

**A Correlation of myView Literacy, Grade 5, ©2020
to the
Colorado Academic Standards for Reading, Writing, and Communicating (2020)**

Introduction

This document demonstrates how ***myView Literacy*, ©2020** meets the **Colorado Academic Standards for Reading, Writing, and Communicating**. Correlation page references are to the Teacher 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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Reading, Writing, and Communicating	
Standard 1. Oral Expression and Listening	
1. Collaborate in discussions that serve various purposes and address various situations.	
Evidence Outcomes - Students Can:	
<p>a. Listen to others' ideas and form their own opinions.</p>	<p>Unit 1: Strategy Group: Compare Texts, T56 What Are We Sharing?, T79 Turn, Talk, and Share, T154 Explore the Infographic, T226 Turn, Talk, and Share, T226 How Do We Get Started?, T283 My View, T314</p> <p>Unit 2: My View, T48 Turn, Talk, and Share, T20 Minilesson: Talk About It, T60 Reflect and Share: Talk About It, T60-T61 Possible Teaching Point: Read Like a Writer: Author's Craft, T115 My View, T118 Turn, Talk, and Share, T160</p> <p>Unit 3: Reflect and Share: Talk About It, T58-T59 Turn, Talk, and Share, T154 My View, T310</p> <p>Unit 4: My View, T44 Historical Fiction, T88-T89 Interact with Sources, T294-T295 First Read: Respond, T327 Reflect and Share: Talk About It, T340-T341</p> <p>Unit 5: Reflect and Share: Talk About It, T64-T65 Writing Club, T157 My View, T190 Whole Group, T205 My View, T318</p>
<p>b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, T20-T21</p>

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<p>partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.5.1)</p> <p>i. 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. (CCSS: SL.5.1a)</p> <p>ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)</p> <p>iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)</p> <p>iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)</p> <p>(Continued)</p>	<p>Respond and Analyze: My View, T42 Reflect and Share: Talk About It, T54-T55 Interact with Sources: Explore the Infographic, T84 Turn, Talk, and Share, T84 Informational Text, T86 Respond and Analyze: My View, T112 Listening Comprehension, T156-T157 Respond and Analyze: My View, T184 Poetry, T228 Respond and Analyze: My View, T314 Book Club: Each Day, T373 Book Club Options, T373 Unit 2: Respond and Analyze: My View, T48 Reflect and Share: Talk About It, T60-T61 What's Happening This Week?, T85 Historical Fiction, T88 Interact with Sources: Explore the Map, T90-T91 Informational Text, T92 Respond and Analyze: My View, T118 What Are We Sharing?, T155 Turn, Talk, and Share, T160 Realistic Fiction, T162 Listening Comprehension, T162-T163 Respond and Analyze: My View, T188 Interact with Sources: Explore the Primary Sources, T230 Respond and Analyze: My View, T254 Interact with Sources: Explore the Video, T296 Respond and Analyze: My View, T322 Book Club: Each Day, T381 Book Club Options, T381</p> <p>(Continued)</p> <p>Unit 3: Interact with Sources: Explore the Infographic, T20 Respond and Analyze: My View, T46 Reflect and Share: Talk About It, T58-T59</p>

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	<p>Respond and Analyze: My View, T112 Drama, T156 Listening Comprehension, T234-T235 Respond and Analyze: My View, T244 Respond and Analyze: My View, T250 What's Happening This Week?, T281 Respond and Analyze: My View, T310 Book Club: Each Day, T369</p> <p>Unit 4: Historical Fiction, T22 Reflect and Share: Talk About It, T56-T57 Interact with Sources: Explore the Map, T86 Turn, Talk, and Share, T86 Listening Comprehension, T88-T89 Respond and Analyze: My View, T114 Informational Text, T158 Turn, Talk, and Share, T224 Respond and Analyze: My View, T252 What's Happening This Week?, T289 Minilesson: Explain Details, T340 Book Club: Collaboration, T387</p> <p>Unit 5: Respond and Analyze: My View, T52 Reflect and Share: Talk About It, T64-T65 Turn, Talk, and Share, T94 Informational Text, T96 Listening Comprehension, T96-T97 Respond and Analyze: My View, T120 What's Happening This Week?, T157 Interact with Sources: Explore the Video, T162-T163 Turn, Talk, and Share, T232 Argumentative Text, T294 Respond and Analyze: My View, T318 Book Club Options, T377</p>
<p>c. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, T20-T21 Listening Comprehension, Wrap-Up, T86-T87 Listening Comprehension, Wrap-Up, T290-T291</p> <p>Unit 2: Minilesson: Analyze Graphic Features, T68</p>

