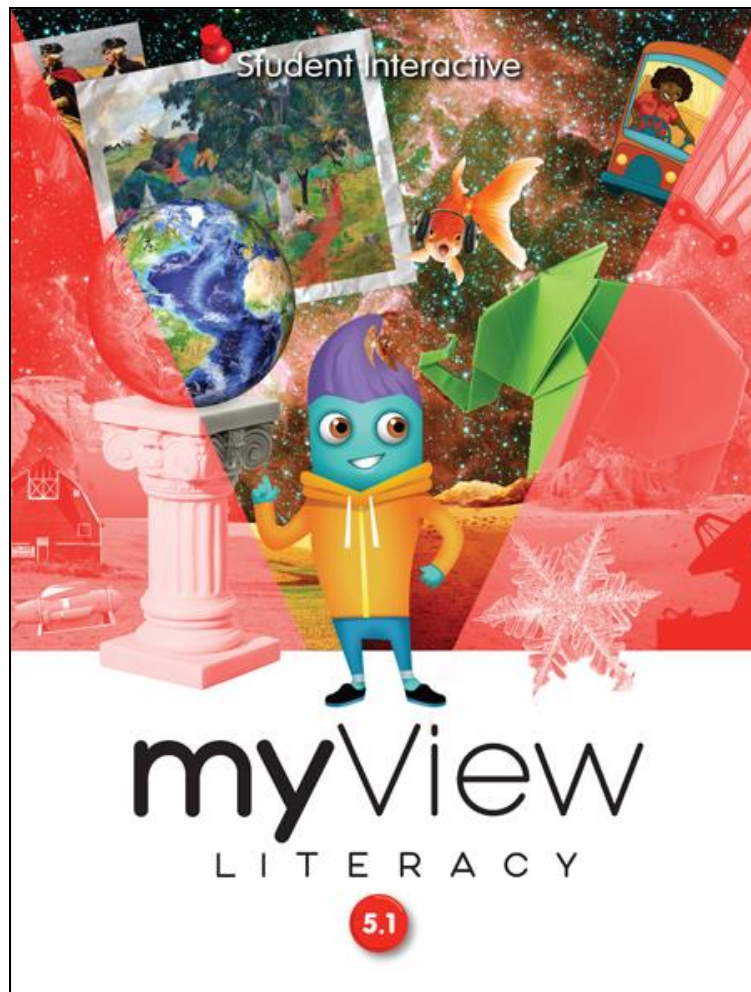


## A Correlation of



To the

# Common Core State Standards for English Language Arts Grade 5

# A Correlation of myView Literacy, Grade 5, ©2020 to the Common Core State Standards for English Language Arts and Literacy, Grade 5

## Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **Common Core Standards for English Language Arts**. 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.

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

**Table of Contents**

<b>READING: LITERATURE .....</b>	<b>4</b>
<b>READING: INFORMATIONAL TEXT .....</b>	<b>7</b>
<b>READING: FOUNDATIONAL SKILLS.....</b>	<b>9</b>
<b>WRITING .....</b>	<b>11</b>
<b>SPEAKING AND LISTENING .....</b>	<b>19</b>
<b>LANGUAGE .....</b>	<b>22</b>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

Common Core State Standards for English Language Arts and Literacy Grade 5	Savvas myView Literacy, ©2020 Print and Online Editions
<b>READING: LITERATURE</b>	
Key Ideas and Details	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>SI:</b> Unit 1, Week 3, 111 / <b>TE:</b> Unit 1, Week 3, T192–T193 <b>SI:</b> Unit 2, Week 3, 315 / <b>TE:</b> Unit 2, Week 3, T196 <b>SI:</b> Unit 3, Week 5, 174 / <b>TE:</b> Unit 3, Week 5, T314–T315 <b>SI:</b> Unit 4, Week 2, 272 / <b>TE:</b> Unit 4, Week 2, T126–T127 <b>SI:</b> Unit 4, Week 5, 389 / <b>TE:</b> Unit 4, Week 5, T336–T337 <b>SI:</b> Unit 5, Week 3, 529 / <b>TE:</b> Unit 5, Week 3, T198–T199
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<b>SI:</b> Unit 1, Week 4, 129–137 / <b>TE:</b> Unit 1, Week 4, T246 <b>SI:</b> Unit 3, Week 2, 73 / <b>TE:</b> Unit 3, Week 2, T120–T121 <b>SI:</b> Unit 3, Week 3, 114 / <b>TE:</b> Unit 3, Week 3, T196–T197 <b>SI:</b> Unit 3, Week 3, 91–109 / <b>TE:</b> Unit 3, Week 3, T184 <b>SI:</b> Unit 3, Week 4, 140 / <b>TE:</b> Unit 3, Week 4, T248–T249 <b>SI:</b> Unit 3, Week 4, 141 / <b>TE:</b> Unit 3, Week 4, T252–T253 <b>SI:</b> Unit 3, Week 5, 174 / <b>TE:</b> Unit 3, Week 5, T314–T315 <b>SI:</b> Unit 4, Week 5, 389 / <b>TE:</b> Unit 4, Week 5, T336–T337
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>SI:</b> Unit 3, Week 1, 38 / <b>TE:</b> Unit 3, Week 1, T50–T51 <b>SI:</b> Unit 3, Week 3, 113 / <b>TE:</b> Unit 3, Week 3, T192–T193 <b>SI:</b> Unit 4, Week 1, 232 / <b>TE:</b> Unit 4, Week 1, T48–T49

