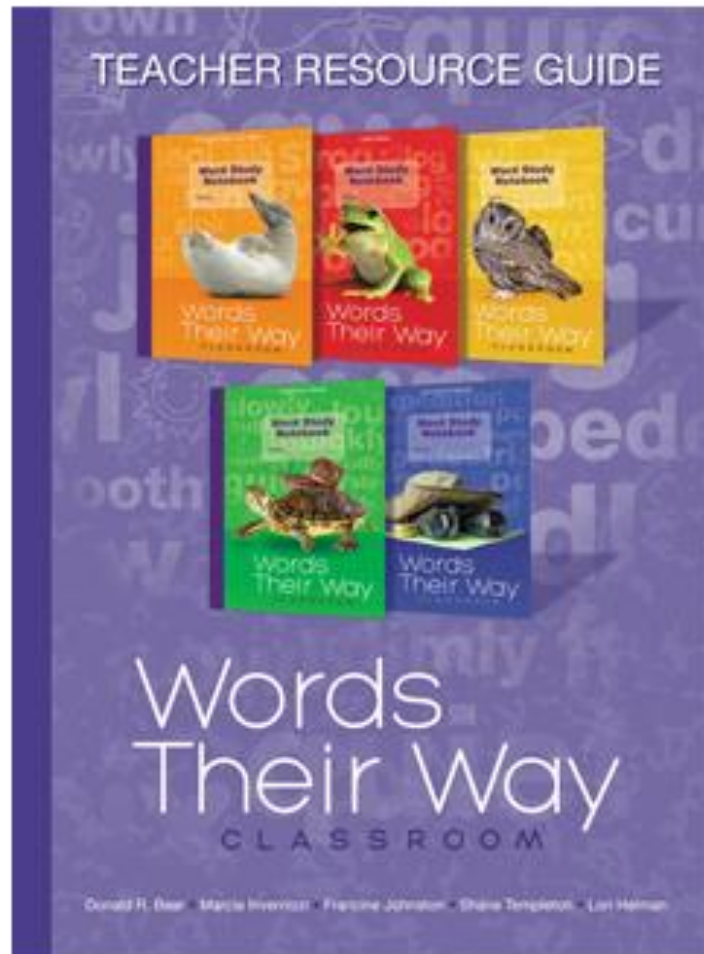


## A Correlation of



**Grade 5, ©2019**

To the

**Arkansas  
English Language Arts Standards  
Grade 5**

# A Correlation of myView Literacy, Grade 5, ©2019 to the Arkansas English Language Arts Standards

## Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *Arkansas English Language Arts Standards*. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

*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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Arkansas English Language Arts Standards Grade 5	Words Their Way Grade 5, ©2020
<b>Reading Standards for Literature</b>	
<b>Grade 5</b>	
<b>Key Ideas and Details</b>	
<b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>RL.5.2</b> Examine a <i>grade-appropriate</i> literary text • Provide a <i>summary</i> . • Determine a <i>theme</i> of a story, drama, or poem from details in the text including how characters in a story or drama respond to challenges and how the speaker in a poem reflects upon a topic.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>RL.5.3</b> 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).	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>Craft and Structure</b>	
<b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>TRG:</b> Students can use the <i>Words Their Way</i> Classroom Library books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
<b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>TRG:</b> Students can use the <i>Words Their Way</i> Classroom Library books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
<b>RL.5.6</b> Describe how a narrator's or speaker's <i>point of view</i> and/or <i>perspective</i> influence how events are described.	<b>TRG:</b> Students can use the <i>Words Their Way</i> Classroom Library books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
<b>Integration of Knowledge and Ideas</b>	
<b>RL.5.7</b> Analyze how <i>multimedia</i> elements (e.g., text, audio, still images, animation, video, or interactive component) contribute to the meaning, <i>tone</i> , or beauty of that text (e.g., graphic novel, <i>multimedia</i> presentation of fiction, folktale, myth, poem).	<b>TRG:</b> Students can use the <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409.
<b>RL.5.8</b> Not applicable to literature.	
<b>RL.5.9</b> Compare and contrast stories in the same genre on their approaches to similar <i>themes</i> and topics.	<b>TRG:</b> Students can use the <i>Words Their Way</i> Classroom Library books to meet this standard, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409

