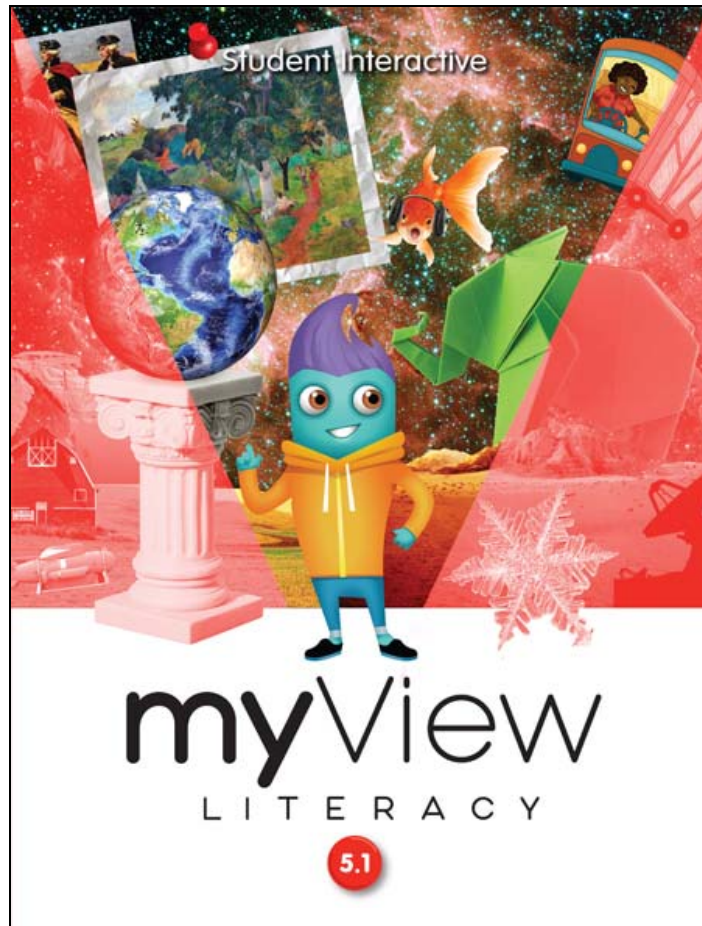


## A Correlation of



Grade 5, ©2020

To the

Arizona

English Language Arts Standards

Grade 5

**SAVVAS**

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

## **Introduction**

This document demonstrates how **myView Literacy, ©2020** meets the **Arizona English Language Art 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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| <b>5.RL Reading Standards for Literature</b>  |  |
| Key Ideas and Details   |  |
| 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  | <p><b>Unit 1:</b><br/>Use Text Evidence, T161<br/>Close Read: Use Text Evidence, T179</p> <p><b>Unit 2:</b><br/>My View: Brainstorm, T188</p> <p><b>Unit 4:</b><br/>Analyze Characters, T48<br/>Close Read: Infer Multiple Themes, T98<br/>Make Inferences, T301<br/>Close Read: Make Inferences, T307<br/>Close Read: Make Inferences, T314<br/>Minilesson: Make Inferences, T336-T337</p> <p><b>Unit 5:</b><br/>Close Read: Make Inferences, T176<br/>Minilesson: Make Inferences, T198<br/>Minilesson: Write to Sources, T202</p>                               |
| 5.RL.2 Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text. | <p><b>Unit 2:</b><br/>Explore the Poem, T160</p> <p><b>Unit 3:</b><br/>Explore the Poem, T20<br/>First Read: Respond: Think Aloud, T39<br/>Summarize, T95<br/>Close Read: Summarize, T101<br/>Minilesson: Summarize, T120<br/>Strategy Group: Summarize, T122<br/>Strategy Group: Identify Legends and Dramas, T162<br/>First Read: Respond: Think Aloud, T238</p> <p><b>Unit 4:</b><br/>Close Read: Infer Multiple Themes, T99<br/>Close Read: Infer Multiple Themes, T102<br/>Minilesson: Infer Multiple Themes, T118<br/>Minilesson: Write to Sources, T264</p> |
| 5.RL.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   | <p><b>Unit 3:</b><br/>Close Read: Analyze Characters, T45<br/>Analyze Characters, T50-T51</p>  |

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| characters interact).  | Compare Texts, T60<br>Close Read: Analyze Plot Elements, T109<br>Analyze Plot Elements, T116-T117<br>My View, T184<br>Synthesize Information, T192-T193<br>Strategy Group: Synthesize Information, T194<br>Teacher-Led Options, T194-T195<br><b>Unit 4:</b><br>Close Read: Analyze Characters, T41<br>Analyze Characters, T48-T49<br>Evaluate Details, T52-T53<br>Strategy Group: Compare Texts, T128<br><b>Unit 5:</b><br>Close Read: Analyze Plot and Setting, T175<br>Close Read: Analyze Plot and Setting, T179<br>Close Read: Analyze Plot and Setting, T183<br>Analyze Plot and Setting, T194-T195 |
| Craft and Structure  |  |
| 5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | <b>Unit 1:</b><br>Possible Teaching Point: Read Like a Writer: Author's Craft, T183<br>Visualize, T233<br>Possible Teaching Point: Figurative Language, T239<br>Develop Vocabulary, T246-T247<br>Academic Vocabulary: Figurative Language, 262-263<br><b>Unit 2:</b><br>Possible Teaching Point: Read Like a Writer: Author's Craft, T172<br>Academic Vocabulary, T253<br>Academic Vocabulary: Figurative Language, T270-T271  |
| (Continued)  | (Continued)<br><b>Unit 3:</b><br>Minilesson: Analyze Hyperbole and Puns, T132-T133<br>Guided Reading Instruction Prompts: Analyze  |

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|  | <p>Figurative Language, T232<br/>           Close Read: Explain Figurative Language, T238<br/>           Possible Teaching Point: Academic Vocabulary, T243<br/>           Academic Vocabulary: Figurative Language, T260-T261<br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T309<br/> <b>Unit 4:</b><br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T245<br/>           Possible Teaching Point: Academic Vocabulary: Figurative Language, T250<br/>           Academic Vocabulary: Figurative Language, T268-T269<br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T315<br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T326<br/> <b>Unit 5:</b><br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T183<br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T188</p> |
| <p>5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | <p><b>Unit 1:</b><br/>           Minilesson: Poetry, T230<br/> <b>Unit 2:</b><br/>           Explore the Poem, T160<br/> <b>Unit 3:</b><br/>           Legend and Drama, T158-T159</p>   |

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|  | <p>Explain Literary Structure, T160<br/>           Close Read: Explain Literary Structure, T178<br/>           Close Read: Explain Literary Structure, T180<br/>           Explain Literary Structure, T188-T189<br/>           First Read: Notice, T240<br/> <b>Unit 5:</b><br/>           Minilesson: Mentor Stack: Develop Stanzas, T223<br/>           Minilesson: Mentor Stack: Develop Poetry with Punctuation, T224<br/>           Minilesson: Develop a Rhyme Scheme, T225</p>   |
| 5.RL.6 Describe how a narrator’s or speaker’s point of view influences how events are described.   | <p><b>Unit 1:</b><br/>           Analyze a Personal Narrative, T74<br/>           Share Back, T75<br/>           Close Read: Understand Point of View, T168<br/>           Close Read: Understand Point of View, T172<br/>           Close Read: Understand Point of View, T176<br/>           Close Read: Understand Point of View, T180<br/>           Understand Point of View, T188-T189<br/>           Use Text Evidence, T192-T193<br/>           Strategy Group: Use Text Evidence, T194<br/> <b>Unit 2:</b><br/>           Analyze Point of View, T166<br/>           Close Read: Analyze Point of View, T172<br/>           Close Read: Analyze Point of View, T174<br/>           Close Read: Analyze Point of View, T178<br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T185<br/>           Minilesson: Analyze Point of View, T192-T193<br/>           Strategy Group: Analyze Point of View, T194<br/>           Whole Group, T195<br/> <b>Unit 3:</b><br/>           Possible Teaching Point: Read Like a Writer: Author’s Craft, T299<br/>           Minilesson: Analyze Effect of Point of View, T330<br/> <b>Unit 4:</b><br/>           Minilesson: Analyze Point of View, T134-T135</p> |
| Integration of Knowledge and Ideas   |  |
| 5.RL.7 Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). | <p><b>Unit 1:</b><br/>           ELL Targeted Support: Use Visuals, T177<br/> <b>Unit 3:</b><br/>           Add Photographs and Time Lines, T362<br/> <b>Unit 4:</b><br/>           ELL Targeted Support: Visuals, T101</p>  |