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	<p>Listening Comprehension, Wrap-Up, T92-T93 Whole Group, T169 Interact with Sources: Explore the Video, T296-T297 Unit 3: Listening Comprehension, Wrap-Up, T22-T23 Interact with Sources: Explore the Infographic, T88-T89 Listening Comprehension, Wrap-Up, T156-T157 Unit 4: Listening Comprehension, Wrap-Up, T22-T23 Listening Comprehension, Wrap-Up, T226-T227 Listening Comprehension, Wrap-Up, T296-T297 Unit 5: Listening Comprehension, Wrap-Up, T164-T165 Listening Comprehension, Wrap-Up, T234-T235 Compare and Contrast Accounts, T254-T255</p>
<p>d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)</p>	<p>Unit 1: Wrap-Up, T23 Wrap-Up, T87 Wrap-Up, T291 Unit 2: Wrap-Up, T23 Wrap-Up, T163 Wrap-Up, T299</p>

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	ELL Targeted Support: Retell, T326 Unit 3: Wrap-Up, T23 Wrap-Up, T91 Wrap-Up, T157 Unit 4: Wrap-Up, T23 Wrap-Up, T159 Wrap-Up, T227 Unit 5: Wrap-Up, T97 Wrap-Up, T165 Wrap-Up T235 Wrap-Up, T295
2. Present to express an opinion, persuade, or explain/provide information.	
Evidence Outcomes - Students Can:	
a. 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. (CCSS: SL.5.4)	Unit 1: Celebrate and Reflect: Celebrate!, T370 Unit 2: Minilesson: Talk About It, T334 Celebrate and Reflect: Celebrate!, T378 Unit 3: Celebrate and Reflect: Celebrate!, T366 Unit 4: Customize It!, T384 Celebrate and Reflect: Celebrate!, T384 Unit 5: Reflect and Share: Talk About It!, T330-T331 Celebrate and Reflect: Celebrate!, T374
b. Use appropriate eye contact and speak clearly at an understandable pace.	Unit 1: Formative Assessment Options, T327 Celebrate and Reflect: Celebrate!, T370 Unit 2: Talk About It, T334 Celebrate and Reflect: Celebrate!, T378 Unit 3: Talk About It, T322 Celebrate and Reflect: Celebrate!, T366 Unit 5:

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	Reflect on the Unit, T375
c. Include multimedia components (for example: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)	<p>Unit 2: Share Back, T154 Celebrate and Reflect: Celebrate!, T378</p> <p>Unit 3: Add Photographs and Time Lines, T362 Customize It!, T366</p> <p>Unit 4: Celebrate!, T384</p> <p>Unit 5: Graphics, T364</p>
d. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)	<p>Unit 2: Collaborate and Discuss, T376-T377</p> <p>Unit 3: Analyze Student Model, T358 Celebrate, T366</p> <p>Unit 4: Minilesson: Use Dialect, T66-T67 Celebrate and Reflect: Celebrate!, T384</p> <p>Unit 5: Celebrate and Reflect: Celebrate!, T374</p>
e. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.	<p>Unit 1: Celebrate and Reflect: Celebrate!, T370</p> <p>Unit 2: Minilesson: Talk About It, T334 Celebrate and Reflect: Celebrate!, T378</p> <p>Unit 3: Celebrate and Reflect: Celebrate!, T366</p> <p>Unit 4: Celebrate and Reflect: Celebrate!, T384</p> <p>Unit 5: Reflect and Share: Talk About It!, T330-T331 Celebrate and Reflect: Celebrate!, T374</p>