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Arkansas English Language Arts Standards Grade 5	Words Their Way Grade 5, ©2020
<b>Range of Reading and Level of Text Complexity</b>	
<b>RL.5.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>RI.5.2</b> Examine a <i>grade-appropriate</i> informational text. <ul style="list-style-type: none"> <li>● Provide a <i>summary</i>.</li> <li>● Determine the main idea of a text and explain how it is supported by key details.</li> </ul>	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>RI.5.3</b> 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.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>Craft and Structure</b>	
<b>RI.5.4</b> Determine the meaning of <i>general academic words</i> and <i>domain-specific words</i> and phrases in a text relevant to a Grade 5 topic or subject area.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>RI.5.5</b> 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.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the <i>point of view</i> and/or <i>perspective</i> they represent.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>Integration of Knowledge and Ideas</b>	
<b>RI.5.7</b> 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.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.

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<b>Arkansas English Language Arts Standards Grade 5</b>	<b>Words Their Way Grade 5, ©2020</b>
<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>Range of Reading and Level of Text Complexity</b>	
<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.	<b>TRG:</b> Students can meet this standard with the <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>Reading Standards: Foundational Skills</b>	
<b>Key Ideas and Details</b>	
<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>RF.5.3.A</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots, affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>TRG:</b> 455-457, 458-460, 461-463, 464-466, 467-469, 470-472, 473-475, 476-478, 479-481, 482-484, 484-487, 488-490, 491-493, 494-496, 500-502, 503-505, 554-556, 557-559, 560-562, 563-565, 566-568, 572-574, 588-590, 591-593, 594-596, 597-599, 600-602, 621-623, 624-626, 627-629, 630-632, 633-635, 636-638, 639-641, 642-644, 645-647, 648-650, 651-653, 654-656, 657-659, 660-662, 663-665, 669-671, 672-674, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698, 699-701  Also, teachers can evaluate through <i>Words Their Way Classroom Library</i> books, e.g., 129, 141, 156, 183, 201, 213, 222, 261, 281, 295, 313, 340, 379, 400, 409
<b>Craft and Structure</b>	
<b>RF.5.4</b> Read grade-level text with sufficient accuracy and <i>fluency</i> to support comprehension.	
<b>RF.5.4.A</b> Read grade-level text with purpose and understanding.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>RI.5.4.B</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400.
<b>RI.5.4.C</b> Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to teach this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400

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Arkansas English Language Arts Standards Grade 5	Words Their Way Grade 5, ©2020
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
<b>W.5.1</b> Write opinion pieces on topics or texts, supporting the opinion with reasons and information.	
<b>W.5.1.A</b> 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.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.5.1.B</b> Provide logically ordered reasons that are supported by facts and details.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.5.1.C</b> Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
W.5.1.D Begins in Grade 6.	
<b>W.5.1.E</b> Provide a concluding statement or section related to the opinion presented.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
<b>W.5.2.A</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include text features when useful to enhance comprehension.	<b>TRG:</b> 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
<b>W.5.2.B</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
<b>W.5.2.C</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<b>TRG:</b> For supporting content please see: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
<b>W.5.2.D</b> Use <i>precise language</i> and <i>domain-specific words</i> to inform about or explain the topic.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683
W.5.2.E Begins in Grade 6.	
<b>W.5.2.F</b> Provide a concluding statement or section related to the information or explanation presented.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 466, 481, 496, 517, 520, 535, 538, 541, 550, 568, 574, 590, 611, 635, 653, 674, 683