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|   | <p>ELL Targeted Support: Visual Support, T306<br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T317<br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T319</p>   |
| <p>5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>  | <p><b>Unit 1:</b><br/>Strategy Group: Compare Texts, T260<br/><b>Unit 3:</b><br/>Compare Texts, T27<br/>Strategy Group: Compare Texts, T126<br/>Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T159<br/>Synthesize Information, T161<br/>Read and Compare, T174<br/>Reflect and Share, T196-T197<br/>My View, T244<br/>Reflect and Share, T256-T257<br/>Compare Across Texts, T350</p> |
| <p>Range of Reading and Level of Text Complexity</p>  |   |
| <p>5.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> | <p><b>Unit 1:</b><br/>Identify Historical Fiction, T160<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T160-T161<br/>Read, T164-T183<br/>Identify Elements of Poetry, T232<br/>Reading Workshop: Matching Texts to Learning</p>  |



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|  | (Leveled Readers), T232-T233<br><b>Unit 2:</b><br>Identify Realistic Fiction, T166<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T166-T167<br>Read, T170-T187<br><b>Unit 3:</b><br>Identify Realistic Fiction, T26<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T26-T27<br>Read, T30-T35<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T94-T95<br>Identify Realistic Fiction, T94<br>Identify Legends and Dramas, T160<br>Identify Poetry, T232<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T292-T293<br>Identify Realistic Fiction, T292<br><b>Unit 4:</b><br>Identify Historical Fiction, T26<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T26-T27<br>Identify Historical Fiction, T92<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T92-T93<br>Read, T96-T113<br>Identify Historical Fiction, T300<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T300-T301<br><b>Unit 5:</b><br>Matching Texts to Learning, T168-T169<br>Read, T172-T189<br>Identify Historical Fiction, T168 |
| <b>5.RI Reading Standards for Informational Text</b>   |  |
| Key Ideas and Details  |  |
| 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <b>Unit 1:</b><br>Wrap-Up: T-Chart, T23<br>Use Text Evidence, T27<br>Close Read: Use Text Evidence, T33<br>Close Read: Use Text Evidence, T34<br>Close Read: Use Text Evidence, T38<br>Close Read: Use Text Evidence, T33  |

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|  | <p>Minilesson: Use Text Evidence, T50-T51<br/>Strategy Group: Use Text Evidence, T52-T53<br/><b>Unit 2:</b><br/>Close Read: Evaluate Details, T33<br/>Close Read: Evaluate Details, T36<br/>Whole Group, T55<br/>Explore the Primary Sources, T230-T231<br/>Use Text Evidence, T237<br/><b>Unit 5:</b><br/>Minilesson: Compare and Contrast Accounts, T254</p>  |
| <p>5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>(Continued)</p> | <p><b>Unit 1:</b><br/>Analyze Main Ideas and Details, T26<br/>Close Read: Analyze Main Ideas and Details, T32<br/>Close Read: Analyze Main Ideas and Details, T35<br/>Minilesson: Analyze Main Ideas and Details, T46-T47<br/>Strategy Group: Analyze Main Ideas and Details, T48<br/>First Read: Respond, T109<br/><b>Unit 4:</b><br/>Summarize, T163<br/>Close Read: Summarize, T171<br/>Close Read: Summarize, T172<br/>Close Read: Summarize, T181<br/>Minilesson: Summarize, T190-T191<br/>Strategy Group: Summarize, T192-T193</p> <p>(Continued)</p> <p><b>Unit 5:</b><br/>Close Read: Analyze Main Ideas and Details, T32<br/>Close Read: Analyze Main Ideas and Details, T35<br/>Close Read: Analyze Main Ideas and Details, T36<br/>Close Read: Analyze Main Ideas and Details, T41<br/>Close Read: Analyze Main Ideas and Details, T43<br/>Close Read: Analyze Main Ideas and Details, T45<br/>Close Read: Analyze Main Ideas and Details, T50<br/>Identify Main Idea and Details, T56-T57<br/>Strategy Group: Identify Main Idea and Details, T58-T59</p> |

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|   | Wrap-Up, T235<br>Wrap-Up, T295   |
| 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text. | <p><b>Unit 1:</b><br/>Analyze Main Ideas and Details, T32<br/>Analyze Main Ideas and Details, T35<br/>Cross Curricular Perspectives: Social Studies, T300</p> <p><b>Unit 2:</b><br/>Explain Relationships Between Ideas, T258</p> <p><b>Unit 4:</b><br/>Explain Relationships Between Ideas, T230<br/>Close Read: Explain Relationships Between Ideas, T238<br/>Close Read: Explain Relationships Between Ideas, T244<br/>Close Read: Explain Relationships Between Ideas, T245<br/>Close Read: Explain Relationships Between Ideas, T248<br/>Close Read: Explain Relationships Between Ideas, T250<br/>Minilesson: Explain Relationships Between Ideas, T256-T257<br/>Strategy Group: Explain Relationships Between Ideas, T258</p> <p><b>Unit 5:</b><br/>Explore the Diagram, T232</p> |
| Craft and Structure   |  |
| 5.RI.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><b>Unit 1:</b><br/>Preview Vocabulary, T30-T31<br/>Academic Vocabulary: Language of Ideas, T84<br/>Develop Vocabulary, T112-T113<br/>Preview Vocabulary, T298<br/>Minilesson: Develop Vocabulary, T314</p> <p><b>Unit 2:</b><br/>Preview Vocabulary, T30<br/>Preview Vocabulary, T100<br/>Minilesson: Develop Vocabulary, T118<br/>Strategy Group: Develop Vocabulary, T120<br/>Preview Vocabulary: T240-T241</p> <p><b>Unit 4:</b></p>   |

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|   | <p>Academic Vocabulary: Language of Ideas, T156<br/>Preview Vocabulary, T166-T167<br/>Minilesson: Develop Vocabulary, T182-T183<br/>Whole Group, T185</p> <p><b>Unit 5:</b><br/>Minilesson: Develop Vocabulary, T52-T53<br/>Preview Vocabulary, T104-T105<br/>Academic Vocabulary: Language of Ideas, T232<br/>Preview Vocabulary, T242-T243<br/>Strategy Group: Develop Vocabulary, T252<br/>Strategy Group: Develop Vocabulary, T318-T319</p>  |
| <p>5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>(Continued)</p> | <p><b>Unit 1:</b><br/>Compare Texts, T27<br/>Minilesson: Explain Text Structure, T62<br/>First Read: Connect, T98<br/>Strategy Group: Compare Texts, T126<br/>Whole Group, T127</p> <p><b>Unit 2:</b><br/>Strategy Group: Compare and Contrast, T132<br/>Compare Texts, T167</p> <p><b>Unit 4:</b><br/>First Read: Connect, T170<br/>Strategy Group: Compare Texts, T196<br/>Compare Across Texts, T368-T369</p> <p>(Continued)</p> <p><b>Unit 5:</b><br/>First Read: Respond, T51<br/>Strategy Group: Compare Texts, T66<br/>Whole Group, T67<br/>Compare and Contrast Accounts, T238<br/>Compare Texts, T239<br/>Compare and Contrast Accounts, T244<br/>Compare and Contrast Accounts, T246<br/>Possible Teaching Point: Read Like a Writer: Author’s Craft, T247<br/>First Read: Respond, T248<br/>Compare and Contrast Accounts, T248<br/>Compare and Contrast Accounts, T254-T255<br/>Strategy Group: Compare and Contrast Accounts,</p> |

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|   | T256-T257<br>Compare Across Texts, T358-T359   |
| 5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                           | <b>Unit 2:</b><br>Refine Research: Primary and Secondary Sources, T372-T373<br><b>Unit 4:</b><br>Refine Research: Primary and Secondary Sources, T378-T379<br><b>Unit 5:</b><br>Compare and Contract Accounts, T238<br>Compare and Contract Accounts, T246<br>Compare and Contract Accounts, T254-T255<br>Strategy Group: Compare Texts, T264-T265   |
| Integration of Knowledge and Ideas  |  |
| 5.RI.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. | <b>Unit 1:</b><br>Minilesson: Use Text Features, T134-T135<br><b>Unit 2:</b><br>Minilesson: Synthesize Information, T330-T331<br>Primary and Secondary Sources, T372<br><b>Unit 4:</b><br>Compare Across Texts, T368<br>Conduct Research, T374<br>Refine Research, T378<br>Differentiated Support: Intervention/Extend, T379   |
| 5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).             | <b>Unit 5:</b><br>Minilesson: Argumentative Text, T296<br>Analyze Argumentative Texts, T298<br>Strategy Group: Analyze Argumentative Texts, T300-T301<br>Close Read: Analyze Argumentative Texts, T305<br>Close Read: Analyze Argumentative Texts, T306<br>Close Read: Analyze Argumentative Texts, T308<br>Close Read: Analyze Argumentative Texts, T310<br>Close Read: Analyze Argumentative Texts, T313<br>Close Read: Analyze Argumentative Texts, T315<br>Close Read: Analyze Argumentative Texts, T316<br>Analyze Argumentative Texts, T322-T323<br>Strategy Group: Analyze Argumentative Texts, T324-T325 |
| 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the  | <b>Unit 2:</b><br>Develop with Visuals and Multimedia, T154  |