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Craft and Structure</p>	
<p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<p><b>SI:</b> Unit 1, Week 3, 108 / <b>TE:</b> Unit 1, Week 3, T184–T185  <b>SI:</b> Unit 1, Week 4, 140 / <b>TE:</b> Unit 1, Week 4, T250–T251  <b>SI:</b> Unit 2, Week 3, 312 / <b>TE:</b> Unit 2, Week 3, T188–T189  <b>SI:</b> Unit 3, Week 1, 36 / <b>TE:</b> Unit 3, Week 1, T46–T47  <b>SI:</b> Unit 3, Week 4, 140 / <b>TE:</b> Unit 3, Week 4, T248–T249  <b>SI:</b> Unit 5, Week 2, 502 / <b>TE:</b> Unit 5, Week 2, T155</p>
<p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p><b>SI:</b> Unit 3, Week 3, 112 / <b>TE:</b> Unit 3, Week 3, T188–T189  <b>SI:</b> Unit 3, Week 4, 132–137 / <b>TE:</b> Unit 3, Week 4, T244  <b>SI:</b> Unit 5, Week 1, 422–423 / <b>TE:</b> Unit 5, Week 1, T13  <b>TE only:</b> Unit 1, Week 4, T252</p>
<p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p><b>SI:</b> Unit 1, Week 3, 110 / <b>TE:</b> Unit 1, Week 3, T188–189  <b>SI:</b> Unit 1, Week 3, 111 / <b>TE:</b> Unit 1, Week 3, T192–193  <b>SI:</b> Unit 2, Week 3, 314 / <b>TE:</b> Unit 2, Week 3, T192–193  <b>SI:</b> Unit 3, Week 4, 140 / <b>TE:</b> Unit 3, Week 4, T248–T249  <b>SI:</b> Unit 3, Week 5, 179–180 / <b>TE:</b> Unit 3, Week 5, T330–T331  <b>SI:</b> Unit 4, Week 2, 275–276 / <b>TE:</b> Unit 4, Week 2, T134–T137</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<b>Common Core State Standards for English Language Arts and Literacy Grade 5</b>	<b>Savvas myView Literacy, ©2020 Print and Online Editions</b>
Integration of Knowledge and Ideas	
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>SI:</b> Unit 1, Week 3, 89–107 / <b>TE:</b> Unit 1, Week 3, T164 <b>SI:</b> Unit 3, Week 4, 134 / <b>TE:</b> Unit 3, Week 4, T240 <b>SI:</b> Unit 4, Week 5, 370 / <b>TE:</b> Unit 4, Week 5, T312 <b>SI:</b> Unit 4, Week 5, 373 / <b>TE:</b> Unit 4, Week 5, T315 <b>SI:</b> Unit 4, Week 5, 388 / <b>TE:</b> Unit 4, Week 5, T332–T333 <b>SI only:</b> Unit 3, Week 3, 111 Unit 3, Week 4, 139 Unit 4, Week 1, 231
RL.5.8 (RL.5.8 not applicable to literature)	
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>SI:</b> Unit 2, Week 3, 316 / <b>TE:</b> Unit 2, Week 3, T200–T201 <b>SI:</b> Unit 4, Week 2, 252 / <b>TE:</b> Unit 4, Week 2, T98 <b>SI:</b> Unit 4, Week 2, 270 / <b>TE:</b> Unit 4, Week 2, T118
Range of Reading and Level of Text Complexity	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	<b>SI:</b> Unit 3, Week 3, 112 / <b>TE:</b> Unit 3, Week 3, T188 <b>SI:</b> Unit 3, Week 3, 91–109/ <b>TE:</b> Unit 3, Week 3, T165–T183 <b>SI:</b> Unit 3, Week 4, 131–137/ <b>TE:</b> Unit 3, Week 4, T237–T245 <b>SI:</b> Unit 3, Week 4, 140 / <b>TE:</b> Unit 3, Week 4, T248 <b>SI:</b> Unit 4, Week 1, 217–229/ <b>TE:</b> Unit 4, Week 1, T31–T43 <b>SI:</b> Unit 4, Week 1, 232 / <b>TE:</b> Unit 4, Week 1, T48

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

Common Core State Standards for English Language Arts and Literacy Grade 5	Savvas myView Literacy, ©2020 Print and Online Editions
<b>READING: INFORMATIONAL TEXT</b>	
Key Ideas and Details	
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>SI:</b> Unit 1, Week 1, 33 / <b>TE:</b> Unit 1, Week 1, T50–T51 <b>SI:</b> Unit 1, Week 2, 71 / <b>TE:</b> Unit 1, Week 2, T120–T121 <b>SI:</b> Unit 1, Week 5, 178 / <b>TE:</b> Unit 1, Week 5, T326 <b>SI:</b> Unit 5, Week 5, 594 / <b>TE:</b> Unit 5, Week 5, T330–T331
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>SI:</b> Unit 4, Week 3, 293-295, 298, 300, 303 / <b>TE:</b> Unit 4, Week 3, T171-T172, T174, T176, T178, T181 <b>SI:</b> Unit 4, Week 3, 307 / <b>TE:</b> Unit 4, Week 3, T190–T191 <b>SI:</b> Unit 5, Week 1, 454 / <b>TE:</b> Unit 5, Week 1, T56–T57
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>SI:</b> Unit 2, Week 4, 348 / <b>TE:</b> Unit 2, Week 4, T258–T259 <b>SI:</b> Unit 4, Week 4, 332 / <b>TE:</b> Unit 4, Week 4, T242 <b>SI:</b> Unit 4, Week 4, 334 / <b>TE:</b> Unit 4, Week 4, T244 <b>SI:</b> Unit 4, Week 4, 344 / <b>TE:</b> Unit 4, Week 4, T256–T257 <b>SI:</b> Unit 4, Week 4, 346 / <b>TE:</b> Unit 4, Week 4, T264–T265
Craft and Structure	
RI.5.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>SI:</b> Unit 1, Glossary, 416 / <b>TE:</b> Unit 1, Glossary, T386–T387 <b>SI:</b> Unit 1, Week 1, 21 / <b>TE:</b> Unit 1, Week 1, T33 <b>SI:</b> Unit 1, Week 5, 163 / <b>TE:</b> Unit 1, Week 5, T303 <b>SI:</b> Unit 2, Week 4, 342 / <b>TE:</b> Unit 2, Week 4, T250 <b>SI:</b> Unit 2, Week 4, 346 / <b>TE:</b> Unit 2, Week 4, T254–T255

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<b>Common Core State Standards for English Language Arts and Literacy Grade 5</b>	<b>Savvas myView Literacy, ©2020 Print and Online Editions</b>
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>SI:</b> Unit 1, Week 1, 37 / <b>TE:</b> Unit 1, Week 1, T62–T63 <b>SI:</b> Unit 4, Week 3, 306 / <b>TE:</b> Unit 4, Week 3, T186–T187 <b>SI:</b> Unit 5, Week 2, 495 / <b>TE:</b> Unit 5, Week 2, T140
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>SI:</b> Unit 2, Week 5, 385 / <b>TE:</b> Unit 2, Week 5, T330–T331 <b>SI:</b> Unit 5, Week 4, 556 / <b>TE:</b> Unit 5, Week 4, T254–T255
Integration of Knowledge and Ideas	
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>SI:</b> Unit 1, Week 6, 196–197 / <b>TE:</b> Unit 1, Week 6, T360–T361 <b>SI:</b> Unit 2, Week 6, 404–405 / <b>TE:</b> Unit 2, Week 6, T368–T369 <b>SI:</b> Unit 3, Week 6, 194–195 / <b>TE:</b> Unit 3, Week 6, T356–T357
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>SI:</b> Unit 1, Week 6, 194–195 / <b>TE:</b> Unit 1, Week 6, T358 <b>SI:</b> Unit 2, Week 5, 384 / <b>TE:</b> Unit 2, Week 5, T326–327 <b>SI:</b> Unit 3, Week 1, 49 / <b>TE:</b> Unit 3, Week 1, T80 <b>SI:</b> Unit 3, Week 6, 192 / <b>TE:</b> Unit 3, Week 6, T354 <b>SI:</b> Unit 5, Week 5, 592 / <b>TE:</b> Unit 5, Week 5, T323
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>SI:</b> Unit 1, Week 1, 34 / <b>TE:</b> Unit 1, Week 1, T54–T55 <b>SI:</b> Unit 1, Week 2, 72 / <b>TE:</b> Unit 1, Week 2, T124–T125 <b>SI:</b> Unit 2, Week 2, 278 / <b>TE:</b> Unit 2, Week 2, T130–T131 <b>SI:</b> Unit 5, Week 5, 594 / <b>TE:</b> Unit 5, Week 5, T330–T331