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<b>Arkansas English Language Arts Standards Grade 5</b>	<b>Words Their Way Grade 5, ©2020</b>
<b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
<b>W.5.3.A</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<b>TRG:</b> 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
<b>W.5.3.B</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
<b>W.5.3.C</b> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
<b>W.5.3.D</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
<b>W.5.3.E</b> Provide a conclusion that follows from the narrated experiences or events.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689
<b>Production and Distribution of Writing</b>	
<b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>TRG:</b> For supporting content please see: 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689
<b>W.5.5</b> Develop and strengthen writing with guidance and support as needed from peers and adults, by planning, revising, editing, rewriting, or trying a new approach.	<b>TRG:</b> For supporting content please see: 312, 324, 330, 339, 354, 363, 369, 375, 378, 411, 427, 430, 436, 451, 457, 466, 469, 490, 493, 499, 502, 511, 514, 523, 526, 529, 538, 550, 553, 562, 568, 580, 583, 596, 608, 620, 641, 668, 689.



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<b>Arkansas English Language Arts Standards Grade 5</b>	<b>Words Their Way Grade 5, ©2020</b>
<b>W.5.6</b> Use technology, including the Internet, to produce and publish writing as well as interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>Research to Build and Present Knowledge</b>	
<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<b>TRG:</b> Students search brochures, books and magazines for specific words and/or appropriate pictures: 10, 52, 55, 61, 94, 164, 173, 179, 203, 212, 230, 242, 245, 251, 272, 288, 300, 321, 327, 339, 348, 363, 375, 417, 427, 430, 433.
<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources. ● <i>Summarize</i> or paraphrase information in notes and finished work. ● Provide a list of sources.	<b>TRG:</b> School-Home Connections provide ideas for student to practice a particular sort with family members. Activities and conversations allow students to remember different experiences, e.g. 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.
<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.5.9.A</b> Apply Grade 5 Reading standards to literature.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>W.5.9.B</b> Apply Grade 5 Reading standards to informational texts.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>Range of Reading and Level of Text Complexity</b>	
<b>W.5.10</b> Write routinely over extended time frames, time for ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<b>TRG:</b> 103, 242, 245, 312, 324, 330, 339, 354, 363, 369, 375, 378, 399, 408, 411, 414, 427, 430, 436, 451, 457, 466, 469, 478, 481, 490, 493, 496, 499, 502, 508, 511, 514, 517, 520, 523, 526, 529, 535, 538, 541, 550, 553, 562, 568, 574, 580, 583, 590, 596, 608, 611, 620, 635, 641, 653, 662, 668, 674, 683, 689

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Arkansas English Language Arts Standards Grade 5	Words Their Way Grade 5, ©2020
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
<p><b>SL.5.1</b> Engage effectively in a range of <i>collaborative discussions</i> • one-on-one • in groups • teacher-led with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	
<p><b>SL.5.1.A</b> 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>TRG:</b> With each sort in <i>Words Their Way</i>, students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.</p> <p>Through teacher support, students learn how to talk about the sorts. Teachers model using open-ended questions to promote critical thinking, such as <i>What do you notice about these words? What might make these words hard to spell? What did you learn from this sort?</i> In turn, students ask and answer questions throughout <i>Words Their Way</i>. Examples include 115, 197, 209, 224, 236, 239, 257, 266, 381, 402, 414.</p>
<p><b>SL.5.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>For supporting content please see: <b>TRG:</b> With each sort in <i>Words Their Way</i>, students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.</p> <p>Through teacher support, students learn how to talk about the sorts. Teachers model using open-ended questions to promote critical thinking, such as <i>What do you notice about these words? What might make these words hard to spell? What did you learn from this sort?</i> In turn, students ask and answer questions throughout <i>Words Their Way</i>. Examples include 115, 197, 209, 224, 236, 239, 257, 266, 381, 402, 414.</p>