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| <p>subject knowledgeably.</p>   | <p>Explore the Video, T296-T297<br/>Synthesize Information, T303<br/>Close Read: Synthesize Information, T311<br/>Close Read: Synthesize Information, T313<br/>Close Read: Synthesize Information, T316<br/>Close Read: Synthesize Information, T318<br/>Synthesize Information, T330-T331<br/>Strategy Group: Synthesize Information, T332<br/><b>Unit 3:</b><br/>Explore Media, T286-T287<br/><b>Unit 4:</b><br/>Compare Across Texts, T368<br/><b>Unit 5:</b><br/>My View, T250<br/>Minilesson: Write to Sources, T262</p>   |
| <p>Range of Reading and Level of Text Complexity</p>  |   |
| <p>5.RI.10 By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> | <p><b>Unit 1:</b><br/>Identify Informational Text, T26<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T90-T91<br/>Identify Informational Text, T90<br/>Read, T94-T111<br/>Identify Informational Text, T294<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T294-T295<br/><b>Unit 2:</b><br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27<br/>Identify Informational Text, T26<br/>Reading Workshop: Matching Texts to Learning (Leveled Readers), T96-T97<br/>Reading Workshop: Matching Texts to Learning</p> |

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|  | (Leveled Readers), T236-T237<br>Identify Informational Texts, T236<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T302-T303<br><b>Unit 4:</b><br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T162-T163<br>Identify Informational Text, T162<br>Read, T164-T181<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T230<br>Identify Biographies, T230<br><b>Unit 5:</b><br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T26-T27<br>Identify Informational Text, T26<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T100-T101<br>Identify Informational Text, T100<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T238-T239<br>Identify Informational Text, T238<br>Reading Workshop: Matching Texts to Learning<br>(Leveled Readers), T298-T299 |
| <b>5.RF Reading Standards: Foundational Skills</b>   |   |
| Phonics and Word Recognition   |   |
| 5.RF.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context.  |   |
| 5.RF.3.a Use combined knowledge of all letter-sound correspondences to accurately read unfamiliar multisyllabic words. | <b>Unit 1:</b><br>Lessons 1-3, 5: Suffixes -ic, -ism, -ive, T60-T61<br>Lesson 4: Suffixes -ic, -ism, -ive, T131<br>Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265<br>Lesson 4: Words with Suffixes -able, -ible, T333<br><b>Unit 2:</b><br>Lesson 4: VCe Syllables, T67<br>Lesson 4: Open and Closed Syllables V/CV and VC/V, T137<br>Possible Teaching Point: Word Study: Prefixes il-, in-, im-, ir-, T246<br>Lessons 1-3, 5: Prefixes il-, in-, im-, ir-, T272-T273<br>Lesson 4: Prefixes il-, in-, im-, ir-, T341<br><b>Unit 3:</b><br>Possible Teaching Point: Word Study: Suffixes, T102   |

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|  | <p>Lesson 4: Suffixes -ize, -ance, -ence, -ist, T209<br/>Lessons 1-3, 5: Suffixes -ous, -eous, -ious, T262-T263<br/>Possible Teaching Point: Word Study: Syllable Patterns, T306<br/>Lessons 1-3, 5: Syllable Patterns, T328-T329<br/>Lesson 4: Suffixes -ous, -eous, -ious, T335<br/><b>Unit 4:</b><br/>Lessons 1-3, 5: Word Parts pro-, com-, con-, T62-T63<br/>Word Study: Lesson 4: Syllable Patterns, T63<br/>Word Study: Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347<br/><b>Unit 5:</b><br/>Possible Teaching Point: Word Study: Multisyllabic Words, T174<br/>Possible Teaching Point: Word Study: Multisyllabic Words, T179<br/>Word Study: Lessons 1-3, 5: Multisyllabic Words, T208-T209</p>   |
| <p>5.RF.3.b Apply knowledge of the six syllable patterns to read grade level words accurately.</p> | <p><b>Unit 1:</b><br/>Possible Teaching Point: Word Study: Vowel Teams, T170<br/>Possible Teaching Point: Word Study: Vowel Teams, T176<br/>Word Study: Lessons 1-3, 5: Vowel Teams, T202-T203<br/>Lessons 1-3, 5: Spelling: Spell Words with Vowel Teams, T208-T209<br/>Word Study: Lesson 4: Vowel Teams, T265<br/>Lesson 4: Words with Vowel Teams, T271<br/><b>Unit 2:</b><br/>Word Study: Lessons 1-3, 5: Open and Closed Syllables V/CV and VC/V, T66-T67<br/>Word Study: Lesson 4: VCe Syllables, T67<br/>Word Study: Lesson 4: Open and Closed Syllables V/CV and VC/V, T137<br/>Lessons 1-3, 5: Spelling: Spell Words with r-Controlled Vowels, T212-T213<br/>Lesson 4: r-Controlled Vowels, T279<br/><b>Unit 3:</b><br/>Possible Teaching Point: Word Study   Syllable Patterns, T306</p> |



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|  | <p>Word Study: Lessons 1-3, 5: Syllable Patterns, T328-T329</p> <p><b>Unit 4:</b><br/>Word Study: Lesson 4: Syllable Patterns, T63</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Word Study: Syllable Patterns, T108<br/>Possible Teaching Point: Word Study: Syllable Patterns, T115<br/>Word Study: Lessons 1-3, 5: Syllable Patterns, T138-T139<br/>Possible Teaching Point: Word Study: Multisyllabic Words, T174<br/>Possible Teaching Point: Word Study: Multisyllabic Words, T179<br/>Word Study: Lessons 1-3, 5: Multisyllabic Words, T208-T209<br/>Word Study: Lesson 4: Syllable Patterns, T209<br/>Word Study: Lessons 1-3, 5: Schwa, T268-T269<br/>Word Study: Lesson 4: Multisyllabic Words, T269</p>   |
| <p>5.RF.3.c Use combined knowledge of morphology to read grade level words accurately.</p> | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T33<br/>Possible Teaching Point: Academic Vocabulary: Related Words, T37<br/>Word Study: Lessons 1-3, 5: Suffixes -ic, -ism, -ive, T60-T61<br/>Word Study: Lesson 4: Suffixes -ic, -ism, -ive, T131<br/>Word Study: Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265<br/>Word Study: Lesson 4: Words with Suffixes -able, -ible, T333</p> <p><b>Unit 2:</b><br/>Minilesson: Related Words, T64<br/>Possible Teaching Point: Word Study: Prefixes Il-, In-, Im-, Ir-, T246<br/>Word Study: Lessons 1-3, 5: Prefixes il-, in-, im-, ir-, T272-T273<br/>Word Study: Lesson 4: Prefixes il-, in-, im-, ir-, T341</p> <p><b>Unit 3:</b><br/>Word Study: Lessons 1-3, 5: Suffixes -ize, -ance, -ence, -ist, T130-T131<br/>Word Study: Lesson 4: Suffixes -ize, -ance, -ence, -ist, T203</p> |

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| <p>(Continued)</p>  | <p>Word Study: Lessons 1-3, 5: Suffixes -ous, -eous, -ious, T262-T263<br/>           Word Study: Lesson 4: Suffixes -ous, -eous, -ious, T329<br/> <b>Unit 4:</b><br/>           Word Study: Lessons 1-3, 5: Word Parts pro-, com-, con-, T62-T63<br/>           Word Study: Lessons 1-3, 5: Word Parts: anti-, mid-, trans-, T132-T133<br/>           Word Study: Lesson 4: Word Parts pro-, com-, con-, T133<br/>           Word Study: Lessons 1-3, 5: Word Parts sub-, super-, T200-T201<br/>           Word Study: Lesson 4: Word Parts anti-, mid-, trans-, T201<br/>           Possible Teaching Point: Possible Teaching Point, T238<br/>           (Continued)<br/> <b>Unit 5:</b><br/>           Possible Teaching Point: Word Study: Suffixes, T184<br/>           Word Study: Lessons 1-3, 5: Vowel Changes, T336-T337</p> |
| <p>5.RF.3.d Know and apply common, grade-appropriate Greek and Latin affixes and roots to accurately read unfamiliar words.</p> | <p><b>Unit 1:</b><br/>           Possible Teaching Point: Word Study: Greek Roots, T97<br/>           Possible Teaching Point: Word Study: Greek Roots, T101<br/>           Word Study: Lessons 1-3, 5: Greek Roots, T130-T131<br/>           Word Study: Lesson 4: Greek Roots, T203<br/>           Word Study: Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265<br/> <b>Unit 3:</b><br/>           Possible Teaching Point: Word Study: Words with Latin Roots, T42<br/>           Word Study: Lessons 1-3, 5: Words with Latin Roots, T64-T65<br/>           Word Study: Lesson 4: Words with Latin Roots, T131<br/> <b>Unit 4:</b><br/>           Word Study: Lessons 1-3, 5: Word Origins, T270-T271<br/>           Possible Teaching Point: Word Study   Latin Roots,</p>  |