**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

Common Core State Standards for English Language Arts and Literacy Grade 5	Savvas myView Literacy, ©2020 Print and Online Editions
Range of Reading and Level of Text Complexity	
<p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	<p><b>SI:</b> Unit 1, Week 1, 19–29 / <b>TE:</b> Unit 1, Week 1, T31–T41  <b>SI:</b> Unit 1, Week 1, 32 / <b>TE:</b> Unit 1, Week 1, T46  <b>SI:</b> Unit 2, Week 2, 256–273 / <b>TE:</b> Unit 2, Week 2, T100–T117  <b>SI:</b> Unit 2, Week 2, 276 / <b>TE:</b> Unit 2, Week 2, T122  <b>SI:</b> Unit 2, Week 4, 333–345 / <b>TE:</b> Unit 2, Week 4, T241–T253  <b>SI:</b> Unit 2, Week 4, 348 / <b>TE:</b> Unit 2, Week 4, T258  <b>SI:</b> Unit 4, Week 4, 325–341 / <b>TE:</b> Unit 4, Week 3, T235–T251  <b>SI:</b> Unit 4, Week 4, 345 / <b>TE:</b> Unit 4, Week 4, T260  <b>SI:</b> Unit 5, Week 4, 547–553 / <b>TE:</b> Unit 5, Week 4, T243–T249  <b>SI:</b> Unit 5, Week 4, 556 / <b>TE:</b> Unit 5, Week 4, T254</p>
<b>READING: FOUNDATIONAL SKILLS</b>	
Phonics and Word Recognition	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>SI:</b> Unit 1, Week 1, 36 / <b>TE:</b> Unit 1, Week 1, T60–T61  <b>SI:</b> Unit 1, Week 3, 114 / <b>TE:</b> Unit 1, Week 3, T202–T203  <b>SI:</b> Unit 2, Week 1, 42 / <b>TE:</b> Unit 2, Week 1, T66–T67  <b>SI:</b> Unit 2, Week 4, 352 / <b>TE:</b> Unit 2, Week 4, T272–T273  <b>SI:</b> Unit 2, Week 5, 388 / <b>TE:</b> Unit 2, Week 5, T340–T341</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>SI:</b> Unit 1, Week 1, 36 / <b>TE:</b> Unit 1, Week 1, T60–T61  <b>SI:</b> Unit 1, Week 2, 74 / <b>TE:</b> Unit 1, Week 2, T130–T131  <b>SI:</b> Unit 1, Week 3, 114 / <b>TE:</b> Unit 1, Week 3, T202–T203  <b>SI:</b> Unit 1, Week 4, 144 / <b>TE:</b> Unit 1, Week 4, T264–T265  <b>SI:</b> Unit 1, Week 5, 180 / <b>TE:</b> Unit 1, Week 5, T332–T333  <b>SI:</b> Unit 2, Week 4, 352 / <b>TE:</b> Unit 2, Week 4, T272–T273  <b>SI:</b> Unit 2, Week 5, 388 / <b>TE:</b> Unit 2, Week 5, T340–T341</p>
<p>Fluency</p>	
<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>SI:</b> Unit 1, Week 3, 86 / <b>TE:</b> Unit 1, Week 3, T158  <b>SI:</b> Unit 4, Week 3, 286 / <b>TE:</b> Unit 4, Week 3, T160  <b>SI:</b> Unit 4, Week 3, 303 / <b>TE:</b> Unit 4, Week 3, T181  <b>SI:</b> Unit 5, Week 5, 572 / <b>TE:</b> Unit 5, Week 5, T296  <b>SI:</b> Unit 5, Week 5, 588 / <b>TE:</b> Unit 5, Week 5, T316</p>
<p>RF.5.4.a Read grade-level text with purpose and understanding.</p>	<p><b>SI:</b> Unit 1, Week 1, 18–29 / <b>TE:</b> Unit 1, Week 1, T30–41  <b>SI:</b> Unit 1, Week 2, 50 / <b>TE:</b> Unit 1, Week 2, T94–T95  <b>SI:</b> Unit 2, Week 1, 218 / <b>TE:</b> Unit 2, Week 1, T30–T31  <b>SI:</b> Unit 2, Week 1, 256 / <b>TE:</b> Unit 2, Week 1, T100  <b>SI:</b> Unit 3, Week 2, 56 / <b>TE:</b> Unit 3, Week 2, T98</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>SI:</b> Unit 1, Week 3, 86 / <b>TE:</b> Unit 1, Week 1, T158-T159  <b>SI:</b> Unit 1, Week 3, 107 / <b>TE:</b> Unit 1, Week 3, T183  <b>SI:</b> Unit 1, Week 4, 126 / <b>TE:</b> Unit 1, Week 4, T230-T231  <b>SI:</b> Unit 1, Week 4, 136 / <b>TE:</b> Unit 1, Week 4, T244  <b>SI:</b> Unit 2, Week 3, 292 / <b>TE:</b> Unit 2, Week 3, T164-T165  <b>SI:</b> Unit 2, Week 3, 311 / <b>TE:</b> Unit 2, Week 4, T187  <b>SI:</b> Unit 4, Week 3, 286 / <b>TE:</b> Unit 4, Week 3, T160-T161  <b>SI:</b> Unit 4, Week 3, 303 / <b>TE:</b> Unit 4, Week 3, T181</p>
<p>RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>SI:</b> Unit 1, Week 4, 126 / <b>TE:</b> Unit 1, Week 4, T230  <b>SI:</b> Unit 4, Week 3, 286 / <b>TE:</b> Unit 4, Week 3, T160-T161  <b>SI:</b> Unit 4, Week 3, 303 / <b>TE:</b> Unit 4, Week 3, T181  <b>SI:</b> Unit 5, Week 5, 588 / <b>TE:</b> Unit 5, Week 5, T316</p>
<p><b>WRITING</b></p>	
<p>Text Types and Purposes</p>	
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>SI:</b> Unit 1, Week 3, 112 / <b>TE:</b> Unit 1, Week 3, T196-T197  <b>SI:</b> Unit 1, Week 6, 202-205 / <b>TE:</b> Unit 1, Week 6, T366-T369  <b>SI:</b> Unit 2, Week 4, 350 / <b>TE:</b> Unit 2, Week 4, T266-T267  <b>SI:</b> Unit 3, Week 2, 81-85 / <b>TE:</b> Unit 3, Week 2, T144-T148  <b>SI:</b> Unit 3, Week 3, 114 / <b>TE:</b> Unit 3, Week 3, T196</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>W.5.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p>	<p><b>SI:</b> Unit 3, Week 2, 81 / <b>TE:</b> Unit 3, Week 2, T144  <b>SI:</b> Unit 3, Week 3, 121 / <b>TE:</b> Unit 3, Week 3, T216  <b>SI:</b> Unit 3, Week 3, 122 / <b>TE:</b> Unit 3, Week 3, T217  <b>SI:</b> Unit 3, Week 3, 124 / <b>TE:</b> Unit 3, Week 3, T219</p>
<p>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</p>	<p><b>SI:</b> Unit 3, Week 1, 49 / <b>TE:</b> Unit 3, Week 1, T80  <b>SI:</b> Unit 3, Week 1, 51 / <b>TE:</b> Unit 3, Week 1, T82  <b>SI:</b> Unit 3, Week 2, 82 / <b>TE:</b> Unit 3, Week 2, T145  <b>SI:</b> Unit 3, Week 2, 83 / <b>TE:</b> Unit 3, Week 2, T146  <b>SI:</b> Unit 3, Week 4, 151 / <b>TE:</b> Unit 3, Week 4, T278  <b>SI:</b> Unit 3, Week 4, 152 / <b>TE:</b> Unit 3, Week 4, T279</p>
<p>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p>	<p><b>SI:</b> Unit 3, Week 3, 123 / <b>TE:</b> Unit 3, Week 3, T218  <b>SI:</b> Unit 3, Week 4, 152 / <b>TE:</b> Unit 3, Week 4, T279  <b>SI:</b> Unit 4, Week 2, 272 / <b>TE:</b> Unit 4, Week 2, T126–T127</p>