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Standard 2. Reading for All Purposes	
1. Apply strategies to interpret and analyze various types of literary texts.	
Evidence Outcomes - Students Can:	
<p>a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge.</p>	<p>Unit 1: Build Background, T30, T85. T236 Generate Questions, T37, T38, T99 Preview Vocabulary, T236 Concept Mapping, T299</p> <p>Unit 2: Background Knowledge, T101, T315 Close Read: Monitor Comprehension, T104, T108, T110, T113 Preview Vocabulary, T236 Generate Questions, T251</p> <p>Unit 3: Analyze Characters, T52 Generate Questions, T37, T110, T241 Background Knowledge, T99, T108</p> <p>Unit 4: Close Read: Monitor Comprehension, T104, T106, T122–T123 Preview Vocabulary, T234 Generate Questions, T262, T307</p> <p>Unit 5: Close Read: Monitor Comprehension, T245, T249, T258–T259 Generate Questions, T43, T181, T307, T313</p>
<p>b. Use Key Ideas and Details to:</p> <p>i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)</p> <p>ii. 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. (CCSS: RL.5.2)</p> <p>iii. Compare and contrast two or more character's points of view, settings, or</p>	<p>Unit 1: Use Text Evidence, T161 Close Read: Use Text Evidence, T179</p> <p>Unit 2: Explore the Poem, T160 My View: Brainstorm, T188</p> <p>Unit 3: Explore the Poem, T20 Close Read: Analyze Characters, T45 Analyze Characters, T50-T51 Compare Texts, T60 Summarize, T95</p> <p>Close Read: Summarize, T101 Close Read: Analyze Plot Elements, T109</p>

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<p>events in a story or drama, drawing on specific details in the text (for example: how characters interact). (CCSS: RL.5.3)</p> <p>(Continued)</p>	<p>Analyze Plot Elements, T116-T117 Minilesson: Summarize, T120 Strategy Group: Summarize, T122 My View, T184 Synthesize Information, T192-T193 Strategy Group: Synthesize Information, T194 Teacher-Led Options, T194-T195 First Read: Respond: Think Aloud, T238 Minilesson: Realistic Fiction, T290-T291 Close Read: Infer Multiple Themes, 302 Reading Workshop: Infer Multiple Themes: T314-T315</p> <p>Unit 4: Close Read: Analyze Characters, T41 Analyze Characters, T48-T49 Analyze Characters, T48 Evaluate Details, T52-T53 Close Read: Infer Multiple Themes, T98 Close Read: Infer Multiple Themes, T99 Close Read: Infer Multiple Themes, T102 Minilesson: Infer Multiple Themes, T118 Strategy Group: Compare Texts, T128 Make Inferences, T301 Close Read: Make Inferences, T307 Close Read: Make Inferences, T314 Minilesson: Make Inferences, T336-T337</p> <p>(Continued)</p> <p>Unit 5: Close Read: Analyze Plot and Setting, T175 Close Read: Make Inferences, T176 Close Read: Analyze Plot and Setting, T179 Close Read: Analyze Plot and Setting, T183 Analyze Plot and Setting, T194-T195 Minilesson: Make Inferences, T198 Minilesson: Write to Sources, T202</p>
<p>c. Use Craft and Structure to:</p> <p>i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)</p>	<p>Unit 1: Analyze a Personal Narrative, T74 Share Back, T75 Close Read: Understand Point of View, T168 Close Read: Understand Point of View, T172</p>

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<p>ii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)</p> <p>iii. Describe how a narrator's or speaker's point of view influences how events are described. (CCSS: RL.5.6)</p> <p>iv. Locate information to support opinions, predictions, inferences, and identification of the author's message or theme.</p>	<p>Close Read: Understand Point of View, T176 Close Read: Understand Point of View, T180 Possible Teaching Point: Read Like a Writer: Author's Craft, T183 Understand Point of View, T188-T189 Use Text Evidence, T192-T193 Strategy Group: Use Text Evidence, T194 Minilesson: Poetry, T230 Visualize, T233 Possible Teaching Point: Figurative Language, T239 Develop Vocabulary, T246-T247 Academic Vocabulary: Figurative Language, 262-263 Minilesson: Confirm or Correct Predictions, T322-T323</p>
<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 2: Explore the Poem, T160 Analyze Point of View, T166 Possible Teaching Point: Read Like a Writer: Author's Craft, T172 Close Read: Analyze Point of View, T172 Close Read: Analyze Point of View, T174 Close Read: Analyze Point of View, T178 Possible Teaching Point: Read Like a Writer: Author's Craft, T185 Minilesson: Analyze Point of View, T192-T193 Strategy Group: Analyze Point of View, T194 Whole Group, T195 Academic Vocabulary, T253 Academic Vocabulary: Figurative Language, T270-</p>