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|   | <p>T312<br/>Possible Teaching Point: Word Study   Latin Roots, T313<br/>Possible Teaching Point: Word Study   Latin Roots, T323<br/>Word Study: Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347<br/>Word Study: Lesson 4: Word Origins, T347<br/><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T37<br/>Word Study: Lesson 4: Latin Roots audi, rupt, scrib, spec, T71</p>                          |
| <p>Fluency</p>  |   |
| <p>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> |   |
| <p>5.RF.4.a Read grade-level text with purpose and understanding.</p>             | <p><b>Unit 1:</b><br/>Read, T30<br/>Read, T94<br/>Read, T164<br/>Read, T236<br/>Read, T298<br/><b>Unit 2:</b><br/>Read, T30<br/>Turn, Talk, And Share, T95<br/>Read, T100<br/>Read, T170<br/>Read, T240<br/>Read, T306<br/><b>Unit 3:</b><br/>Read, T30<br/>Read, T98<br/>Read, T164<br/>Read, T236<br/>Read, T296<br/><b>Unit 4:</b><br/>Read, T30<br/>Read, T96<br/>Read, T166<br/>Read, T234<br/>Read, T304<br/><b>Unit 5:</b><br/>Read, T30</p> |

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|  | <p>Turn, Talk, and Share, T99<br/>Read, T172<br/>Read, T242<br/>Read, T302</p>  |
| <p>5.RF.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p><b>Unit 1:</b><br/>Fluency: Rate/Oral Reading Rate and Accuracy, T114<br/>Teacher-Led Options: Fluency, T48<br/>Realistic Fiction: Fluency, T164<br/>Close Read: Fluency, T183<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T252<br/><b>Unit 2:</b><br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T50<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T194<br/>Fluency: Appropriate Phrasing, T260<br/>Fluency: Rate/Oral Reading Rate and Accuracy, T324<br/><b>Unit 3:</b><br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T48<br/>Teacher-Led Options: Fluency, T114<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T190<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T250<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T316<br/><b>Unit 4:</b><br/>Close Read: Fluency, T181<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T188<br/>Fluency: Prosody/Oral Reading Rate and Accuracy,</p> |

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|  | <p>T254<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T334<br/><b>Unit 5:</b><br/>Fluency: Accuracy/Oral Reading Rate and Accuracy, T122<br/>Fluency: Prosody/Oral Reading Rate and Accuracy, T256<br/>Teacher-Led Options: Fluency, T260<br/>Fluency: Accuracy/Oral Reading Rate and Accuracy, T320</p>  |
| <p>5.RF.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><b>Unit 1:</b><br/>Close Read: Vocabulary in Context, T105<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T172<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T178<br/>Academic Vocabulary: Minilesson: Context Clues, T200-T201<br/><b>Unit 2:</b><br/>Develop Vocabulary, T26<br/>Strategy Group: Monitor Comprehension, T128<br/>Possible Teaching Point: Academic Vocabulary, Context Clues, T173<br/>Possible Teaching Point: Academic Vocabulary, Context Clues, T180<br/>Minilesson: Context Clues, T204-T205<br/><b>Unit 3:</b><br/>Develop Vocabulary, T94<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T166<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T177<br/>Minilesson: Context Clues, T200-T201<br/>Close Read: Vocabulary in Context, T239<br/><b>Unit 4:</b><br/>Strategy Group: Monitor Comprehension, T124<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T169<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T179<br/>Minilesson: Context Clues, T198-T199<br/><b>Unit 5:</b></p> |

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|   | Close Read: Vocabulary in Context, T113<br>Close Read: Vocabulary in Context, T178<br>Possible Teaching Point: Academic Vocabulary:<br>Context Clues, T181<br>Minilesson: Context Clues, T206-T207  |
| <b>5.W Writing Standards</b>  |   |
| Text Types and Purposes   |   |
| 5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |   |
| 5.W.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. | <b>Unit 1:</b><br>Explore and Plan: Argumentative Writing, T358-T359<br>Collaborate and Discuss, T362-T363<br><b>Unit 3:</b><br>Minilesson: Mentor Stack: Develop an Opinion, T144<br>Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216<br>Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217<br>Explore and Plan: Argumentative Writing, T354-T355<br>Collaborate and Discuss, T358-T359<br><b>Unit 4:</b><br>Critical Literacy: Challenge the Text, T372<br>Celebrate!, T384<br><b>Unit 5:</b><br>Minilesson: Write to Sources, T202<br>Explore and Plan: Argumentative Writing, T362-T363 |
| 5.W.1.b Provide logically ordered reasons that are supported by facts and details.  | <b>Unit 1:</b><br>Explore and Plan: Argumentative Writing, T358-T359<br>Collaborate and Discuss, T362-T363<br><b>Unit 3:</b><br>Minilesson: Plan Your Opinion Essay, T82<br>ELL Minilesson Support, T143<br>Minilesson: Develop Reasons, T145   |

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|  | <p>Independent Writing: Mentor Stack, T145<br/>                     Minilesson: Develop Facts and Details, T146<br/>                     Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217<br/> <b>Unit 5:</b><br/>                     Minilesson: Write to Sources, T202<br/>                     Explore and Plan: Argumentative Writing, T362-T363</p>   |
| 5.W.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).   | <p><b>Unit 3:</b><br/>                     ELL Targeted Support: Compose with Transition Words, Phrases, and Clauses, T215<br/>                     Minilesson: Mentor Stack: Compose with Transition Words, Phrases, and Clauses, T218<br/>                     Minilesson: Revise by Combining Ideas for Clarity, T279<br/>                     Collaborate and Discuss, T364-T365<br/> <b>Unit 5:</b><br/>                     Minilesson: Write to Sources, T202</p>  |
| 5.W.1.d Provide a concluding statement or section related to the opinion presented.  | <p><b>Unit 3:</b><br/>                     Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216<br/>                     Analyze Student Model, T358<br/> <b>Unit 5:</b><br/>                     Student Interactive: Revise, T373</p>   |
| 5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |   |
| 5.W.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <p><b>Unit 1:</b><br/>                     Minilesson: Choose A Text Structure, T64<br/> <b>Unit 2:</b><br/>                     Genre Immersion Lesson: Analyze a Lead Paragraph, T81<br/>                     Minilesson: Plan Your Informational Article, T84<br/>                     Minilesson: Develop an Engaging Idea, T150<br/>                     Minilesson: Develop with Visuals and Multi Media, T154<br/>                     Minilesson: Develop and Compose an Introduction, T220<br/>                     Minilesson: Develop with Related Information, T221<br/>                     Share Back, T221<br/>                     Minilesson: Use Formatting, T223<br/>                     Writing Assessment, T359</p> |

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| 5.W.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <p><b>Unit 2:</b><br/>           ELL Targeted Support: Draft with Specific Facts and Concrete Details, T149<br/>           ELL Targeted Support: Develop with Other Information and Examples, T149<br/>           Minilesson: Draft with Specific Facts and Concrete Details, T151<br/>           Minilesson: Develop with Definitions and Quotations, T152<br/>           Minilesson: Develop with Other Information and Examples, T153<br/>           Next Steps, T369</p> <p><b>Unit 5:</b><br/>           Argumentative Writing, T362</p> |
| 5.W.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><br/>           ELL Targeted Support: Develop with Transitions, T219<br/>           Minilesson: Develop with Transitions, T222<br/>           Writing Assessment, T359</p> <p><b>Unit 5:</b><br/>           Celebrate!, T374</p>   |
| 5.W.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, T151<br/>           Develop with Other Information and Examples, T153<br/>           Develop with Transitions, T222<br/>           Use Precise Language and Domain-Specific Select A Genre, T225<br/>           Use Precise Language and Domain-Specific Vocabulary, T286<br/>           Analyze Student Model, T370<br/>           Write for a Reader, T370<br/>           Revise and Edit, T376</p> <p><b>Unit 5:</b><br/>           Use Academic Words, T361</p>         |



