

A Correlation of



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To the

Oklahoma Academic Standards English Language Arts Grade 5

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**Correlation with
Oklahoma Academic Standards**

PreK-5 English Language Arts

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Standard 1: Listening and Speaking

Student will listen and speak effectively in a variety of situations.

Correlation Location:

Listening: Students will develop and apply effective communication skills through active listening.	
TE: Unit 1, Week 1, pp. T66–T67 / SI: Unit 1, Week 1, p. 34 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 40	5.1.L.1: Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.
TE: Unit 4, Week 1, pp. T68–T69 / SI: Unit 4, Week 1, p. 234	5.1.L.2: Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.
Speaking: Students will develop and apply effective communication skills to share ideas through speaking.	
TE: Unit 2, Week 6, pp. T462–T463 / SI: Unit 2, Week 6, pp. 402–403	5.1.S.1: Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.
TE: Unit 1, p. T10 / SI: Unit 1, pp. 8–9 TE: Unit 1, Week 1, p. T331 TE: Unit 1, Week 1, p. T347 TE: Unit 2, Week 1, pp. T72–T73 / SI: Unit 2, Week 1, p. 240 TE: Unit 3, Week 1, pp. T70–T71 / SI: Unit 3, Week 1, p. 40 TE: Unit 3, Week 6, pp. T454–T455 / SI: Unit 3, Week 6, pp. 196–197	5.1.S.2: Students will engage in collaborative discussion about various topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.
TE: Unit 2, Week 6, pp. T474–T475 / SI: Unit 2, Week 6, p. 414 TE: Unit 4, Week 6, pp. T480–T481 / SI: Unit 4, Week 6, p. 418	5.1.S.3: Students will give formal and informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

Standard 2: Reading and Writing Foundations

Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

Correlation Location:

<p>Phonological Awareness: Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</p>	
<p><i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.</i></p>	
<p>Print Concepts: Students will demonstrate their understanding of the organization and basic features of print.</p>	
<p>TE: Unit 2, Week 5, p. T442 / SI: Unit 2, Week 5, p. 395 TE: Unit 5, Week 5, p. T438 / SI: Unit 5, Week 5, p. 603 pp. AP234-AP237</p>	<p>5.2.PC: Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.</p>
<p>Phonics and Word Study: Students will decode and encode words by applying phonics and word analysis skills in context and isolation.</p>	
<p><i>Students will continue to review and apply earlier grade-level expectations for this standard. If phonics and word study skills are not mastered, students will address skills from previous grades.</i></p>	
<p>Spelling/Encoding: Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p>	
<p>TE: Unit 1, Week 3, p. T384 / SI: Unit 1, Week 3, p. 117 TE: Unit 1, Week 5, p. T432 / SI: Unit 1, Week 5, p. 183 TE: Unit 2, Week 1, p. T344 / SI: Unit 2, Week 1, p. 245 TE: Unit 2, Week 2, p. T368 / SI: Unit 2, Week 2, p. 283 TE: Unit 2, Week 3, p. T392 / SI: Unit 2, Week 3, p. 321 TE: Unit 5, Week 3, p. T388 / SI: Unit 5, Week 3, p. 535</p>	<p>5.2.SE.1: Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:</p> <ul style="list-style-type: none"> • letter-sound correspondences • all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)
<p>TE: Unit 1, Week 1, p. T336 / SI: Unit 1, Week 1, p. 39 (suffixes) TE: Unit 2, Week 4, pp. T416 / SI: Unit 2, Week 4, p. 355 (prefixes) p. AP238 (contractions) p. AP239 (abbreviations)</p>	<p>5.2.SE.2: Students will use structural analysis to correctly spell the following parts of words:</p> <ul style="list-style-type: none"> • contractions • abbreviations • common spelling rules related to adding prefixes and suffixes
<p>Fluency: Students will read grade-level text smoothly and accurately, with appropriate expression.</p>	
<p>TE: Unit 2, Week 4, pp. T240–T241 / SI: Unit 2, Week 4, p. 352 TE: Unit 5, Week 3, pp. T182–T183 / SI: Unit 5, Week 3, p. 532</p>	<p>5.2.F.1: Students will expand their sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with increasing automaticity.</p>

<p>TE: Unit 1, Week 3, pp. T144–T145 / SI: Unit 1, Week 3, p. 86 TE: Unit 1, Week 4, pp. T210–T211 / SI: Unit 1, Week 4, p. 126 TE: Unit 4, Week 3, pp. T146–T147 / SI: Unit 4, Week 3, p. 286</p>	<p>5.2.F.2: Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>
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Standard 2: Reading and Writing Process

Students will use a variety of recursive reading and writing processes.