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(Continued)	<p>T271</p> <p>Unit 3:</p> <p>Minilesson: Analyze Hyperbole and Puns, T132-T133</p> <p>Legend and Drama, T158-T159</p> <p>Explain Literary Structure, T160</p> <p>Close Read: Explain Literary Structure, T178</p> <p>Close Read: Explain Literary Structure, T180</p> <p>Explain Literary Structure, T188-T189</p> <p>Guided Reading Instruction Prompts: Analyze Figurative Language, T232</p> <p>Close Read: Explain Figurative Language, T238</p> <p>First Read: Notice, T240</p> <p>Possible Teaching Point: Academic Vocabulary, T243</p> <p>Academic Vocabulary: Figurative Language, T260-T261</p> <p>Possible Teaching Point: Read Like a Writer: Author’s Craft, T299</p> <p>Possible Teaching Point: Read Like a Writer: Author’s Craft, T309</p> <p>Minilesson: Confirm or Correct Predictions, T318-T319</p> <p>Minilesson: Analyze Effect of Point of View, T330</p> <p>(Continued)</p> <p>Unit 4:</p> <p>Close Read: Infer Multiple Themes, T98</p> <p>Close Read: Infer Multiple Themes, T99</p> <p>Close Read: Infer Multiple Themes, T102</p> <p>Minilesson: Infer Multiple Themes, T118</p> <p>Minilesson: Analyze Point of View, T134-T135</p> <p>Possible Teaching Point: Read Like a Writer: Author’s Craft, T245</p> <p>Possible Teaching Point: Academic Vocabulary: Figurative Language, T250</p> <p>Academic Vocabulary: Figurative Language, T268-T269</p> <p>Possible Teaching Point: Read Like a Writer: Author’s Craft, T315</p> <p>Possible Teaching Point: Read Like a Writer: Author’s Craft, T326</p>

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	<p>Unit 5: Possible Teaching Point: Read Like a Writer: Author’s Craft, T183 Possible Teaching Point: Read Like a Writer: Author’s Craft, T188 Minilesson: Mentor Stack: Develop Stanzas, T223 Minilesson: Mentor Stack: Develop Poetry with Punctuation, T224 Minilesson: Develop a Rhyme Scheme, T225</p>
<p>d. Use Integration of Knowledge and Ideas to:</p> <p>i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (for example: graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7</p> <p>ii. Compare and contrast stories in the same genre (for example: mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)</p> <p>iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.</p>	<p>Unit 1: ELL Targeted Support: Use Visuals, T177 Reflect and Share, T258-T259 Strategy Group: Compare Texts, T260 Analyze Imagery, T266–267 Use Imagery, T268–t269 Understand Figurative Language, T334–T335</p> <p>Unit 3: Compare Texts, T27 Analyze Imagery, T66–T67 Strategy Group: Compare Texts, T126 Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T159 Synthesize Information, T161 Read and Compare, T174 Reflect and Share, T196-T197 My View, T244 Reflect and Share, T256-T257 Compare Across Texts, T350</p>

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	<p>Unit 4: ELL Targeted Support: Visuals, T101 ELL Targeted Support: Visual Support, T306 Possible Teaching Point: Read Like a Writer: Author's Craft, T317 Possible Teaching Point: Read Like a Writer: Author's Craft, T319</p> <p>Unit 5: Use Simile and Metaphor, T155</p>
<p>e. Use Range of Reading and Complexity of Text to:</p> <p>i. 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. (CCSS: RL.5.10)</p>	<p>Unit 1: Identify Historical Fiction, T160 Reading Workshop: Matching Texts to Learning (Leveled Readers), T160-T161 Read, T164-T183 Identify Elements of Poetry, T232 Reading Workshop: Matching Texts to Learning (Leveled Readers), T232-T233</p> <p>Unit 2: Identify Realistic Fiction, T166 Reading Workshop: Matching Texts to Learning (Leveled Readers), T166-T167 Read, T170-T187</p> <p>Unit 3: Identify Realistic Fiction, T26 Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27 Read, T30-T35 Reading Workshop: Matching Texts to Learning (Leveled Readers), T94-T95 Identify Legends and Dramas, T160</p>