<p>W.5.1.d Provide a concluding statement or section related to the opinion presented.</p>	<p><b>SI:</b> Unit 3, Week 3, 121 / <b>TE:</b> Unit 3, Week 3, T216  <b>SI:</b> Unit 4, Week 2, 272 / <b>TE:</b> Unit 4, Week 2, T126–T127</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>SI:</b> Unit 2, Week 2, 285–289 / <b>TE:</b> Unit 2, Week 2, T150–T154  <b>SI:</b> Unit 2, Week 3, 324–327 / <b>TE:</b> Unit 2, Week 3, T220–T224  <b>SI:</b> Unit 2, Week 4, 357–360 / <b>TE:</b> Unit 2, Week 4, T286–T290</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>W.5.2.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>	<p><b>SI:</b> Unit 2, Week 2, 289 / <b>TE:</b> Unit 2, Week 2, T154  <b>SI:</b> Unit 2, Week 3, 323 / <b>TE:</b> Unit 2, Week 3, T220  <b>SI:</b> Unit 2, Week 3, 324 / <b>TE:</b> Unit 2, Week 3, T221  <b>SI:</b> Unit 2, Week 3, 326 / <b>TE:</b> Unit 2, Week 3, T223</p>
<p>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>SI:</b> Unit 2, Week 2, 286 / <b>TE:</b> Unit 2, Week 2, T151  <b>SI:</b> Unit 2, Week 2, 287 / <b>TE:</b> Unit 2, Week 2, T152  <b>SI:</b> Unit 2, Week 2, 288 / <b>TE:</b> Unit 2, Week 2, T153</p>
<p>W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p><b>SI:</b> Unit 2, Week 3, 325 / <b>TE:</b> Unit 2, Week 3, T222  <b>SI:</b> Unit 2, Week 4, 359 / <b>TE:</b> Unit 2, Week 4, T288  <b>SI:</b> Unit 2, Week 4, 360 / <b>TE:</b> Unit 2, Week 4, T289  <b>SI:</b> Unit 3, Week 4, 142 / <b>TE:</b> Unit 3, Week 4, T256</p>
<p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>SI:</b> Unit 2, Week 2, 286 / <b>TE:</b> Unit 2, Week 2, T151  <b>SI:</b> Unit 2, Week 4, 357 / <b>TE:</b> Unit 2, Week 4, T286</p>
<p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p>	<p><b>SI:</b> Unit 2, Week 3, 327 / <b>TE:</b> Unit 2, Week 3, T224  <b>SI:</b> Unit 3, Week 4, 142 / <b>TE:</b> Unit 3, Week 4, T256</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>SI:</b> Unit 1, Week 2, 79 / <b>TE:</b> Unit 1, Week 2, T144  <b>SI:</b> Unit 1, Week 2, 80 / <b>TE:</b> Unit 1, Week 2, T145  <b>SI:</b> Unit 1, Week 2, 81 / <b>TE:</b> Unit 1, Week 2, T146  <b>SI:</b> Unit 1, Week 3, 120 / <b>TE:</b> Unit 1, Week 3, T217  <b>SI:</b> Unit 4, Week 2, 279 / <b>TE:</b> Unit 4, Week 2, T146  <b>SI:</b> Unit 4, Week 2, 280 / <b>TE:</b> Unit 4, Week 2, T147  <b>SI:</b> Unit 4, Week 2, 281 / <b>TE:</b> Unit 4, Week 2, T148</p>
<p>W.5.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p><b>SI:</b> Unit 1, Week 2, 82 / <b>TE:</b> Unit 1, Week 2, T147  <b>SI:</b> Unit 1, Week 3, 119 / <b>TE:</b> Unit 1, Week 3, T216  <b>SI:</b> Unit 1, Week 3, 120 / <b>TE:</b> Unit 1, Week 3, T217  <b>SI:</b> Unit 4, Week 2, 279 / <b>TE:</b> Unit 4, Week 2, T146  <b>SI:</b> Unit 4, Week 3, 315 / <b>TE:</b> Unit 4, Week 3, T214  <b>SI:</b> Unit 4, Week 3, 316 / <b>TE:</b> Unit 4, Week 3, T215  <b>SI:</b> Unit 4, Week 3, 317 / <b>TE:</b> Unit 4, Week 3, T216</p>
<p>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p><b>SI:</b> Unit 1, Week 2, 80 / <b>TE:</b> Unit 1, Week 2, T145  <b>SI:</b> Unit 1, Week 2, 81 / <b>TE:</b> Unit 1, Week 2, T146  <b>SI:</b> Unit 1, Week 2, 82 / <b>TE:</b> Unit 1, Week 2, T147  <b>SI:</b> Unit 1, Week 2, 83 / <b>TE:</b> Unit 1, Week 2, T148  <b>SI:</b> Unit 4, Week 2, 279 / <b>TE:</b> Unit 4, Week 2, T146  <b>SI:</b> Unit 4, Week 2, 283 / <b>TE:</b> Unit 4, Week 2, T150  <b>SI:</b> Unit 4, Week 3, 317 / <b>TE:</b> Unit 4, Week 3, T216</p>
<p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><b>SI:</b> Unit 1, Week 3, 121 / <b>TE:</b> Unit 1, Week 3, T218  <b>SI:</b> Unit 4, Week 3, 316 / <b>TE:</b> Unit 4, Week 3, T215</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<b>Common Core State Standards for English Language Arts and Literacy Grade 5</b>	<b>Savvas myView Literacy, ©2020 Print and Online Editions</b>
W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>SI:</b> Unit 1, Week 2, 80 / <b>TE:</b> Unit 1, Week 2, T145 <b>SI:</b> Unit 1, Week 2, 81 / <b>TE:</b> Unit 1, Week 2, T146 <b>SI:</b> Unit 4, Week 3, 318 / <b>TE:</b> Unit 4, Week 3, T217
W.5.3.e Provide a conclusion that follows from the narrated experiences or events.	<b>SI:</b> Unit 1, Week 3, 123 / <b>TE:</b> Unit 1, Week 3, T220
<b>Production and Distribution of Writing</b>	
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>SI:</b> Unit 2, Week 1, 251 / <b>TE:</b> Unit 2, Week 1, T84 <b>SI:</b> Unit 3, Week 1, 51 / <b>TE:</b> Unit 3, Week 1, T82 <b>SI:</b> Unit 4, Week 1, 244–245 / <b>TE:</b> Unit 4, Week 1, T79–T80 <b>SI:</b> Unit 5, Week 1, 466–467 / <b>TE:</b> Unit 5, Week 1, T87–T88
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>SI:</b> Unit 2, Week 1, 251 / <b>TE:</b> Unit 2, Week 1, T84 <b>SI:</b> Unit 3, Week 1, 51 / <b>TE:</b> Unit 3, Week 1, T82 <b>SI:</b> Unit 3, Week 4, 153 / <b>TE:</b> Unit 3, Week 4, T280 <b>SI:</b> Unit 3, Week 5, 183 / <b>TE:</b> Unit 3, Week 5, T342 <b>SI:</b> Unit 5, Week 4, 566 / <b>TE:</b> Unit 5, Week 4, T283
W.5.6 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 to type a minimum of two pages in a single sitting.	<b>SI:</b> Unit 3, Week 2, 85 / <b>TE:</b> Unit 3, Week 2, T148 <b>SI:</b> Unit 3, Week 3, 125 / <b>TE:</b> Unit 3, Week 3, T220 <b>SI:</b> Unit 3, Week 5, 184 / <b>TE:</b> Unit 3, Week 5, T343