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<b>SL.5.1.C</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<b>TRG:</b> Through teacher support, students learn how to talk about the sorts. Teachers model using open-ended questions to promote critical thinking, such as <i>What do you notice about these words? What might make these words hard to spell? What did you learn from this sort?</i> In turn, students ask and answer questions throughout <i>Words Their Way</i> . Examples include 115, 197, 209, 224, 236, 239, 257, 266, 381, 402, 414.
<b>SL.5.1.D</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>TRG:</b> With each sort in <i>Words Their Way</i> , students are actively involved in whole-group and small-group discussions. By establishing routines, the teacher facilitates the transition into fully differentiated small group word study. Students are encouraged to practice talking (including asking questions) with a partner before sharing with the group.
<b>SL.5.2</b> Summarize information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches).	<b>TRG:</b> Students can use the <i>Big Book of Rhymes</i> and <i>Words Their Way Classroom Library</i> books to meet this standard, e.g., 38, 51, 65, 68, 77, 86, 92, 141, 201, 222, 313, 400
<b>Presentation of Knowledge and Ideas</b>	
<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>SL.5.4</b> Report on a topic or text or present an opinion to support main ideas or <i>themes</i> . <ul style="list-style-type: none"> <li>● Sequencing ideas logically.</li> <li>● Use appropriate facts.</li> <li>● Use relevant, descriptive details.</li> <li>● Speaking clearly at an understandable pace.</li> </ul>	<b>TRG:</b> For supporting content please see: 37, 40, 55, 85, 94, 103, 146, 18, 191, 206, 324, 427, 433, 439, 442, 44, 460, 481, 487, 496, 517, 520, 535, 538, 541, 568, 590, 620, 635, 653, 674, 683.
<b>SL.5.5</b> Include <i>multimedia</i> components and <i>visual displays</i> in presentations when appropriate to enhance the development of main ideas or <i>themes</i> .	<i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.
<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using <i>formal English</i> when appropriate to task and situation.	<b>TRG:</b> <i>Words Their Way—Classroom</i> is a developmentally based approach to word study—phonics, spelling, and vocabulary, therefore this standard lies outside the scope of this program.

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<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
<b>L.5.1</b> Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grade 5 when writing or speaking.	
<p><b>L.5.1.C</b> Use verb tense to convey various times, sequences, states, and conditions.</p> <ul style="list-style-type: none"> <li>● Recognize and correct inappropriate shifts in verb tense.</li> </ul>	<p>For supporting content please see: <b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 675, 680, 686, 692, 701</p>
<p><b>L.5.1.D</b> Use relative pronouns whose, whom, who, which, and that.</p>	<p>For supporting content please see: <b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 675, 680, 686, 692, 701</p>
<p><b>L.5.1.E</b> Use the relative adverbs where, when, and why.</p>	<p>For supporting content please see: <b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 675, 680, 686, 692, 701</p>

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<b>L.5.1.F</b> Use correlative conjunctions (e.g., either/or, neither/nor) and subordinating conjunctions (e.g., after, since, because, when) appropriately.	For supporting content please see: <b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 675, 680, 686, 692, 701
<b>L.5.1.H</b> Produce complex sentences using dependent clauses and subordinating conjunctions.	For opportunities to address this standard please see: <b>TRG:</b> 28, 32-34, 35-37, 46, 56-58, 59-61, 67, 76, 77-79, 80-82, 104-106, 107-109, 119-121, 122-124, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 321, 324, 330, 339, 340, 345, 348, 354, 358, 359, 363, 369, 378, 384, 387, 392, 393, 398, 402, 406-408, 409-411, 412-414, 424, 427, 433, 437-439, 440-442, 443-445, 463, 466, 472, 475, 481, 490, 496, 499, 502, 517, 520, 529, 523, 538, 544, 548, 555, 558, 559, 565, 571, 574, 577, 583, 593, 599, 617, 602, 625, 626, 632, 635, 641, 644, 647, 653, 665, 674, 675, 680, 686, 692, 701
<b>L.5.2</b> Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grade 5 when writing.	
<b>L.5.2.B</b> Use underlining, quotation marks, or italics to indicate titles of works.	For opportunities to address this standard please see: <b>TRG:</b> 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701
<b>L.5.2.C</b> Use a comma to separate an introductory element from the rest of the sentence. ● Use a comma to set off appositives, 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?). ● Use punctuation to separate items in a series.	For supporting content please see: <b>TRG:</b> 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701