Correlation Location:

Reading: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.	
TE: Unit 1, Week 1, pp. T50–T51 / SI: Unit 1, Week 1, p. 32 TE: Unit 5, Week 1, pp. T60–T61 / SI: Unit 5, Week 1, p. 454	5.2.R.1: Students will explain how key supporting details support the main idea of a text.
TE: Unit 1, Week 1, pp. T22–T23 / SI: Unit 1, Week 1, pp. 16–17 TE: Unit 1, Week 4, pp. T210–T211 / SI: Unit 1, Week 4, pp. 126–127 TE: Unit 1, Week 6, pp. T450–T451 / SI: Unit 1, Week 6, pp. 190–191 TE: Unit 2, Week 3, pp. T150–T151 / SI: Unit 2, Week 3, pp. 292–293 TE: Unit 5, Week 6, pp. T454–T455 / SI: Unit 5, Week 6, pp. 606–607	5.2.R.2: Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.
TE: Unit 3, Week 2, pp. T122–T123 / SI: Unit 3, Week 2, p. 73 TE: Unit 3, Week 3, pp. T196–T197 / SI: Unit 3, Week 3, p. 114	5.2.R.3: Students will summarize and sequence the important events of a story.
TE: Unit 4, Week 3, pp. T186–T187 / SI: Unit 4, Week 3, p. 307 TE: Unit 4, Week 4, pp. T258–T259 / SI: Unit 4, Week 4, p. 346	5.2.R.4: Students will summarize facts and details from an informational text.
Writing: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.	
TE: Unit 1, Week 1, p. T342 / SI: Unit 1, Week 1, p. 44 TE: Unit 1, Week 3, p. T382 / SI: Unit 1, Week 3, p. 120 TE: Unit 1, Week 3, pp. T386–T387 / SI: Unit 1, Week 3, p. 121 TE: Unit 2, Week 1, p. T354 / SI: Unit 2, Week 1, p. 251 TE: Unit 2, Week 3, pp. T386–T387 / SI: Unit 2, Week 3, p. 323 TE: Unit 3, Week 1, pp. T326–T327 / SI: Unit 3, Week 1, p. 47 TE: Unit 2, Week 2, pp. T366–T367 / SI: Unit 2, Week 2, p. 286 TE: Unit 3, Week 1, pp. T338–T339 / SI: Unit 3, Week 1, p. 50 TE: Unit 3, Week 2, pp. T350–T351 / SI: Unit 3, Week 1, p. 81	5.2.W.1: Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

<p>TE: Unit 1, Week 5, pp. T426–T427 / SI: Unit 1, Week 5, p. 185 TE: Unit 3, Week 4, pp. T406–T407 / SI: Unit 3, Week 4, p. 151 TE: Unit 3, Week 5, pp. T422–T423 / SI: Unit 3, Week 5, p. 183</p>	<p>5.2.W.2: Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p>
<p>TE: Unit 2, Week 5, pp. T434–T435 / SI: Unit 2, Week 5, p. 393 TE: Unit 2, Week 5, pp. T438–T439 / SI: Unit 2, Week 5, p. 394 TE: Unit 3, Week 5, pp. T422–T423 / SI: Unit 3, Week 5, p. 183 TE: Unit 5, Week 5, pp. T434–T435 / SI: Unit 5, Week 5, p. 602</p>	<p>5.2.W.3: Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly spelled grade-level words, using resources as needed.</p>
<p>TE: Unit 2, Week 5, pp. T442–T443 / SI: Unit 2, Week 5, p. 395 TE: Unit 2, Week 6, pp. T474 / SI: Unit 2, Week 6, p. 414 TE: Unit 4, Week 6, pp. T480 / SI: Unit 4, Week 6, p. 418</p>	<p>5.2.W.4: Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>

Standard 3: Critical Reading and Critical Writing

Students will apply critical thinking skills to reading and writing.

