital Resources:</b> <i>Resource Download Center&gt; Spelling&gt;Word Study; Professional Development Center&gt;Vocabulary</i></p>

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(L.5.4.c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<p><b>Unit 1:</b> Using a Dictionary in Activities, T24–T25, T82–T83 How to Use a Glossary, T482–T483</p> <p><b>Unit 2:</b> Academic Vocabulary, T24–T25 Develop Vocabulary, T238–T239 Using a Dictionary in Activities, T154, T188, T202, T238–T239, How to Use a Glossary, T490–T491</p> <p><b>Unit 3:</b> Academic Vocabulary, T24–T25, T86–T87 Develop Vocabulary, T174–T175 How to Use a Glossary, T478–T479</p> <p><b>Unit 4:</b> Academic Vocabulary, T84–T85, T99</p> <p><b>Unit 5:</b> Academic Vocabulary, T92–T93 How to Use a Glossary, T486–T487</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Spelling&gt;Word Study</p>
<b>(L.5.5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>	
(L.5.5.a) Interpret figurative language, including similes and metaphors, in context.	<p><b>Unit 1:</b> Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309</p> <p><b>Unit 2:</b> Figurative Language, T216–T217, T237</p> <p><b>Unit 3:</b> Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287</p> <p><b>Unit 4:</b> Figurative Language, T43, T96, T210, T229, T234–T235</p> <p><b>Unit 5:</b> Figurative Language, T173, T178</p> <p><b>Digital Resources:</b> <i>Professional Development Center</i>&gt;Vocabulary &gt;Comprehension &amp; Assessment; <i>Book Club: Trade Books:</i> Units 1–5; <i>Leveled Readers:</i> Units 1–5</p>

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(L.5.5.b) Recognize and explain the meaning of common idioms, adages, and proverbs.	<p><b>Unit 1:</b> Idioms, T212–T213</p> <p><b>Unit 3:</b> Anecdotes, T157, T169, T182–T183, T190–T191</p> <p><b>Unit 4:</b> Analyze Adages, T210–T211 Adages and Proverbs, T314–T315, T322–T323 Anecdotes, T226</p>
(L.5.5.c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<p><b>Unit 1:</b> Synonyms and Antonyms, T82–T83, T99</p> <p><b>Unit 2:</b> Synonyms, T88–T89 Figurative Language: Analogies, T216–T217</p> <p><b>Unit 3:</b> Synonyms and Antonyms, T86–T87, T103, T105</p> <p><b>Unit 4:</b> Synonyms and Antonyms, T84–T85, T99</p> <p><b>Unit 5:</b> Synonyms and Antonyms, T92–T93, T105, T109 Academic Vocabulary: Analogies, T218–T219, T232</p> <p><b>Digital Resources:</b> <i>Resource Download Center&gt;Word Study; Professional Development Center&gt;Vocabulary</i></p>

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<p>(L.5.6) Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p><b>Unit 1:</b> Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269</p> <p><b>Unit 2:</b> Develop Vocabulary, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217</p> <p><b>Unit 3:</b> Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p><b>Unit 4:</b> Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p><b>Unit 5:</b> Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p><b>Digital Resources:</b> <i>Resource Download Center</i>&gt; Spelling&gt;Word Study; <i>Professional Development Center</i>&gt;Vocabulary</p>

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