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| 5.W.2.e Provide a concluding statement or section related to the information or explanation presented.   | <p><b>Unit 2:</b><br/>Minilesson: Develop and Compose a Conclusion, T224<br/>Prepare for Assessment, T357<br/>Writing Assessment, T359</p> <p><b>Unit 4:</b><br/>Revise and Edit, T382<br/>Peer Review, T382</p> <p><b>Unit 5:</b><br/>Revise and Edit, T372</p>  |
| 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.      |   |
| 5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.   | <p><b>Unit 1:</b><br/>Minilesson: Plan Your Personal Narrative, T78<br/>Minilesson: Develop an Engaging Idea, T144<br/>Minilesson: Develop Point of View, T147<br/>Minilesson: Develop an Introduction, T216<br/>Share Back, T216<br/>Minilesson: Develop a Sequence of Events, T217<br/>Prepare for Assessment, T349</p> <p><b>Unit 4:</b><br/>Minilesson: Develop Characters, T146<br/>Organize an Introduction, T214<br/>Minilesson: Organize a Sequence of Events, T215<br/>Choose Pacing of Events, T216</p> |
| 5.W.3.b Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. | <p><b>Unit 1:</b><br/>Minilesson: Develop Sensory Details, T146<br/>Minilesson: Compose with Dialogue, T148<br/>Share Back, T148<br/>Prepare for Assessment, T349</p> <p><b>Unit 4:</b><br/>Minilesson: Develop Characters, T146<br/>Minilesson: Develop Dialogue, T150<br/>Minilesson: Choose Pacing of Events, T216<br/>Minilesson: Select A Different Genre, T218<br/>Writing Assessment, T365</p>   |

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| 5.W.3.c Use a variety of transitional words and phrases to manage the sequence of events.              | <p><b>Unit 1:</b><br/>ELL Targeted Support: Draft with Transitions, T215<br/>Minilesson: Develop a Sequence of Events, T217<br/>Minilesson: Draft with Transitions, T218<br/>Independent Writing, T218<br/>Share Back, T218<br/>ELL Targeted Support: Revise by Combining Ideas, T345<br/>Minilesson: Revise by Rearranging and Combining Ideas, T346</p> <p><b>Unit 4:</b><br/>ELL Targeted Support: Organize a Sequence of Events, T213<br/>Minilesson: Organize a Sequence of Events, T215<br/>Minilesson: Choose Pacing of Events, T216</p> |
| 5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. | <p><b>Unit 1:</b><br/>Minilesson: Develop Specific Details, T145<br/>Minilesson: Develop Sensory Details, T146<br/>Minilesson: Revise by Adding Ideas for Clarity, T281<br/>Minilesson: Revise by Deleting Ideas for Clarity, T282</p> <p><b>Unit 4:</b><br/>ELL Targeted Support: Revise by Adding and Deleting Ideas for Clarity, T359<br/>Minilesson: Revise by Adding and Deleting Ideas for Clarity, T360</p> <p><b>Unit 5:</b><br/>Minilesson: Mentor Stack: See Like a Poet, T152</p>  |
| 5.W.3.e Provide a conclusion that follows from the narrated experiences or events.                     | <p><b>Unit 1:</b><br/>Minilesson: Develop a Sequence of Events, T217<br/>Minilesson: Develop a Conclusion, T220<br/>Prepare for Assessment, T349</p> <p><b>Unit 4:</b><br/>Minilesson: Develop the Resolution, T149<br/>Minilesson: Organize a Sequence of Events, T215</p>   |
| Production and Distribution of Writing   |   |
| 5.W.4 Produce clear and coherent writing in which the development and organization are appropriate     | <p><b>Unit 1:</b><br/>Minilesson: Brainstorm a Topic, T77</p>   |

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| <p>to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>  | <p>Select a Genre, T221<br/>Write for a Reader, T362<br/><b>Unit 2:</b><br/>Minilesson: Set a Purpose, T83<br/>Minilesson: Develop Author's Purpose, T140<br/>Select a Genre, T225<br/>Write for a Reader, T370<br/>Customize It!, T370<br/><b>Unit 3:</b><br/>Minilesson: Brainstorm a Topic and Opinion, T81<br/>Select a Genre, T221<br/>Write for a Reader, T358<br/><b>Unit 4:</b><br/>Minilesson: Set A Purpose, T79<br/>Minilesson: Select a Different Genre, T218<br/>Select a Genre, T219<br/>Write for a Reader, T376<br/><b>Unit 5:</b><br/>Minilesson: Brainstorm Ideas, T87<br/>Minilesson: Mentor Stack: Plan Your Poetry, T88<br/>Select a Genre, T227<br/>Minilesson: Try a New Approach, T283<br/>Write for a Reader, T366<br/>T88</p> |
| <p>5.W.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</p> | <p><b>Unit 1:</b><br/>Minilesson: Plan Your Personal Narrative, T78<br/>ELL Minilesson Support: Develop Structure, T215<br/>Revise by Rearranging and Combining Ideas, T346</p>   |

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| <p>demonstrate command of Language standards 1–3 up to and including grade 5.)</p>  | <p>Independent Writing, T346<br/>Revise and Edit, T369<br/><b>Unit 2:</b><br/>Minilesson: Plan Your Informational Article, T84<br/>Minilesson: Develop Author’s Purpose, T140-T141<br/>Draft with Specific Facts, Concrete Details, T151<br/>Develop with Transitions, T222<br/>Edit for Capitalization, T355<br/>Peer Review, T376<br/>Differentiated Support: Intervention/Extend, T377<br/><b>Unit 3:</b><br/>Plan Your Opinion Essay, T82<br/>Minilesson: Revise by Rearranging Ideas for Clarity, T278<br/>Independent Writing: Mentor Stack, T278<br/>Revise by Combing Ideas for Clarity, T279<br/>Minilesson: Participate in Peer Editing, T280<br/>Minilesson: Incorporate Peer and Teacher Suggestions, T342<br/>Differentiated Support: T365<br/><b>Unit 4:</b><br/>Minilesson: Plan Your Science Fiction Story, T80<br/>Develop the Conflict, T148<br/>Minilesson: Edit for Subordinating Conjunctions, T287<br/>Revise by Adding, Deleting Ideas for Clarity, T360<br/>Revise and Edit, T382<br/>Peer Review, T382<br/>Differentiated Support: T383<br/><b>Unit 5:</b><br/>Minilesson: Mentor Stack: Plan Your Poetry, T88<br/>Minilesson: Rewrite for Precise Meaning, T226<br/>Minilesson: Try a New Approach, T283<br/>Revise and Edit, T372<br/>Peer Review, T372</p> |
| <p>5.W.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills in order to complete a writing task.</p> | <p><b>Unit 1:</b><br/>Independent Writing, T348<br/>Celebrate!, T370<br/><b>Unit 2:</b><br/>Celebrate!, T378<br/><b>Unit 3:</b><br/>Minilesson: Use Technology to Produce Writing, T148</p>  |

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|  | Minilesson: Use Technology to Interact and Collaborate, T220<br>Celebrate!, T366<br><b>Unit 4:</b><br>Minilesson: Publish and Celebrate, T362<br>Introduce the Project, T370<br><b>Unit 5:</b><br>Minilesson: Publish and Celebrate, T352<br>Extend Research: Recording Tips, T370-T371<br>Celebrate!, T374  |
| Research to Build and Present Knowledge  |  |
| 5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.                                       | <b>Unit 1:</b><br>Conduct Research: Web Sites, T360-T361<br>Extend Research: Write a Business Letter, T366<br><b>Unit 2:</b><br>Conduct Research: Search Engines, T368-T369<br>Refine Research: Primary and Secondary Sources, T372<br><b>Unit 3:</b><br>Conduct Research: Databases, T356-T357<br>Extend Research: Add Photographs and Timelines, T362-T363<br><b>Unit 4:</b><br>Introduce the Project, T370<br>Conduct Research: Surveys, T374-T375<br>Refine Research: Primary and Secondary Sources, T378<br>Online Survey Tools, T380-T381<br><b>Unit 5:</b><br>Conduct Research: Graphics, T364-T365 |
| 5.W.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. | <b>Unit 1:</b><br>Brainstorm a Topic, T77<br>Plan Your Personal Narrative, T78<br>Student Interactive: Plan Your Research, T359<br>Conduct Research: Web Sites, T360<br>Refine Research: Quoting and Paraphrasing, T364<br>Differentiated Support: Intervention/Extend, T365<br>Next Steps, T365<br><b>Unit 2:</b><br>Refine Research: Primary and Secondary Sources,  |

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|  | <p>T372-T373<br/>Next Steps, T373<br/><b>Unit 3:</b><br/>Conduct Research: Databases, T356-T357<br/>Refine Research: Bibliography, T360-T361<br/>Differentiated Support: Intervention/Extend, T361<br/>Next Steps, T361<br/><b>Unit 4:</b><br/>Reflect and Share: Write to Sources, T194-T195<br/>Conduct Research: Surveys, T374-T375<br/>Refine Research: Primary and Secondary Sources, T378<br/>Extend Research: Online Survey Tools, T380<br/><b>Unit 5:</b><br/>Conduct Research: Graphics, T364-T365<br/>Refine Research: Bibliography, T368-T369</p> |
| <p>5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |  |
| <p>5.W.9.a Apply grade 5 Reading standards to literature.</p>  | <p><b>Unit 1:</b><br/>Minilesson: Write to Sources, T196<br/>Minilesson: Write to Sources, T258<br/><b>Unit 2:</b><br/>Minilesson: Write to Sources, T200<br/><b>Unit 3:</b><br/>Minilesson: Write to Sources, T124<br/>Minilesson: Write to Sources, T196<br/>Minilesson: Write to Sources, T256<br/><b>Unit 4:</b><br/>Minilesson: Write to Sources, T126<br/><b>Unit 5:</b><br/>Minilesson: Write to Sources, T202</p>  |