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Research to Build and Present Knowledge</p>	
<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p><b>SI:</b> Unit 1, Week 6, 196–197 / <b>TE:</b> Unit 1, Week 6, T360  <b>SI:</b> Unit 1, Week 6, 200–201 / <b>TE:</b> Unit 1, Week 6, T364  <b>SI:</b> Unit 1, Week 6, 202–203 / <b>TE:</b> Unit 1, Week 6, T366  <b>SI:</b> Unit 2, Week 6, 404–405 / <b>TE:</b> Unit 2, Week 6, T368  <b>SI:</b> Unit 2, Week 6, 408–409 / <b>TE:</b> Unit 2, Week 6, T372  <b>SI:</b> Unit 2, Week 6, 410–411 / <b>TE:</b> Unit 2, Week 6, T374</p>
<p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>SI:</b> Unit 1, Week 2, 79 / <b>TE:</b> Unit 1, Week 2, T144  <b>SI:</b> Unit 1, Week 6, 196–197 / <b>TE:</b> Unit 1, Week 6, T360–T361  <b>SI:</b> Unit 1, Week 6, 200–201 / <b>TE:</b> Unit 1, Week 6, T364  <b>SI:</b> Unit 2, Week 6, 404–405 / <b>TE:</b> Unit 2, Week 6, T368  <b>SI:</b> Unit 3, Week 6, 194–195 / <b>TE:</b> Unit 2, Week 6, T356  <b>SI:</b> Unit 3, Week 6, 198–199 / <b>TE:</b> Unit 3, Week 6, T362  <b>SI:</b> Unit 3, Week 6, 200–201 / <b>TE:</b> Unit 3, Week 6, T362–363  <b>SI:</b> Unit 5, Week 6, 616–617 / <b>TE:</b> Unit 5, Week 6, T368</p>



**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SI:</b> Unit 2, Week 4, 350 / <b>TE:</b> Unit 2, Week 4, T266  <b>SI:</b> Unit 3, Week 4, 142 / <b>TE:</b> Unit 3, Week 4, T256  <b>SI:</b> Unit 4, Week 2, 272 / <b>TE:</b> Unit 4, Week 2, T126  <b>SI:</b> Unit 4, Week 3, 308 / <b>TE:</b> Unit 4, Week 3, T194  <b>SI:</b> Unit 4, Week 4, 346 / <b>TE:</b> Unit 4, Week 4, T264  <b>SI:</b> Unit 5, Week 2, 492 / <b>TE:</b> Unit 5, Week 2, T132  <b>SI:</b> Unit 5, Week 3, 530 / <b>TE:</b> Unit 5, Week 3, T202</p>
<p>W.5.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>	<p><b>SI:</b> Unit 2, Week 3, 316 / <b>TE:</b> Unit 2, Week 3, T200–T201  <b>SI:</b> Unit 3, Week 3, 114 / <b>TE:</b> Unit 3, Week 3, T196–T197  <b>SI:</b> Unit 4, Week 2, 272 / <b>TE:</b> Unit 4, Week 2, T126–T127  <b>SI:</b> Unit 5, Week 3, 530 / <b>TE:</b> Unit 5, Week 3, T202–T203</p>
<p>W.5.9.b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>SI:</b> Unit 1, Week 2, 72 / <b>TE:</b> Unit 1, Week 2, T124–T125  <b>SI:</b> Unit 2, Week 2, 278 / <b>TE:</b> Unit 2, Week 2, T130–T131  <b>SI:</b> Unit 2, Week 4, 350 / <b>TE:</b> Unit 2, Week 4, T266–T267  <b>SI:</b> Unit 2, Week 5, 386 / <b>TE:</b> Unit 2, Week 5, T334–T335  <b>SI:</b> Unit 3, Week 6, 192 / <b>TE:</b> Unit 3, Week 6, T354–T355</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Range of Writing</p>	
<p>W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SI:</b> Unit 1, Week 2, 72 / <b>TE:</b> Unit 1, Week 2, T124–T125  <b>SI:</b> Unit 1, Week 3, 112 / <b>TE:</b> Unit 1, Week 3, T196–T197  <b>SI:</b> Unit 1, Week 6, 192 / <b>TE:</b> Unit 1, Week 6, T356–T357  <b>SI:</b> Unit 1, Week 6, 196 / <b>TE:</b> Unit 1, Week 6, T366–T367  <b>SI:</b> Unit 2, Week 3, 323 / <b>TE:</b> Unit 2, Week 3, T220  <b>SI:</b> Unit 2, Week 3, 324 / <b>TE:</b> Unit 2, Week 3, T221  <b>SI:</b> Unit 2, Week 3, 325 / <b>TE:</b> Unit 2, Week 3, T222  <b>SI:</b> Unit 2, Week 6, 400 / <b>TE:</b> Unit 2, Week 6, T364–T365  <b>SI:</b> Unit 2, Week 6, 412 / <b>TE:</b> Unit 2, Week 6, T376–T377  <b>SI:</b> Unit 3, Week 6, 190 / <b>TE:</b> Unit 3, Week 6, T352–T353  <b>SI:</b> Unit 3, Week 6, 204 / <b>TE:</b> Unit 3, Week 6, T366–T367  <b>SI:</b> Unit 4, Week 3, 315–319 / <b>TE:</b> Unit 4, Week 3, T214–T218  <b>SI:</b> Unit 5, Week 5, 604 / <b>TE:</b> Unit 5, Week 5, T353  <b>SI:</b> Unit 5, Week 5, 605 / <b>TE:</b> Unit 5, Week 5, T354–T355</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

Common Core State Standards for English Language Arts and Literacy Grade 5	Savvas myView Literacy, ©2020 Print and Online Editions
<b>SPEAKING AND LISTENING</b>	
Comprehension and Collaboration	
SL.5.1 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.	<b>SI:</b> Unit 1, Week 1, 16 / <b>TE:</b> Unit 1, Week 1, T24–T25 <b>SI:</b> Unit 1, Week 1, 34 / <b>TE:</b> Unit 1, Week 1, T54–T55 <b>SI:</b> Unit 1, Week 2, 47 / <b>TE:</b> Unit 1, Week 2, T84–T85 <b>SI:</b> Unit 1, Week 2, 48 / <b>TE:</b> Unit 1, Week 2, T88–T89 <b>SI:</b> Unit 1, Week 3, 85 / <b>TE:</b> Unit 1, Week 3, T154–T155 <b>SI:</b> Unit 1, Week 6, 192 / <b>TE:</b> Unit 1, Week 6, T356–T357 <b>SI:</b> Unit 4, Week 1, 234 / <b>TE:</b> Unit 4, Week 1, T56–T57 <b>SI:</b> Unit 4, Week 2, 248 / <b>TE:</b> Unit 4, Week 2, T90–T91
SL.5.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<b>SI:</b> Unit 1, Week 1, 16 / <b>TE:</b> Unit 1, Week 1, T24–T25 <b>SI:</b> Unit 1, Week 1, 34 / <b>TE:</b> Unit 1, Week 1, T54–T55 <b>SI:</b> Unit 1, Week 4, 125 / <b>TE:</b> Unit 1, Week 4, T226–T227 <b>SI:</b> Unit 1, Week 6, 192 / <b>TE:</b> Unit 1, Week 6, T356–T357 <b>SI:</b> Unit 2, Week 5, 386 / <b>TE:</b> Unit 2, Week 5, T334–T335
SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	<b>SI:</b> Unit 1, Week 1, 14–15 / <b>TE:</b> Unit 1, Week 1, T20 <b>SI:</b> Unit 2, Week 1, 240 / <b>TE:</b> Unit 2, Week 1, T60–T61 <b>SI:</b> Unit 4, Week 1, 212–213 / <b>TE:</b> Unit 4, Week 1, T20 <b>SI:</b> Unit 4, Week 5, 390 / <b>TE:</b> Unit 4, Week 5, T340–T341