Correlation Location:

<p>Reading: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p>	
<p>TE: Unit 2, Week 1, pp. T56–T57 / SI: Unit 2, Week 1, p. 238 TE: Unit 4, Week 3, pp. T180–T181 / SI: Unit 4, Week 3, p. 311 TE: Unit 5, Week 5, pp. T302–T303 / SI: Unit 5, Week 5, p. 592</p>	<p>5.3.R.1: Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.</p>
<p>TE: Unit 2, Week 5, pp. T308–T309 / SI: Unit 2, Week 5, p. 389 TE: Unit 3, Week 5, pp. T296–T297 / SI: Unit 3, Week 5, p. 179 TE: Unit 4, Week 2, pp. T118–T119 / SI: Unit 4, Week 2, p. 275</p>	<p>5.3.R.2: Students will determine whether a grade-level literary text is narrated in first or third-person point of view (limited and omniscient) and describe its effect.</p>
<p>TE: Unit 3, Week 2, pp. T114–T115 / SI: Unit 3, Week 2, p. 72 TE: Unit 3, Week 5, pp. T294–T295 / SI: Unit 3, Week 5, p. 174 TE: Unit 4, Week 1, pp. T52–T53 / SI: Unit 4, Week 1, p. 232 SI: Unit 4, Week 3 p. AP154 TE: Unit 5, Week 3, pp. T186–T187 / SI: Unit 5, Week 3, p. 528 p. AP240</p>	<p>5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:</p> <ul style="list-style-type: none"> • setting • plot • characters (i.e., protagonist, antagonist) • characterization • conflict • theme
<p>TE: Unit 1, Week 4, pp. T212–T213 / SI: Unit 1, Week 4, p. 143 TE: Unit 1, Week 4, pp. T236–T237 / SI: Unit 1, Week 4, p. 140 TE: Unit 1, Week 4, pp. T238–T239 / SI: Unit 1, Week 4, p. 145 TE: Unit 3, Week 2, pp. T116–T117 / SI: Unit 3, Week 2, p. 77 TE: Unit 3, Week 4, pp. T234–T235 SI: Unit 3, Week 4, p. 140 TE: Unit 5, Week 2, pp. T366–T367 / SI: Unit 5, Week 2, p. 501 SI: Unit 5, Week 2 p. AP204</p>	<p>5.3.R.4: Students will determine how literary devices contribute to the meaning of a text:</p> <ul style="list-style-type: none"> • imagery • metaphor • idiom • personification • hyperbole • simile • alliteration • onomatopoeia
<p>TE: Unit 2, Week 5, pp. T314–T315 / SI: Unit 2, Week 5, p. 385 TE: Unit 3, Week 3, pp. T188–T189 / SI: Unit 3, Week 3, p. 113</p>	<p>5.3.R.5: Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.</p>

<p>TE: Unit 2, Week 5, pp. T274–T275 / SI: Unit 2, Week 5, pp. 364–365 TE: Unit 2, Week 5, pp. T306–T307 / SI: Unit 2, Week 5, p. 384</p>	<p>5.3.R.6: Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p>
<p>TE: Unit 1, Week 1, pp. T52–T53 / SI: Unit 1, Week 1, p. 37 TE: Unit 1, Week 5, pp. T266–T267 / SI: Unit 1, Week 5, pp. 156–157 TE: Unit 1, Week 5, pp. T298–T299 / SI: Unit 1, Week 5, p. 176 TE: Unit 2, Week 2, pp. T120–T121 / SI: Unit 2, Week 2, p. 276</p>	<p>5.3.R.7: Students will distinguish the structures of informational texts:</p> <ul style="list-style-type: none"> • compare/contrast • cause/effect • problem/solution • description • sequential
<p>Writing: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.</p>	
<p>TE: Unit 1, Week 2, pp. T358–T359 / SI: Unit 1, Week 2, p. 80 TE: Unit 1, Week 2, pp. T362–T363 / SI: Unit 1, Week 2, p. 81 TE: Unit 1, Week 2, pp. T366–T367 / SI: Unit 1, Week 2, p. 82 TE: Unit 1, Week 2, pp. T382–T383 / SI: Unit 1, Week 2, p. 120 TE: Unit 4, Week 2, pp. T376–T377 / SI: Unit 4, Week 2, p. 281 TE: Unit 4, Week 2, pp. T380–T381 / SI: Unit 4, Week 2, p. 282 TE: Unit 4, Week 2, p. T384 / SI: Unit 4, Week 2, p. 283</p>	<p>5.3.W.1: Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> • include plots with a climax and resolution • include developed characters who overcome conflicts and use dialogue • use a consistent point of view • unfold in chronological sequence • use sentence variety, sensory details, and vivid language to create interest • model literary elements and/or literary devices from mentor texts
<p>TE: Unit 2, Week 2, pp. T362–T363 / SI: Unit 2, Week 2, p. 285 TE: Unit 2, Week 2, pp. T366–T367 / SI: Unit 2, Week 2, p. 286 TE: Unit 2, Week 2, pp. T374–T375 / SI: Unit 2, Week 2, p. 288 TE: Unit 2, Week 2, p. T378 / SI: Unit 2, Week 2, p. 289 TE: Unit 2, Week 3, pp. T386–T387, T390–T391, T394–T395, T402 / SI: Unit 2, Week 3, pp. 323, 324, 325, 327 TE: Unit 2, Week 4, pp. T410–T411 / SI: Unit 2, Week 4, p. 357 TE: Unit 2, Week 4, pp. T422–T423 / SI: Unit 2, Week 4, p. 360 TE: Unit 5, Week 6, pp. T460–T461 / SI: Unit 5, Week 6, pp. 612–613</p>	<p>5.3.W.2: Students will compose informative essays that:</p> <ul style="list-style-type: none"> • introduce and develop a topic • incorporate evidence (e.g., specific facts, examples, charts, and graphs) • maintain an organized structure with transitional words and phrases • use sentence variety and word choice to create interest • model literary devices from mentor texts