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	Reading Workshop: Matching Texts to Learning (Leveled Readers), T232-T233 Identify Poetry, T232 Reading Workshop: Matching Texts to Learning (Leveled Readers), T292-T293 Identify Realistic Fiction, T292 Unit 4: Identify Historical Fiction, T26 Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27 Reading Workshop: Matching Texts to Learning (Leveled Readers), T92-T93 Read, T96-T113 Identify Historical Fiction, T300 Reading Workshop: Matching Texts to Learning (Leveled Readers), T300-T301 Unit 5: Matching Texts to Learning, T168-T169 Read, T172-T189 Identify Historical Fiction, T168
2. Apply strategies to interpret and analyze various types of informational texts.	
Evidence Outcomes - Students Can:	
a. Use Key Ideas and Details to: i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1) ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2) iii. 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. (CCSS: RI.5.3) iv. Distinguish between fact and opinion, providing support for judgments made	Unit 1: Wrap-Up: T-Chart, T23 Analyze Main Ideas and Details, T26 Use Text Evidence, T27 Close Read: Analyze Main Ideas and Details, T32 Close Read: Use Text Evidence, T33 Close Read: Use Text Evidence, T34 Close Read: Use Text Evidence, T33 Close Read: Analyze Main Ideas and Details, T35 Close Read: Use Text Evidence, T38 Minilesson: Analyze Main Ideas and Details, T46-T47 Strategy Group: Analyze Main Ideas and Details, T48 First Read: Respond, T109 Minilesson: Use Text Evidence, T50-T51 Strategy Group: Use Text Evidence, T52-T53 Cross Curricular Perspectives: Social Studies, T300 Refine Research, T364

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<p>(Continued)</p>	<p>Unit 2: Close Read: Evaluate Details, T33 Close Read: Evaluate Details, T36 Whole Group, T55 Explore the Primary Sources, T230-T231 Use Text Evidence, T237 Explain Relationships Between Ideas, T258</p> <p>Unit 3: Brainstorm a Topic and Opinion, T81 Opinion Essay, T144</p> <p>(Continued)</p> <p>Unit 4: Summarize, T163 Close Read: Summarize, T171 Close Read: Summarize, T172 Close Read: Summarize, T181 Minilesson: Summarize, T190-T191 Strategy Group: Summarize, T192-T193 Explain Relationships Between Ideas, T230 Close Read: Explain Relationships Between Ideas, T238 Close Read: Explain Relationships Between Ideas, T244 Close Read: Explain Relationships Between Ideas, T245 Close Read: Explain Relationships Between Ideas, T248 Close Read: Explain Relationships Between Ideas, T250 Minilesson: Explain Relationships Between Ideas, T256-T257 Strategy Group: Explain Relationships Between Ideas, T258</p>

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	<p>Unit 5: Close Read: Analyze Main Ideas and Details, T32 Close Read: Analyze Main Ideas and Details, T35 Close Read: Analyze Main Ideas and Details, T36 Close Read: Analyze Main Ideas and Details, T41 Close Read: Analyze Main Ideas and Details, T43 Close Read: Analyze Main Ideas and Details, T45 Close Read: Analyze Main Ideas and Details, T50 Identify Main Idea and Details, T56-T57 Strategy Group: Identify Main Idea and Details, T58-T59 Explore the Diagram, T232 Wrap-Up, T235 Minilesson: Compare and Contrast Accounts, T254 Wrap-Up, T295</p>
<p>b. Use Craft and Structure to:</p> <p>i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (CCSS: RI.5.4)</p> <p>ii. Compare and contrast the overall structure (for example: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)</p> <p>iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)</p> <p>iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks</p>	<p>Unit 1: Preview Vocabulary, T30-T31 Compare Texts, T27 Minilesson: Explain Text Structure, T62 Academic Vocabulary: Language of Ideas, T84 First Read: Connect, T98 Develop Vocabulary, T112-T113 Strategy Group: Compare Texts, T126 Whole Group, T127 Preview Vocabulary, T298 Minilesson: Develop Vocabulary, T314 How to Use a Glossary, T386-T387</p> <p>Unit 2: Preview Vocabulary, T30 Analyze Graphic Features, T68-T69 Use Graphic Features, T70-T71 Preview Vocabulary, T100 Minilesson: Develop Vocabulary, T118 Strategy Group: Develop Vocabulary, T120 Strategy Group: Compare and Contrast, T132 Compare Texts, T167 Preview Vocabulary: T240-T241 Refine Research: Primary and Secondary Sources, T372-T373 How to Use a Glossary, T394-T395</p>