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p><b>SI:</b> Unit 1, Week 1, 34 / <b>TE:</b> Unit 1, Week 1, T54–T55  <b>SI:</b> Unit 2, Week 1, 240 / <b>TE:</b> Unit 2, Week 1, T60–T61  <b>SI:</b> Unit 4, Week 1, 234 / <b>TE:</b> Unit 4, Week 1, T56–T57  <b>SI:</b> Unit 4, Week 5, 390 / <b>TE:</b> Unit 4, Week 5, T340–T341  <b>SI:</b> Unit 5, Week 1, 456 / <b>TE:</b> Unit 5, Week 1, T64–T65</p>
<p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>SI:</b> Unit 2, Week 1, 240 / <b>TE:</b> Unit 2, Week 1, T60–T61  <b>SI:</b> Unit 3, Week 1, 40 / <b>TE:</b> Unit 3, Week 1, T58  <b>SI:</b> Unit 4, Week 2, 247 / <b>TE:</b> Unit 4, Week 2, T86–T87  <b>SI:</b> Unit 4, Week 4, 321 / <b>TE:</b> Unit 4, Week 4, T224–T225</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>SI:</b> Unit 1, Week 5, 159–173 / <b>TE:</b> Unit 1, Week 5, T314  <b>SI:</b> Unit 2, Week 1, 215 / <b>TE:</b> Unit 2, Week 1, T20–T21  <b>SI:</b> Unit 2, Week 1, 219–235 / <b>TE:</b> Unit 2, Week 1, T48  <b>SI:</b> Unit 2, Week 3, 291 / <b>TE:</b> Unit 2, Week 3, T160–T161  <b>SI:</b> Unit 2, Week 5, 363 / <b>TE:</b> Unit 2, Week 5, T296–T297  <b>SI:</b> Unit 4, Week 6, 409 / <b>TE:</b> Unit 4, Week 6, T374–T375  <b>TE only:</b> Unit 2, Week 1, T23  Unit 4, Week 5, T297</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>SI:</b> Unit 3, Week 6, 203 / <b>TE:</b> Unit 3, Week 6, T364  <b>SI:</b> Unit 5, Week 6, 621 / <b>TE:</b> Unit 5, Week 6, T372–T373  <b>SI:</b> Unit 5, Week 6, 622 / <b>TE:</b> Unit 5, Week 6, T374</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>SI:</b> Unit 1, Week 1, 34 / <b>TE:</b> Unit 1, Week 1, T54–T55  <b>SI:</b> Unit 1, Week 5, 178 / <b>TE:</b> Unit 1, Week 5, T326–T327  <b>SI:</b> Unit 2, Week 5, 386 / <b>TE:</b> Unit 2, Week 5, T334–T335  <b>SI:</b> Unit 3, Week 5, 176 / <b>TE:</b> Unit 3, Week 5, T322–323  <b>SI:</b> Unit 3, Week 6, 196 / <b>TE:</b> Unit 3, Week 6, T358–T359  <b>SI:</b> Unit 3, Week 6, 204 / <b>TE:</b> Unit 3, Week 6, T366</p>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SI:</b> Unit 3, Week 6, 200–201 / <b>TE:</b> Unit 3, Week 6, T362–T363  <b>SI:</b> Unit 3, Week 6, 204 / <b>TE:</b> Unit 3, Week 6, T366  <b>SI:</b> Unit 5, Week 6, 612–613 / <b>TE:</b> Unit 5, Week 6, T364–T365  <b>SI:</b> Unit 5, Week 6, 618–619 / <b>TE:</b> Unit 5, Week 6, T370–T372  <b>SI:</b> Unit 5, Week 6, 622 / <b>TE:</b> Unit 5, Week 6, T374</p>
<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>SI:</b> Unit 3, Week 5, 184 / <b>TE:</b> Unit 3, Week 5, T343  <b>SI:</b> Unit 3, Week 6, 196 / <b>TE:</b> Unit 3, Week 6, T358–T359  <b>SI:</b> Unit 3, Week 5, 176 / <b>TE:</b> Unit 3, Week 5, T322–T323</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