<p>TE: Unit 3, Week 2, pp. T350–T351 / SI: Unit 3, Week 2, p. 81 TE: Unit 3, Week 3, pp. T378–T379 / SI: Unit 3, Week 3, p. 122 TE: Unit 3, Week 3, pp. T382–T383 / SI: Unit 3, Week 3, p. 123 TE: Unit 3, Week 4, pp. T410–T411 / SI: Unit 3, Week 4, p. 152</p>	<p>5.3.W.3: Students will write opinion essays that:</p> <ul style="list-style-type: none">• introduce a topic and state a clear opinion• incorporate relevant, text-based evidence to support the opinion• use sentence variety and word choice to create interest• organize writing in a logical sequence with transitional words and phrases
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Standard 4: Vocabulary

Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

Correlation Location:

Reading: Students will expand their grade-level vocabularies through reading, word study, and class discussion.	
TE: Unit 1, Week 2, pp. T82–T83 / SI: Unit 1, Week 2, p. 73 (synonyms, antonyms) TE: Unit 2, Week 4, pp. T216–T217 / SI: Unit 2, Week 4, p. 351 (analogies) p. AP241	5.4.R.1: Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.
TE: Unit 1, Week 3, pp. T146–T147 / SI: Unit 1, Week 3, p. 113 TE: Unit 2, Week 3, pp. T152–T153 / SI: Unit 2, Week 3, p. 317	5.4.R.2: Students will use context clues to clarify the meaning of words.
TE: Unit 3, Week 1, pp. T24–T25 / SI: Unit 3, Week 1, p. 41 (affixes) TE: Unit 3, Week 1, pp. T26–T27 (Latin roots) TE: Unit 4, Week 2, pp. T86–T87 (stems)	5.4.R.3: Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.
TE: Unit 1, Week 2, p. T97 / SI: Unit 1, Week 2, p. 57 (dictionaries; Possible Teaching Point) TE: Volume 1, pp. T482–T483 / SI: p. 416 (glossaries) TE: Unit 4, Week 2, p. T99 / SI: Unit 4, Week 2, p. 257 (thesauruses; Possible Teaching Point)	5.4.R.4: Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.
TE: Unit 1, Week 2, pp. T82–T83 / SI: Unit 1, Week 2, p. 73 (acquire new grade-level vocabulary) TE: Unit 1, Week 6, pp. T450–T451 / SI: Unit 1, Week 6, pp. 190–191 (apply vocabulary) TE: Unit 2, Week 6, pp. T458–T459 / SI: Unit 1, Week 6, pp. 398–399 (relate new words to prior knowledge)	5.4.R.5: Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
Writing: Students will apply knowledge of vocabulary to speak and write effectively.	
TE: Unit 1, Week 3, pp. T382–T383 / SI: Unit 1, Week 3, p. 120 TE: Unit 5, Week 6, p. T454 / SI: Unit 5, Week 6, pp. 606–607	5.4.W.1: Students will use grade-level vocabulary in writing to clearly communicate ideas.
TE: Unit 2, Week 4, pp. T410–T411 / SI: Unit 2, Week 4, p. 357 TE: Unit 3, Week 4, pp. T406–T407 / SI: Unit 3, Week 4, p. 151	5.4.W.2: Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

Standard 5: Language

Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.