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| 5.W.9.b Apply grade 5 Reading standards to informational texts.  | <p><b>Unit 1:</b><br/>Minilesson: Write to Sources, T124</p> <p><b>Unit 2:</b><br/>Minilesson: Write to Sources, T130-T131</p> <p><b>Unit 4:</b><br/>Minilesson: Write to Sources, T194<br/>Minilesson: Write to Sources, T264</p> <p><b>Unit 5:</b><br/>Minilesson: Write to Sources, T132<br/>Minilesson: Write to Sources, T262</p>   |
| Range of Writing   |  |
| 5.W.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><b>Unit 1:</b><br/>Minilesson: Write to Sources, T124-T125<br/>Minilesson: Write to Sources, T196-T197<br/>My View: Write About It, T197<br/>Writing Club, T283<br/>Essential Question: My Turn, T354</p> <p><b>Unit 2:</b><br/>Writing Club, T85<br/>Minilesson: Write to Sources, T200-T201<br/>My View: Write About It, T201<br/>Write for a Reader, T276<br/>Weekly Question, T335<br/>Essential Question: My Turn, T362</p> <p><b>Unit 3:</b><br/>Minilesson: Write to Sources, T124<br/>My View: Write About It, T125</p> |

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|  | <p>Writing Club, T149<br/>                     Minilesson: Write to Sources, T196-T197<br/>                     Minilesson: Write to Sources, T256-T257<br/>                     Essential Question, T350</p> <p><b>Unit 4:</b><br/>                     Minilesson: Write to Sources, T126-T127<br/>                     Independent Writing, T146<br/>                     Write for a Reader, T204-T205<br/>                     Minilesson: Write to Sources, T264-T265</p> <p><b>Unit 5:</b><br/>                     Write for a Reader, T74-T75<br/>                     Brainstorm Ideas, T87<br/>                     Minilesson: Write to Sources, T132-T133<br/>                     Minilesson: Write to Sources, T202-T203<br/>                     My View: Write About It, T203<br/>                     Essential Question: My Turn, T358</p> |
| <b>5.WF Writing Standards: Foundational Skills</b>                                       |   |
| Sound-letter basics and Handwriting  |   |
| 5.WF.1 Demonstrate and apply handwriting skills.   |   |
| 5.WF.1.a Read and write cursive letters, upper and lower case.                           | <p><b>Unit 1:</b><br/>                     Minilesson: Publish and Celebrate, T348</p> <p><b>Unit 2:</b><br/>                     Minilesson: Publish and Celebrate, T356</p> <p><b>Unit 3:</b><br/>                     Minilesson: Publish and Celebrate, T344</p> <p><b>Unit 4:</b><br/>                     Minilesson: Publish and Celebrate, T362</p> <p><b>Unit 5:</b><br/>                     Minilesson: Publish and Celebrate, T352</p>  |
| 5.WF.1.b Transcribe ideas legibly and fluently with appropriate spacing and indentation. | <p><b>Unit 1:</b><br/>                     Minilesson: Publish and Celebrate, T348</p> <p><b>Unit 2:</b><br/>                     Minilesson: Publish and Celebrate, T356</p>   |



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|   | <p><b>Unit 3:</b><br/>Minilesson: Publish and Celebrate, T344</p> <p><b>Unit 4:</b><br/>Minilesson: Publish and Celebrate, T362</p> <p><b>Unit 5:</b><br/>Minilesson: Publish and Celebrate, T352</p>   |
| <b>5.SL Speaking and Listening Standards</b>  |   |
| Comprehension and Collaboration   |   |
| 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. |   |
| 5.SL.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><b>Unit 1:</b><br/>Respond and Analyze: My View, T42<br/>Interact with Sources: Explore the Infographic, T84<br/>Respond and Analyze: My View, T112<br/>Respond and Analyze: My View, T184<br/>Respond and Analyze: My View, T314<br/>Book Club: Each Day, T373</p> <p><b>Unit 2:</b><br/>Respond and Analyze: My View, T48<br/>Respond and Analyze: My View, T118<br/>Respond and Analyze: My View, T188<br/>Interact with Sources: Explore the Primary Sources, T230<br/>Respond and Analyze: My View, T254<br/>Respond and Analyze: My View, T322</p> |

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|  | <p>Book Club: Each Day, T381</p> <p><b>Unit 3:</b><br/>Respond and Analyze: My View, T46<br/>Reflect and Share: Talk About It, T58-T59<br/>Respond and Analyze: My View, T112<br/>Respond and Analyze: My View, T244<br/>Respond and Analyze: My View, T310<br/>Book Club: Each Day, T369</p> <p><b>Unit 4:</b><br/>Reflect and Share: Talk About It, T56-T57<br/>Interact with Sources: Explore the Map, T86<br/>Respond and Analyze: My View, T114<br/>Respond and Analyze: My View, T252<br/>Minilesson: Explain Details, T340</p> <p><b>Unit 5:</b><br/>Respond and Analyze: My View, T52<br/>Turn, Talk, and Share, T94<br/>Respond and Analyze: My View, T120<br/>Interact with Sources: Explore the Video, T162<br/>Turn, Talk, and Share, T232<br/>Respond and Analyze: My View, T318</p> |
| <p>5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> | <p><b>Unit 1:</b><br/>Reflect and Share: Talk About It, T54-T55<br/>Informational Text, T86<br/>Poetry, T228<br/>Book Club Options, T373</p> <p><b>Unit 2:</b><br/>Reflect and Share: Talk About It, T60-T61<br/>What's Happening This Week?, T85<br/>Historical Fiction, T88<br/>Informational Text, T92<br/>What Are We Sharing?, T155<br/>Realistic Fiction, T162<br/>Book Club Options, T381</p> <p><b>Unit 3:</b><br/>Reflect and Share: Talk About It, T58-T59<br/>Drama, T156<br/>Book Club Options, T369</p> <p><b>Unit 4:</b><br/>Historical Fiction, T22<br/>Reflect and Share: Talk About It, T56-T57<br/>Informational Text, T158<br/>What's Happening This Week?, T289</p> <p><b>Unit 5:</b></p>   |

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|   | <p>Reflect and Share: Talk About It, T64-T65<br/>Turn, Talk, and Share, T94<br/>Informational Text, T96<br/>What's Happening This Week?, T157<br/>Argumentative Text, T294<br/>Book Club Options, T377</p>   |
| <p>5.SL.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><br/>Explore the Time Line, T20<br/><b>Unit 1:</b><br/>Reflect and Share: Talk About It, T54-T55<br/>Turn, Talk, and Share, T84<br/>Book Club: Collaboration, T373<br/><b>Unit 2:</b><br/>Minilesson: Talk About It, T60<br/>Interact with Sources: Explore the Video, T296<br/>Book Club: Collaboration, T381<br/><b>Unit 3:</b><br/>Reflect and Share: Talk About It, T58-T59<br/>What's Happening This Week?, T281<br/>Book Club Collaboration, T369<br/><b>Unit 4:</b><br/>What's Happening This Week?, T289<br/>Minilesson: Explain Details, T340<br/>Book Club: Collaboration, T387<br/><b>Unit 5:</b><br/>Reflect and Share: Talk About It, T64-T65<br/>What's Happening This Week?, T157<br/>Book Club: Collaboration, T377</p> |
| <p>5.SL.1.d Review the key ideas expressed and draw</p>   | <p><b>Unit 1:</b></p>  |

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| <p>conclusions based on information and knowledge gained from the discussions.</p> <p>(Continued)</p>  | <p>Interact with Sources: Explore the Time Line, T20-T21<br/>Listening Comprehension, T156-T157<br/>Respond and Analyze: My View, T184<br/><b>Unit 2:</b><br/>Interact with Sources: Explore the Map, T90-T91<br/>Turn, Talk, and Share, T160<br/>Listening Comprehension, T162-T163<br/><b>Unit 3:</b><br/>Interact with Sources: Explore the Infographic, T20<br/>Listening Comprehension, T234-T235<br/>Respond and Analyze: My View, T250<br/><b>Unit 4:</b><br/>Turn, Talk, and Share, T86<br/>Listening Comprehension, T88-T89<br/>Turn, Talk, and Share, T224</p> <p>(Continued)</p> <p><b>Unit 5:</b><br/>Listening Comprehension, T96-T97<br/>Interact with Sources: Explore the Video, T162-T163<br/>Turn, Talk, and Share, T232</p> |
| <p>5.SL.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><br/>Interact with Sources: Explore the Time Line, T20-T21<br/>Listening Comprehension, Wrap-Up, T86-T87<br/>Listening Comprehension, Wrap-Up, T290-T291<br/><b>Unit 2:</b><br/>Minilesson: Analyze Graphic Features, T68<br/>Listening Comprehension, Wrap-Up, T92-T93<br/>Whole Group, T169<br/>Interact with Sources: Explore the Video, T296-T297<br/><b>Unit 3:</b><br/>Listening Comprehension, Wrap-Up, T22-T23<br/>Interact with Sources: Explore the Infographic, T88-T89<br/>Listening Comprehension, Wrap-Up, T156-T157<br/><b>Unit 4:</b><br/>Listening Comprehension, Wrap-Up, T22-T23<br/>Listening Comprehension, Wrap-Up, T226-T227<br/>Listening Comprehension, Wrap-Up, T296-T297</p>                       |