Common Core State Standards for English Language Arts and Literacy Grade 5	Savvas myView Literacy, ©2020 Print and Online Editions
<b>LANGUAGE</b>	
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>SI:</b> Unit 1, Week 4, 149 / <b>TE:</b> Unit 1, Week 4, T278  <b>SI:</b> Unit 1, Week 4, 150 / <b>TE:</b> Unit 1, Week 4, T279  <b>SI:</b> Unit 1, Week 4, 151 / <b>TE:</b> Unit 1, Week 4, T280  <b>SI:</b> Unit 2, Week 4, 358 / <b>TE:</b> Unit 2, Week 4, T287  <b>SI:</b> Unit 3, Week 5, 176 / <b>TE:</b> Unit 3, Week 5, T322–T323  <b>SI:</b> Unit 3, Week 5, 184 / <b>TE:</b> Unit 3, Week 5, T343</p>
L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p><b>SI:</b> Unit 2, Week 4, 361 / <b>TE:</b> Unit 2, Week 4, T290  <b>SI:</b> Unit 3, Week 1, 46 / <b>TE:</b> Unit 3, Week 1, T72–T73  <b>SI:</b> Unit 4, Week 3, 314 / <b>TE:</b> Unit 4, Week 3, T208–T209  <b>SI:</b> Unit 4, Week 4, 353 / <b>TE:</b> Unit 4, Week 4, T284  <b>SI:</b> Unit 4, Week 4, 356 / <b>TE:</b> Unit 4, Week 4, T287  <b>SI:</b> Unit 5, Week 4, 567 / <b>TE:</b> Unit 5, Week 4, T284  <b>SI:</b> Unit 5, Week 5, 600 / <b>TE:</b> Unit 5, Week 5, T344–T345</p> <p><b>Digital Resources:</b>  <i>Resource Download Center</i>&gt;Language and Conventions&gt;U4 W4  &gt;U5 W5</p>
L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	<p><b>SI:</b> Unit 2, Week 4, 356 / <b>TE:</b> Unit 2, Week 4, T280–T281  <b>SI:</b> Unit 2, Week 4, 358 / <b>TE:</b> Unit 2, Week 4, T287</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p style="text-align: center;"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p style="text-align: center;"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.</p>	<p><b>SI:</b> Unit 2, Week 2, 284 / <b>TE:</b> Unit 2, Week 2, T144–T145  <b>SI:</b> Unit 2, Week 3, 322 / <b>TE:</b> Unit 2, Week 3, T214–T215  <b>SI:</b> Unit 2, Week 4, 356 / <b>TE:</b> Unit 2, Week 4, T280–T281  <b>SI:</b> Unit 2, Week 4, 358 / <b>TE:</b> Unit 2, Week 4, T287  <b>SI:</b> Unit 4, Week 4, 354 / <b>TE:</b> Unit 4, Week 4, T285</p>
<p>L.5.1.d Recognize and correct inappropriate shifts in verb tense.</p>	<p><b>SI:</b> Unit 2, Week 4, 358 / <b>TE:</b> Unit 2, Week 4, T287  <b>SI:</b> Unit 5, Week 5, 602 / <b>TE:</b> Unit 5, Week 5, T351</p>
<p>L.5.1.e Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<p><b>SI:</b> Unit 4, Week 4, 352 / <b>TE:</b> Unit 4, Week 4, T278–T279</p>
<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>SI:</b> Unit 1, Week 6, 205 / <b>TE:</b> Unit 1, Week 6, T368  <b>SI:</b> Unit 2, Week 5, 393 / <b>TE:</b> Unit 2, Week 5, T354  <b>SI:</b> Unit 2, Week 5, 394 / <b>TE:</b> Unit 2, Week 5, T355  <b>SI:</b> Unit 2, Week 6, 413 / <b>TE:</b> Unit 2, Week 6, T376  <b>SI:</b> Unit 3, Week 4, 149 / <b>TE:</b> Unit 3, Week 4, T276  <b>SI:</b> Unit 3, Week 5, 183 / <b>TE:</b> Unit 3, Week 5, T342  <b>SI:</b> Unit 4, Week 4, 357 / <b>TE:</b> Unit 4, Week 4, T288</p>
<p>L.5.2.a Use punctuation to separate items in a series.</p>	<p><b>SI:</b> Unit 2, Week 5, 393 / <b>TE:</b> Unit 2, Week 5, T354  <b>SI:</b> Unit 4, Week 4, 357 / <b>TE:</b> Unit 4, Week 4, T288  <b>SI:</b> Unit 5, Week 1, 462 / <b>TE:</b> Unit 5, Week 1, T78–T79</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.</p>	<p><b>SI:</b> Unit 4, Week 4, 357 / <b>TE:</b> Unit 4, Week 4, T288  <b>SI:</b> Unit 5, Week 2, 498 / <b>TE:</b> Unit 5, Week 2, T146–T147  <b>SI:</b> Unit 5, Week 5, 600 / <b>TE:</b> Unit 5, Week 5, T344–T345</p>
<p>L.5.2.c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It’s true, isn’t it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p>	<p><b>SI:</b> Unit 4, Week 4, 357 / <b>TE:</b> Unit 4, Week 4, T288  <b>SI:</b> Unit 5, Week 2, 498 / <b>TE:</b> Unit 5, Week 2, T146–T147</p>
<p>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p>	<p><b>SI:</b> Unit 2, Week 5, 393 / <b>TE:</b> Unit 2, Week 5, T354  <b>SI:</b> Unit 3, Week 4, 150 / <b>TE:</b> Unit 3, Week 4, T277  <b>SI:</b> Unit 4, Week 4, 357 / <b>TE:</b> Unit 4, Week 4, T288  <b>SI:</b> Unit 5, Week 3, 536 / <b>TE:</b> Unit 5, Week 3, T216–T217  <b>SI:</b> Unit 5, Week 4, 569 / <b>TE:</b> Unit 5, Week 4, T286</p>
<p>L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>SI:</b> Unit 1, Week 1, 39 / <b>TE:</b> Unit 1, Week 1, T66–T67  <b>SI:</b> Unit 1, Week 2, 77 / <b>TE:</b> Unit 1, Week 2, T136–T137  <b>SI:</b> Unit 1, Week 3, 117 / <b>TE:</b> Unit 1, Week 3, T208–T209</p> <p><b>Digital Resources:</b>  <i>Resource Download Center</i>&gt;Word Study&gt;U1 W5  &gt;U2 W2</p>