Correlation Location:

Reading: Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.	
TE: Unit 1, Week 1, p. T341 TE: Unit 1, Week 2, p. T365 TE: Unit 1, Week 3, p. T389	5.5.R.1: Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.
TE: Unit 1, Week 4, p. T413 TE: Unit 2, Week 1, p. T349 TE: Unit 2, Week 2, p. T373 TE: Unit 2, Week 2, p. T377 / SI: Unit 2, Week 2, p. 284 SI: Unit 2, Week 2 p. AP236 TE: Unit 3, Week 1, p. T337 TE: Unit 3, Week 4, p. T409 TE: Unit 3, Week 4, p. T433 TE: Unit 4, Week 1, p. T355 TE: Unit 4, Week 3, p. T403 TE: Unit 5, Week 4, p. T441 p. AP242	5.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences: <ul style="list-style-type: none"> • nouns • verb tense to identify settings, times, sequences, and conditions • subject and verb agreement • adjectives • prepositional phrases • intensive pronouns and their antecedents • coordinating conjunctions • adverbs • Interjections
Writing: Students will expand and apply knowledge of grammar, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.	
TE: Unit 1, Week 1, p. T340 TE: Unit 1, Week 2, p. T365 / SI: Unit 1, Week 2, p. 78 TE: Unit 1, Week 3, p. T389	5.5.W.1: Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
TE: Unit 1, Week 4, pp. T402–T403 / SI: Unit 1, Week 4, p. 149 TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 150 TE: Unit 1, Week 4, pp. T410–T411 / SI: Unit 1, Week 4, p. 151 TE: Unit 1, Week 4, p. T413 TE: Unit 1, Week 4, p. T417 / SI: Unit 1, Week 4, p. 148 TE: Unit 2, Week 2, p. T373 TE: Unit 2, Week 2, p. T377 / SI: Unit 2, Week 2, p. 284 TE: Unit 2, Week 4, p. T426 / SI: Unit 2, Week 4, p. 361 TE: Unit 3, Week 4, p. T409	5.5.W.2: Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.

<p>TE: Unit 1, Week 5, pp. T430–T431 / SI: Unit 1, Week 5, p. 186 TE: Unit 2, Week 4, pp. T414–T415 / SI: Unit 2, Week 4, p. 358 TE: Unit 2, Week 4, pp. T422–T423 / SI: Unit 2, Week 4, p. 360 TE: Unit 3, Week 2, p. T361 TE: Unit 3, Week 2, p. T365 / SI: Unit 3, Week 2, p. 80</p>	<p>5.5.W.3: Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.</p>
<p>TE: Unit 2, Week 5, pp. T438–T439 / SI: Unit 2, Week 5, p. 394 TE: Unit 3, Week 4, pp. T398–T399 / SI: Unit 3, Week 4, p. 149</p>	<p>5.5.W.4: Students will write using correct capitalization mechanics. <i>Grade of Mastery: 4</i></p>
<p>TE: Unit 1, Week 1, p. T341 TE: Unit 1, Week 1, p. T349 / SI: Unit 1, Week 1, p. 345</p>	<p>5.5.W.5: Students will write using correct end mark mechanics. <i>Grade of Mastery: 4</i></p>
<p>p. AP243</p>	<p>5.5.W.6: Students will use the correct forms of it's/its, you're/your, and they're/there/their.</p>
<p>TE: Unit 1, Week 3, p. T389 (separate independent/dependent clauses) TE: Unit 1, Week 3, p. T393 / SI: Unit 1, Week 3, p. 118 (separate independent/dependent clauses) TE: Unit 5, Week 1, p. T345 (series) TE: Unit 5, Week 1, p. T349 / SI: Unit 5, Week 1, p. 462 (series) TE: Unit 5, Week 4, p. T413 (dialogue)</p>	<p>5.5.W.7: Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.</p>
<p>p. AP244</p>	<p>5.5.W.8: Students will use a colon to introduce a list.</p>
<p>TE: Unit 3, Week 4, pp. T402–T403 / SI: Unit 3, Week 4, p. 150 TE: Unit 5, Week 4, p. T413 / SI: Unit 5, Week 4, pp. 200–201 TE: Unit 5, Week 4, p. T417</p>	<p>5.5.W.9: Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p>
<p>TE: Unit 3, Week 4, pp. T402–T403 / SI: Unit 3, Week 4, p. 150 TE: Unit 5, Week 3, p. T393 TE: Unit 5, Week 3, p. T397 / SI: Unit 5, Week 3, p. 536</p>	<p>5.5.W.10: Students will use underlining or italics to indicate titles of works.</p>
<p>TE: Unit 1, Week 4, pp. T406–T407 / SI: Unit 1, Week 4, p. 150 TE: Unit 3, Week 5, p. T433 TE: Unit 3, Week 5, p. T436 / SI: Unit 3, Week 5, p. 182</p>	<p>5.5.W.11: Students will use a semicolon to punctuate compound sentences.</p>

Standard 6: Research

Students will engage in inquiry to acquire, refine, and communicate accurate information.