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|  | <p><b>Unit 5:</b><br/>Listening Comprehension, Wrap-Up, T164-T165<br/>Listening Comprehension, Wrap-Up, T234-T235<br/>Compare and Contrast Accounts, T254-T255</p>   |
| <p>5.SL.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>  | <p><b>Unit 1:</b><br/>Wrap-Up, T23<br/>Wrap-Up, T87<br/>Wrap-Up, T291<br/><b>Unit 2:</b><br/>Wrap-Up, T23<br/>Wrap-Up, T163<br/>Wrap-Up, T299<br/>ELL Targeted Support: Retell, T326<br/><b>Unit 3:</b><br/>Wrap-Up, T23<br/>Wrap-Up, T91<br/>Wrap-Up, T157<br/><b>Unit 4:</b><br/>Wrap-Up, T23<br/>Wrap-Up, T159<br/>Wrap-Up, T227<br/><b>Unit 5:</b><br/>Wrap-Up, T97<br/>Wrap-Up, T165<br/>Wrap-Up T235<br/>Wrap-Up, T295</p> |
| <p>Presentation of Knowledge and Ideas</p>   |  |
| <p>5.SL.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</p> | <p><b>Unit 1:</b><br/>Celebrate and Reflect: Celebrate!, T370<br/><b>Unit 2:</b><br/>Minilesson: Talk About It, T334</p>   |

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| understandable pace.   | Celebrate and Reflect: Celebrate!, T378<br><b>Unit 3:</b><br>Celebrate and Reflect: Celebrate!, T366<br><b>Unit 4:</b><br>Customize It!, T384<br>Celebrate and Reflect: Celebrate!, T384<br><b>Unit 5:</b><br>Reflect and Share: Talk About It!, T330-T331<br>Celebrate and Reflect: Celebrate!, T374 |
| 5.SL.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.                   | <b>Unit 2:</b><br>Share Back, T154<br>Celebrate, T378<br><b>Unit 3:</b><br>Add Photographs and Time Lines, T362<br>Customize It!, T366<br><b>Unit 4:</b><br>Celebrate!, T384<br><b>Unit 5:</b><br>Graphics, T364  |
| 5.SL.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.) | <b>Unit 2:</b><br>Collaborate and Discuss, T376-T377<br><b>Unit 3:</b><br>Analyze Student Model, T358<br>Celebrate, T366<br><b>Unit 4:</b><br>Minilesson: Use Dialect, T66-T67<br>Celebrate and Reflect: Celebrate!, T384<br><b>Unit 5:</b><br>Celebrate and Reflect: Celebrate!, T374                |

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| <b>5.L Language Standards</b>  |  |
| Conventions of Standard English  |  |
| 5.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.                         |  |
| 5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | <p><b>Unit 2:</b><br/>ELL Targeted Support: Edit for Prepositions and Prepositional Phrases, T285<br/>Minilesson: Edit for Prepositions and Prepositional Phrases, T290</p> <p><b>Unit 3:</b><br/>Lessons 2-5: Prepositions and Prepositional Phrases, T72-T73<br/>Lesson 1: Prepositions and Prepositional Phrases, T138</p> <p><b>Unit 4:</b><br/>Lessons 2-5: Coordinating and Subordinating Conjunctions, T208-T209<br/>Lesson 1: Coordinating and Subordinating Conjunctions, T278<br/>Minilesson: Edit for Prepositions and Prepositional Phrases, T284<br/>Independent Writing: Mentor Stack, T284<br/>Edit for Subordinating Conjunctions, T287<br/>Lesson 1: Correlative Conjunctions, T354</p> <p><b>Unit 5:</b><br/>Minilesson: Mentor Stack: Use Interjections, T156<br/>Lessons 2-5: Language and Conventions: Interjections, T344-T345</p> |
| 5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.                                | <b>Unit 2:</b><br>Lessons 2-5: Principal Parts of Irregular Verbs,   |

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|   | <p>T214-T215<br/>           Lessons 2-5: Language and Conventions: Perfect Verb Tenses, T280-T281<br/>           Minilesson: Use Correct Verb Tense, T287<br/> <b>Unit 5:</b><br/>           Minilesson: Edit for Irregular Verbs, T351</p>   |
| 5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.  | <p><b>Unit 2:</b><br/>           Lessons 2-5: Language and Conventions: Principal Parts of Regular Verbs, T144-T145<br/>           Lessons 2-5: Language and Conventions: Perfect Verb Tenses, T280-T281<br/>           Minilesson: Use Correct Verb Tense, T287</p>  |
| 5.L.1.d Recognize and correct inappropriate shifts in verb tense.   | <p><b>Unit 2:</b><br/>           Language and Conventions, Lesson 4, T281<br/>           Minilesson: Use Correct Verb Tense, T287<br/>           Independent Writing, T287</p>  |
| 5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).  | <p><b>Unit 4:</b><br/>           Lessons 2-5: Language and Conventions: Correlative Conjunctions, T278-T279<br/>           Lesson 1: Correlative Conjunctions, T354</p>   |
| 5.L.1.f Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3). | <p><b>Unit 1:</b><br/>           Explore and Plan: Argumentative Writing, T358-T359<br/>           Collaborate and Discuss, T362-T363<br/> <b>Unit 3:</b><br/>           Minilesson: Mentor Stack: Develop an Opinion, T144<br/>           Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216<br/>           Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217<br/>           Explore and Plan: Argumentative Writing, T354-T355<br/>           Collaborate and Discuss, T358-T359<br/> <b>Unit 5:</b><br/>           Minilesson: Write to Sources, T202</p> |



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|   | Explore and Plan: Argumentative Writing, T362-T363<br>Student Interactive: Revise, T373  |
| 5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  |  |
| 5.L.2.a Use punctuation to separate items in a series.  | <b>Unit 2:</b><br>ELL Targeted Support: Edit for Punctuation Marks, T353<br>Minilesson: Edit for Punctuation Marks, T354<br><b>Unit 4:</b><br>Minilesson: Edit for Punctuation Marks, T288<br><b>Unit 5:</b><br>Lessons 2-5: Commas and Semicolons in a Series, T78-T79<br>Lesson 1: Commas and Semicolons in a Series, T146 |
| 5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.  | <b>Unit 4:</b><br>Minilesson: Edit for Punctuation Marks, T288<br><b>Unit 5:</b><br>Lessons 2-5: Language and Conventions: Commas and Introductory Elements, T146-T147<br>Lesson 1: Commas and Introductory Elements, T216   |
| 5.L.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?). | <b>Unit 2:</b><br>Minilesson: Edit for Punctuation Marks, T354<br><b>Unit 4:</b><br>Minilesson: Edit for Punctuation Marks, T288<br><b>Unit 5:</b><br>Lessons 2-5: Language and Conventions: Commas and Introductory Elements, T146-T147<br>Lesson 1: Commas and Introductory Elements, T216                                 |
| 5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.   | <b>Unit 2:</b><br>Minilesson: Edit for Punctuation Marks, T354<br><b>Unit 3:</b><br>Independent Writing: Mentor Stack, T277<br>Minilesson: Punctuate Titles, T277<br>Share Back, T277  |

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|  | <p><b>Unit 5:</b><br/>Lessons 2-5: Language and Conventions:<br/>Punctuating Titles, T216-T217<br/>Lesson 1: Punctuating Titles, T276</p>  |
| 5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.                                    | <p><b>Unit 1:</b><br/>ELL Targeted Support: Suffix –ive, T60<br/><b>Unit 3:</b><br/>Possible Teaching Point: Word Study: Unusual Spellings, T180<br/>Lesson 1: Teach Unusual Spellings, T202<br/>Lessons 1-3, 5: Spelling: Spell Words with Unusual Spellings, T208-T209<br/>Lesson 4: Words with Unusual Spellings, T269<br/><b>Unit 5:</b><br/>Lesson 4: Spiral Review: Syllable Patterns, T215<br/>Writing Workshop, T275</p> |
| Knowledge of Language  |  |
| 5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                   |  |
| 5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.                      | <p><b>Unit 2:</b><br/>Minilesson: Edit Simple and Compound Sentences, T289<br/><b>Unit 3:</b><br/>ELL Targeted Support: Revise by Combining Ideas for Clarity, T275<br/>Minilesson: Revise by Rearranging Ideas for Clarity, T278<br/>Minilesson: Revise by Combining Ideas for Clarity, T279<br/><b>Unit 4:</b><br/>Minilesson: Edit for Subordinating Conjunctions, T287</p>   |
| 5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | <p><b>Unit 2:</b><br/>Minilesson: Develop Vocabulary, T48<br/><b>Unit 4:</b><br/>Possible Teaching Point: Read Like a Writer: Author’s Craft, T34<br/>ELL Targeted Support: Dialect, T36<br/>Possible Teaching Point: Read Like a Writer: Author’s Craft, T38<br/>Minilesson: Analyze Dialects, T64<br/>Minilesson: Use Dialect, T66<br/>Writing Workshop, T67</p>   |