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(Continued)	<p>Unit 4: Academic Vocabulary: Language of Ideas, T156 Preview Vocabulary, T166-T167 First Read: Connect, T170 Strategy Group: Compare Texts, T196 Minilesson: Develop Vocabulary, T182-T183 Whole Group, T185 Analyze Graphic Features, T272-T273 Use Graphic Features, T274-T275 Compare Across Texts, T368-T369 Refine Research: Primary and Secondary Sources, T378-T379</p> <p>(Continued)</p> <p>Unit 5: First Read: Respond, T51 Minilesson: Develop Vocabulary, T52-T53 Strategy Group: Compare Texts, T66 Whole Group, T67 Preview Vocabulary, T104-T105 Academic Vocabulary: Language of Ideas, T232 Compare and Contrast Accounts, T238 Compare Texts, T239 Preview Vocabulary, T242-T243 Compare and Contrast Accounts, T244 Compare and Contrast Accounts, T246 Possible Teaching Point: Read Like a Writer: Author’s Craft, T247 First Read: Respond, T248 Compare and Contrast Accounts, T248 Strategy Group: Develop Vocabulary, T252 Compare and Contrast Accounts, T254-T255 Strategy Group: Compare and Contrast Accounts, T256-T257 Strategy Group: Compare Texts, T264-T265 Strategy Group: Develop Vocabulary, T318-T319 Compare Across Texts, T358-T359</p>
c. Use Integration of Knowledge and Ideas	Unit 1:

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<p>to:</p> <ul style="list-style-type: none"> i. 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. (CCSS: RI.5.7) ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8) iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9) <p>(Continued)</p>	<p>Minilesson: Use Text Features, T134-T135</p> <p>Unit 2: Develop with Visuals and Multimedia, T154 Explore the Video, T296-T297 Synthesize Information, T303 Close Read: Synthesize Information, T311 Close Read: Synthesize Information, T313 Close Read: Synthesize Information, T316 Close Read: Synthesize Information, T318 Minilesson: Synthesize Information, T330-T331 Strategy Group: Synthesize Information, T332 Primary and Secondary Sources, T372</p> <p>Unit 3: Explore Media, T286-T287</p> <p>(Continued)</p> <p>Unit 4: Compare Across Texts, T368 Conduct Research, T374 Refine Research, T378 Differentiated Support: Intervention/Extend, T379</p> <p>Unit 5: My View, T250 Minilesson: Write to Sources, T262 Minilesson: Argumentative Text, T296 Analyze Argumentative Texts, T298 Strategy Group: Analyze Argumentative Texts, T300-T301 Close Read: Analyze Argumentative Texts, T305 Close Read: Analyze Argumentative Texts, T306 Close Read: Analyze Argumentative Texts, T308 Close Read: Analyze Argumentative Texts, T310 Close Read: Analyze Argumentative Texts, T313 Close Read: Analyze Argumentative Texts, T315 Close Read: Analyze Argumentative Texts, T316 Analyze Argumentative Texts, T322-T323 Strategy Group: Analyze Argumentative Texts, T324-T325</p>
<ul style="list-style-type: none"> d. Use Range of Reading and Complexity of Text to: <ul style="list-style-type: none"> i. By the end of the year, read and 	<p>Unit 1: Identify Informational Text, T26 Reading Workshop: Matching Texts to Learning</p>

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<p>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. (CCSS: RI.5.10)</p> <p>(Continued)</p>	<p>(Leveled Readers), T26-T27 Reading Workshop: Matching Texts to Learning (Leveled Readers), T90-T91 Identify Informational Text, T90 Read, T94-T111 Identify Informational Text, T294 Reading Workshop: Matching Texts to Learning (Leveled Readers), T294-T295</p> <p>(Continued)</p> <p>Unit 2: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27 Identify Informational Text, T26 Reading Workshop: Matching Texts to Learning (Leveled Readers), T96-T97 Reading Workshop: Matching Texts to Learning (Leveled Readers), T236-T237 Identify Informational Texts, T236 Reading Workshop: Matching Texts to Learning (Leveled Readers), T302-T303</p> <p>Unit 4: Reading Workshop: Matching Texts to Learning (Leveled Readers), T162-T163 Identify Informational Text, T162 Read, T164-T181 Reading Workshop: Matching Texts to Learning (Leveled Readers), T230 Identify Biographies, T230</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26-T27 Identify Informational Text, T26 Reading Workshop: Matching Texts to Learning (Leveled Readers), T100-T101 Identify Informational Text, T100 Reading Workshop: Matching Texts to Learning (Leveled Readers), T238-T239</p>