Correlation Location:

Reading: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.	
TE: Unit 2, Week 6, pp. T460–T461 / SI: Unit 2, Week 6, pp. 400–401 TE: Unit 3, Week 6, pp. T450–T451 / SI: Unit 3, Week 6, pp. 192–193	5.6.R.1: Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
TE: Unit 1, Week 1, pp. T22–T23 / SI: Unit 1, Week 1, pp. 16–17 TE: Unit 1, Week 2, pp. T80–T81 / SI: Unit 1, Week 2, pp. 48–49 TE: Unit 1, Week 2, pp. T116–T117 / SI: Unit 1, Week 2, p. 75 TE: Unit 1, Week 3, pp. T140–T141 / SI: Unit 1, Week 3, pp. 84–85	5.6.R.2: Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.
TE: Unit 1, Week 6, pp. T456–T457 / SI: Unit 1, Week 6, pp. 196–197 TE: Unit 2, Week 6, pp. T464–T465 / SI: Unit 2, Week 6, pp. 404–405	5.6.R.3: Students will determine the relevance and reliability of the information gathered.
Writing: Students will synthesize information ethically through speaking and writing.	
TE: Unit 3, Week 6, pp. T448–T449 / SI: Unit 3, Week 6, pp. 190–191 TE: Unit 5, Week 6, pp. T458–T459 / SI: Unit 5, Week 6, pp. 610–611	5.6.W.1: Students will formulate a viable research question.
TE: Unit 3, Week 6, pp. T452–T453 / SI: Unit 3, Week 6, pp. 194–195 TE: Unit 3, Week 6, pp. T456–T457 / SI: Unit 3, Week 6, pp. 198–199	5.6.W.2: Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
TE: Unit 4, Week 3, pp. T194–T195 / SI: Unit 4, Week 3, p. 308 TE: Unit 4, Week 4, pp. T258–T259 / SI: Unit 4, Week 3, p. 346	5.6.W.3: Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

Standard 7: Multimodal Literacies

Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.

Correlation Location:

Reading: Students will comprehend and evaluate multimodal content.	
<p>TE: Unit 1, Week 1, pp. T20–T21 TE: Unit 1, Week 4, pp. T220–T231 / SI: Unit 1, Week 4, pp. 128–139 TE: Unit 2, Week 5, pp. T322–T323 / SI: Unit 2, Week 5, p. 386 TE: Unit 4, Week 5, pp. T282–T307 / SI: Unit 4, Week 5 pp. 362–387</p>	<p>5.7.R: Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.</p>
Writing: Students will create multimodal content to communicate effectively.	
<p>TE: Unit 1, Week 1, pp. T330–T331 / SI: Unit 1, Week 1, p. 41 TE: Unit 1, Week 6, p. T466 / SI: Unit 1, Week 6, p. 206 TE: Unit 2, Week 5, pp. T322–T323 / SI: Unit 2, Week 5, p. 386 TE: Unit 5, Week 6, pp. T460–T461 / SI: Unit 5, Week 6, pp. 612–613</p>	<p>5.7.W: Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.</p>

Standard 8: Independent Reading & Writing

Students will read and write independently for a variety of purposes and periods of time

Correlation Location:

Reading: Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.	
TE: Unit 1, p. T11 / SI: Unit 1, p. 11 TE: Unit 3, p. T11 / SI: Unit 1, p. 13	5.8.R: Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.
Writing: Students will write independently, intentionally selecting modes, purposes, and audiences.	
TE: Unit 2, Week 6, pp. T470–T471 / SI: Unit 2, Week 6, pp. 410–411 TE: Unit 3, Week 5, pp. T430–T431 / SI: Unit 3, Week 1, p. 185 TE: Unit 5, Week 2, pp. T138–T139 / SI: Unit 5, Week 2, p. 492	5.8.W: Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purposes.