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|  | <b>Unit 5:</b><br>Share Back, T84   |
| Vocabulary Acquisition and Use   |   |
| 5.L.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. |   |
| 5.L.4.a Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).                                | <p><b>Unit 1:</b><br/>Possible Teaching Point: Word Study: Greek Roots, T97<br/>Possible Teaching Point: Word Study: Greek Roots, T101<br/>Word Study: Lessons 1-3, 5: Greek Roots, T130-T131<br/>Word Study: Lesson 4: Greek Roots, T203<br/>Word Study: Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Word Study: Words with Latin Roots, T42<br/>Word Study: Lessons 1-3, 5: Words with Latin Roots, T64-T65<br/>Word Study: Lesson 4: Words with Latin Roots, T131</p> <p><b>Unit 4:</b><br/>Word Study: Lessons 1-3, 5: Word Origins, T270-T271<br/>Possible Teaching Point: Word Study   Latin Roots, T312<br/>Possible Teaching Point: Word Study   Latin Roots, T313<br/>Possible Teaching Point: Word Study   Latin Roots, T323<br/>Word Study: Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347<br/>Word Study: Lesson 4: Word Origins, T347</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T37<br/>Word Study: Lesson 4: Latin Roots audi, rupt, scrib, spec, T71</p> |

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| <p>5.L.4.b Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> | <p><b>Unit 1:</b><br/>Close Read: Vocabulary in Context, T105<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T172<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T178<br/>Academic Vocabulary: Context Clues, T200-T201</p> <p><b>Unit 2:</b><br/>Close Read: Vocabulary in Context, T39<br/>Possible Teaching Point: Academic Vocabulary, Context Clues, T173<br/>Possible Teaching Point: Academic Vocabulary, Context Clues, T180<br/>Minilesson: Context Clues, T204-T205</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T166<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T177<br/>Minilesson: Context Clues, T200-T201<br/>Close Read: Vocabulary in Context, T239</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T169<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T179<br/>Academic Vocabulary: Context Clues, T198-T199</p> <p><b>Unit 5:</b><br/>Close Read: Vocabulary in Context, T113<br/>Close Read: Vocabulary in Context, T178<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T181<br/>Academic Vocabulary: Context Clues, T206-T207</p> |
| <p>5.L.4.c Consult reference materials (e.g.,</p>   | <p><b>Unit 1:</b></p>  |

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| <p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p>Formative Assessment Options: Turn, Talk, And Share/Use Related Words, T43<br/>How to Use a Glossary, T386-T387<br/><b>Unit 2:</b><br/>Minilesson: Related Words, T64<br/>Minilesson: Develop Vocabulary, T254<br/>How to Use a Glossary, T394-T395<br/><b>Unit 3:</b><br/>First Read: Generate Questions: Think Aloud, T43<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T173<br/>Strategy Group: Develop Vocabulary, T186<br/>Minilesson: Figurative Language, T260<br/>How to Use a Glossary, T382-T383<br/><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Related Words, T35<br/>How to Use a Glossary, T400-T401<br/><b>Unit 5:</b><br/>Minilesson: Related Words, T68<br/>How to Use a Glossary, T390-T391</p> |
| <p>5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>  |  |
| <p>5.L.5.a Interpret figurative language, including similes and metaphors, in context.</p>  | <p><b>Unit 1:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T183<br/>Possible Teaching Point: Figurative Language, T239<br/>Minilesson: Figurative Language: Idioms, T262<br/>Minilesson: Understand Figurative Language, T334<br/>Minilesson: Use Figurative Language, T336<br/><b>Unit 2:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T33<br/>Possible Teaching Point: Academic Vocabulary: Figurative Language, T253</p> <p>(Continued)<br/><b>Unit 3:</b><br/>Guided Reading Instruction Prompts: Analyze Figurative Language, T232</p>  |
| <p>(Continued)</p>  |  |

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|   | <p>Close Read: Explain Figurative Language, T238<br/>Academic Vocabulary: Figurative Language, T260-T261</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T41<br/>Possible Teaching Point: Academic Vocabulary, Figurative Language, T250<br/>Academic Vocabulary: Figurative Language, T268-T269</p> <p><b>Unit 5:</b><br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T183<br/>Possible Teaching Point: Read Like a Writer: Author's Craft, T188</p> |
| <p>5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>  | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary: Figurative Language, T239<br/>Minilesson: Figurative Language: Idioms, T262</p> <p><b>Unit 3:</b><br/>Minilesson: Figurative Language, T260</p> <p><b>Unit 4:</b><br/>Minilesson: Figurative Language: Adages, T268<br/>Minilesson: Analyze Adages, T348</p>  |
| <p>5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> | <p><b>Unit 1:</b><br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103<br/>Academic Vocabulary: Synonyms and Antonyms, T128-T129</p>   |

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|  | <p><b>Unit 2:</b><br/>Possible Teaching Point: Academic Vocabulary: Synonyms, T103<br/>Possible Teaching Point: Academic Vocabulary: Antonyms, T109<br/>Minilesson: Synonyms and Antonyms, T134<br/>Possible Teaching Point: Academic Vocabulary: Context Clues, T180</p> <p><b>Unit 3:</b><br/>Possible Teaching Point: Read Like a Writer: Author’s Craft, T43<br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T107<br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T109<br/>Minilesson: Synonyms and Antonyms, T128-T129</p> <p><b>Unit 4:</b><br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103<br/>Minilesson: Synonyms and Antonyms, T130<br/>Possible Teaching Point: Academic Vocabulary, T250</p> <p><b>Unit 5:</b><br/>Minilesson: Synonyms and Antonyms, T136<br/>Possible Teaching Point: Academic Vocabulary: Analogies, T248<br/>Academic Vocabulary: Analogies, T266-T267</p> |
| <p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> | <p><b>Unit 1:</b><br/>Academic Vocabulary: Related Words, T58<br/>Introduce the Text: Develop Vocabulary, T42-T43<br/>Introduce the Text: Preview Vocabulary, T164-T165<br/>Introduce the Text: Preview Vocabulary, T236-T237<br/>Assess Understanding, T263</p>   |

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| <p>(Continued)</p>   | <p>Assess Understanding, T331<br/>Use Academic Words: Collaborate, T357<br/><b>Unit 2:</b><br/>Academic Vocabulary, T14<br/>Introduce the Text: Preview Vocabulary, 30-T31<br/>Introduce the Text: Preview Vocabulary, T100-T101<br/>Introduce the Text: Preview Vocabulary, T240-T241<br/>Minilesson: Figurative Language: Analogies, T270<br/>Minilesson: Use Precise Language and Domain-Specific Vocabulary, T286<br/>Language of the Genre, T300<br/>Use Academic Words: Collaborate, T365<br/>Customize It!, T376<br/><b>Unit 3:</b><br/>Academic Vocabulary, T14<br/>Academic Vocabulary: Related Words, T62<br/>Introduce the Text: Preview Vocabulary, T98-T99<br/>Minilesson: Develop Vocabulary, T184-T185<br/>Assess Understanding, T201<br/>Introduce the Text: Preview Vocabulary, T236-T237<br/>Use Academic Words: Collaborate, T353<br/><b>Unit 4:</b><br/>Academic Vocabulary, T14<br/>Introduce the Text: Preview Vocabulary, T30-T31<br/>Develop Vocabulary, T114-T115<br/>Assess Understanding, T199<br/>Introduce the Text: Preview Vocabulary, T234-T235<br/>Language of the Genre, T298<br/>Assess Understanding, T345<br/>Use Academic Words: Collaborate, T371<br/><br/>(Continued)<br/><b>Unit 5:</b><br/>Academic Vocabulary, T14<br/>Introduce the Text: Preview Vocabulary, T30-T31<br/>Assess Understanding, T69<br/>Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T109<br/>Introduce the Text: Preview Vocabulary, T172<br/>Assess Understanding, T207<br/>Introduce the Text: Preview Vocabulary, T242-T243<br/>Assess Understanding, T335<br/>Use Academic Words, T361</p> |



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