**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Knowledge of Language</p>	
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>SI:</b> Unit 1, Week 3, 107 / <b>TE:</b> Unit 1, Week 3, T183  <b>SI:</b> Unit 1, Week 4, 150 / <b>TE:</b> Unit 1, Week 4, T279  <b>SI:</b> Unit 2, Week 3, 292 / <b>TE:</b> Unit 2, Week 3, T164–T165  <b>SI:</b> Unit 3, Week 1, 40 / <b>TE:</b> Unit 3, Week 1, T58–T59  <b>SI:</b> Unit 3, Week 5, 171 / <b>TE:</b> Unit 3, Week 5, T183  <b>SI:</b> Unit 3, Week 5, 176 / <b>TE:</b> Unit 3, Week 5, T322–T323  <b>SI:</b> Unit 4, Week 6, 416–417 / <b>TE:</b> Unit 4, Week 6, T382–T383</p>
<p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>SI:</b> Unit 1, Week 4, 152 / <b>TE:</b> Unit 1, Week 4, T281  <b>SI:</b> Unit 1, Week 4, 153 / <b>TE:</b> Unit 1, Week 4, T282  <b>SI:</b> Unit 1, Week 5, 185 / <b>TE:</b> Unit 1, Week 5, T346  <b>SI:</b> Unit 3, Week 4, 152 / <b>TE:</b> Unit 3, Week 4, T279  <b>SI:</b> Unit 3, Week 6, 202 / <b>TE:</b> Unit 3, Week 6, T364  <b>SI:</b> Unit 4, Week 5, 397 / <b>TE:</b> Unit 4, Week 5, T360</p>
<p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>SI:</b> Unit 4, Week 1, 237 / <b>TE:</b> Unit 4, Week 1, T64–T65  <b>SI:</b> Unit 4, Week 1, 238 / <b>TE:</b> Unit 4, Week 1, T66–T67  <b>SI:</b> Unit 5, Week 4, 565 / <b>TE:</b> Unit 5, Week 4, T282</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p><b>SI:</b> Unit 1, Week 3, 108 / <b>TE:</b> Unit 1, Week 3, T184–T185  <b>SI:</b> Unit 2, Week 1, 241 / <b>TE:</b> Unit 2, Week 1, T64  <b>SI:</b> Unit 2, Week 3, 317 / <b>TE:</b> Unit 2, Week 3, T204–T205  <b>SI:</b> Unit 3, Week 3, 115 / <b>TE:</b> Unit 3, Week 3, T200–T201  <b>SI:</b> Unit 3, Week 4, 143 / <b>TE:</b> Unit 3, Week 4, T260  <b>SI:</b> Unit 3, Week 5, 177 / <b>TE:</b> Unit 3, Week 5, T326–T327  <b>SI:</b> Unit 4, Week 2, 273 / <b>TE:</b> Unit 4, Week 2, T130–T131  <b>SI:</b> Unit 4, Week 5, 377 / <b>TE:</b> Unit 4, Week 5, T319  <b>SI:</b> Unit 5, Week 3, 531 / <b>TE:</b> Unit 5, Week 3, T206–T207  <b>SI:</b> Unit 5, Week 5, 595 / <b>TE:</b> Unit 5, Week 5, 334–T335</p>
<p>L.5.4.a 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>SI:</b> Unit 1, Week 3, 113 / <b>TE:</b> Unit 1, Week 3, T200–T201  <b>SI:</b> Unit 1, Week 5, 163 / <b>TE:</b> Unit 1, Week 5, T303  <b>SI:</b> Unit 2, Week 3, 317 / <b>TE:</b> Unit 2, Week 3, T204–T205  <b>SI:</b> Unit 3, Week 3, 115 / <b>TE:</b> Unit 3, Week 3, T200–T201  <b>SI:</b> Unit 3, Week 4, 132 / <b>TE:</b> Unit 3, Week 4, T239  <b>SI:</b> Unit 4, Week 3, 309 / <b>TE:</b> Unit 4, Week 3, T198–T199  <b>SI:</b> Unit 5, Week 3, 531 / <b>TE:</b> Unit 5, Week 3, T206–T207</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p><b>SI:</b> Unit 1, Week 2, 74 / <b>TE:</b> Unit 1, Week 2, T130  <b>SI:</b> Unit 3, Week 1, 42 / <b>TE:</b> Unit 3, Week 1, T64–T65  <b>SI:</b> Unit 4, Week 1, 236 / <b>TE:</b> Unit 4, Week 1, T62–T63  <b>SI:</b> Unit 4, Week 2, 274 / <b>TE:</b> Unit 4, Week 2, T132  <b>SI:</b> Unit 4, Week 3, 310 / <b>TE:</b> Unit 4, Week 3, T200–T201  <b>SI:</b> Unit 4, Week 4, 348 / <b>TE:</b> Unit 4, Week 4, T270–T271  <b>SI:</b> Unit 4, Week 5, 392 / <b>TE:</b> Unit 4, Week 5, T346–T347</p>
<p>L.5.4.c Consult reference materials (e.g., 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><b>SI:</b> Unit 1, Glossary, 416 / <b>TE:</b> Unit 1, Glossary, T386–T387  <b>SI:</b> Unit 1, Week 1, 35 / <b>TE:</b> Unit 1, Week 1, T58  <b>SI:</b> Unit 2, Week 4, 346 / <b>TE:</b> Unit 2, Week 4, T254–T255  <b>SI:</b> Unit 3, Week 4, 143 / <b>TE:</b> Unit 3, Week 4, T260–T261  <b>SI:</b> Unit 5, Glossary, 624 / <b>TE:</b> Unit 3, Glossary, T382–T383  <b>SI:</b> Unit 5, Week 1, 458 / <b>TE:</b> Unit 5, Week 1, T70–T71  <b>SI:</b> Unit 5, Week 2, 493 / <b>TE:</b> Unit 5, Week 2, T136–T137</p>
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><b>SI:</b> Unit 1, Week 1, 35 / <b>TE:</b> Unit 1, Week 1, T58–T59  <b>SI:</b> Unit 1, Week 4, 140 / <b>TE:</b> Unit 1, Week 4, T250–T251  <b>SI:</b> Unit 1, Week 5, 179 / <b>TE:</b> Unit 1, Week 5, T330–T331  <b>SI:</b> Unit 2, Week 1, 241 / <b>TE:</b> Unit 2, Week 1, T64–T65  <b>SI:</b> Unit 2, Week 4, 351 / <b>TE:</b> Unit 2, Week 4, T270–T271  <b>SI:</b> Unit 3, Week 1, 36 / <b>TE:</b> Unit 3, Week 1, T46–T47  <b>SI:</b> Unit 5, Week 3, 533 / <b>TE:</b> Unit 5, Week 3, T210–T211  <b>SI:</b> Unit 5, Week 4, 559 / <b>TE:</b> Unit 5, Week 4, T266–T267</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>L.5.5.a Interpret figurative language, including similes and metaphors, in context.</p>	<p><b>SI:</b> Unit 1, Week 4, 140 / <b>TE:</b> Unit 1, Week 4, T250–T251  <b>SI:</b> Unit 1, Week 5, 181 / <b>TE:</b> Unit 1, Week 5, T334–T335  <b>SI:</b> Unit 3, Week 4, 140 / <b>TE:</b> Unit 3, Week 4, T248–T249</p>
<p>L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p><b>SI:</b> Unit 1, Week 4, 143 / <b>TE:</b> Unit 1, Week 4, T262–T263  <b>SI:</b> Unit 3, Week 4, 143 / <b>TE:</b> Unit 3, Week 4, T260–261  <b>SI:</b> Unit 4, Week 4, 347 / <b>TE:</b> Unit 4, Week 4, T268–T269  <b>SI:</b> Unit 4, Week 5, 393 / <b>TE:</b> Unit 4, Week 5, T348–T349  <b>SI:</b> Unit 4, Week 5, 394 / <b>TE:</b> Unit 4, Week 5, T350–T351</p>
<p>L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>SI:</b> Unit 1, Week 2, 73 / <b>TE:</b> Unit 1, Week 2, T128–T129  <b>SI:</b> Unit 2, Week 2, 279 / <b>TE:</b> Unit 2, Week 2, T134–T135  <b>SI:</b> Unit 2, Week 4, 351 / <b>TE:</b> Unit 2, Week 4, T270–T271  <b>SI:</b> Unit 3, Week 2, 75 / <b>TE:</b> Unit 3, Week 2, T128–T129  <b>SI:</b> Unit 4, Week 2, 273 / <b>TE:</b> Unit 4, Week 2, T130–T131  <b>SI:</b> Unit 5, Week 2, 493 / <b>TE:</b> Unit 5, Week 2, T136–T137</p>

**A Correlation of myView Literacy, Grade 5, ©2020 to the  
Common Core State Standards for English Language Arts and Literacy, Grade 5**

<p align="center"><b>Common Core State Standards for English Language Arts and Literacy Grade 5</b></p>	<p align="center"><b>Savvas myView Literacy, ©2020 Print and Online Editions</b></p>
<p>L.5.6 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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p><b>SI:</b> Unit 1, Week 1, 30 / <b>TE:</b> Unit 1, Week 1, T42–T43  <b>SI:</b> Unit 1, Week 1, 37 / <b>TE:</b> Unit 1, Week 1, T62–T63  <b>SI:</b> Unit 1, Week 1, 38 / <b>TE:</b> Unit 1, Week 1, T64–T65  <b>SI:</b> Unit 1, Week 2, 68 / <b>TE:</b> Unit 1, Week 2, T112–T113  <b>SI:</b> Unit 1, Week 3, 121 / <b>TE:</b> Unit 1, Week 3, T218  <b>SI:</b> Unit 1, Week 3, 174 / <b>TE:</b> Unit 1, Week 3, T314–T315  <b>SI:</b> Unit 2, Week 3, 325 / <b>TE:</b> Unit 2, Week 2, T222  <b>SI:</b> Unit 3, Week 3, 123 / <b>TE:</b> Unit 3, Week 3, T218  <b>SI:</b> Unit 3, Week 4, 132 / <b>TE:</b> Unit 3, Week 4, T239  <b>SI:</b> Unit 3, Week 4, 143 / <b>TE:</b> Unit 3, Week 4, T260–T261  <b>SI:</b> Unit 3, Week 5, 182 / <b>TE:</b> Unit 3, Week 5, T336–T337</p>