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<b>L.5.2.D</b> Spell <i>grade-appropriate</i> words correctly, consulting references as needed.	<b>TRG:</b> 276-278, 298-300, 301-303, 304-306, 307-309, 310-312, 318, 328-330, 333, 346-348, 349-351, 352-354, 355-357, 358-360, 361-363, 364-366, 367-369, 387, 408, 414, 417, 422-424, 425-427, 428-430, 468, 469, 472, 475, 478, 487, 505, 514, 526, 541, 547, 556, 562, 563, 580, 581-583, 593, 614, 629, 638, 653, 654, 671, 680, 683, 689, 698, 701
<b>Knowledge of Language</b>	
<b>L.5.3</b> Use knowledge of language and its conventions as appropriate for Grade 5 when writing, speaking, reading, or listening.	
<b>L.5.3.A</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	For supporting content please see: <b>TRG:</b> 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
<b>L.5.3.B</b> Compare and contrast the varieties of English (e.g., <i>dialects, registers</i> ) used in stories, dramas, or poems.	For supporting content please see: <b>TRG:</b> 28, 46, 67, 76, 149, 155, 161, 185, 218, 260, 278, 279, 294, 309, 330, 345, 354, 363, 369, 378, 384, 393, 398, 402, 424, 427, 439, 442, 445, 463, 472, 475, 481, 490, 499, 517, 520, 529, 538, 559, 565, 571, 574, 577, 583, 593, 599, 617, 626, 632, 635, 641, 644, 647, 665, 674, 692, 701
<b>Vocabulary Acquisition and Use</b>	
<b>L.5.4</b> 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 effective strategies.	
<b>L.5.4.A</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	<b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698
<b>L.5.4.B</b> Use common, <i>grade-appropriate</i> Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	<b>TRG:</b> 621-623, 624-626, 627-629, 639-641, 642-644, 645-667, 648-650, 651-653, 669-671, 672-674, 675-677, 678—680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698

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<b>L.5.4.C</b> Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	<b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698  Also, teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103.
<b>L.5.4.D</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	For supporting content please see: <b>TRG:</b> 26, 41, 101, 129, 138, 171, 177, 201, 216, 219, 226, 234, 267, 279, 298, 303, 313, 318, 333, 346, 348, 360, 366, 387, 408, 414, 415, 417, 425-427, 428-430, 431-433, 434-436, 468, 469, 472, 475, 478, 487, 482, 497, 505, 514, 526, 541, 547, 556, 562, 563, 569, 578, 580, 583, 593, 629, 653, 654, 671, 680, 683, 689, 621-623, 624-626, 627-629, 639-641, 642-644, 645-647, 648-650, 656, 668, 678-680, 681-683, 684-686, 687-689, 690-692, 693-695, 696-698  Also, teachers can evaluate through <i>Words Their Way Classroom Library</i> books utilized during the concept sorts, e.g., 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103
<b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	
<b>L.5.5.A</b> Interpret figurative language in context, including but not limited to, similes and metaphors.	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701
<b>L.5.5.B</b> Interpret the meaning of common idioms and proverbs.	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701
<b>L.5.5.C</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs, homophones, homonyms) to better understand each of the words.	<b>TRG:</b> 5-7, 8-10, 11-13, 38-40, 62-65, 74-76, 83-85, 101-103, 180, 215, 240, 464, 491, 515, 516, 517, 533, 554, 566, 574, 575, 590, 614, 638, 656, 668, 680, 686, 698, 701

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<p><b>L.5.6</b> Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, including transition words that signal contrast, addition, and other logical relationships.</p>	<p><b>TRG:</b> Each Sort in <i>Words Their Way</i> introduces, explores, and expands vocabulary development. Also, students work with Additional Words during the Apply and Assess step. Refer to the following examples: 5, 11, 26, 33, 69, 71, 95, 96, 122, 138, 149, 159.</p>