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	Identify Informational Text, T238 Reading Workshop: Matching Texts to Learning (Leveled Readers), T298-T299
3. Apply knowledge of word meanings (morphology) and word relationships to determine the meaning of unknown words in and out of context.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.RF.5.3) i. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (for example, roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS: RF.5.3a) 	<p>Unit 1: Possible Teaching Point: Academic Vocabulary: Related Words, T33 Possible Teaching Point: Academic Vocabulary: Related Words, T37 Minilesson: Related Words, T58-T59 Lessons 1-3, 5: Suffixes -ic, -ism, -ive, T60-T61 Lesson 4: Suffixes -ic, -ism, -ive, T131 Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265 Lesson 4: Words with Suffixes -able, -ible, T333</p> <p>Unit 2: Academic Vocabulary: Related Words, T37 Academic Vocabulary: Related Words, T45 Minilesson: Related Words, T64 Lesson 4: VCe Syllables, T67 Lesson 4: Open and Closed Syllables V/CV and VC/V, T137 Possible Teaching Point: Word Study: Prefixes il-, in-, im-, ir-, T246 Lessons 1-3, 5: Prefixes il-, in-, im-, ir-, T272-T273 Lesson 4: Prefixes il-, in-, im-, ir-, T341</p> <p>Unit 3: Academic Vocabulary: Related Words, T35 Academic Vocabulary: Related Words, T45 Minilesson: Related Words, T62 Possible Teaching Point: Word Study: Suffixes,</p>

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(Continued)	<p>T102 Lesson 4: Suffixes -ize, -ance, -ence, -ist, T209 Lessons 1-3, 5: Suffixes -ous, -eous, -ious, T262-T263 Possible Teaching Point: Word Study: Syllable Patterns, T306 Lessons 1-3, 5: Syllable Patterns, T328-T329 Lesson 4: Suffixes -ous, -eous, -ious, T335</p> <p>(Continued)</p> <p>Unit 4: Academic Vocabulary: Related Words, T32 Academic Vocabulary: Related Words, T35 Minilesson: Related Words, T60 Lessons 1-3, 5: Word Parts pro-, com-, con-, T62-T63 Word Study: Lesson 4: Syllable Patterns, T63 Word Study: Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347</p> <p>Unit 5: Academic Vocabulary: Related Words, T33 Academic Vocabulary: Related Words, T37 Minilesson: Related Words, T68-T69 Possible Teaching Point: Word Study: Syllable Patterns, T108 Possible Teaching Point: Word Study: Syllable Patterns, T115 Lessons 1-3, 5: Syllable Patterns, T138-T139 Multisyllabic Words, T174 Word Study: Lessons 1-3, 5: Multisyllabic Words, T208-T209 Possible Teaching Point: Word Study: Suffixes, T184 Lesson 4: Syllable Patterns, T209</p>

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<p>b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)</p> <p>i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)</p> <p>ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)</p> <p>iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)</p>	<p>Unit 1: Read, T30 Teacher-Led Options: Fluency, T48 Read, T94 Close Read: Vocabulary in Context, T105 Fluency: Rate/Oral Reading Rate and Accuracy, T114 Read, T164 Realistic Fiction: Fluency, T164 Possible Teaching Point: Academic Vocabulary: Context Clues, T172 Possible Teaching Point: Academic Vocabulary: Context Clues, T178 Close Read: Fluency, T183 Academic Vocabulary: Minilesson: Context Clues, T200-T201 Read, T236 Fluency: Prosody/Oral Reading Rate and Accuracy, T252 Read, T298</p> <p>Unit 2: Develop Vocabulary, T26 Read, T30 Fluency: Prosody/Oral Reading Rate and Accuracy, T50 Turn, Talk, And Share, T95 Strategy Group: Monitor Comprehension, T128 Read, T100 Read, T170 Possible Teaching Point: Academic Vocabulary, Context Clues, T173 Possible Teaching Point: Academic Vocabulary, Context Clues, T180</p>

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<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS.L.5.3)</p> <p>i. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS.L.5.3.a)</p> <p>ii. Compare and contrast the varieties of English (for example: <dialects, registers) used in stories, dramas, or poems. (CCSS.L.5.3.b)</p>	<p>Unit 2: Minilesson: Edit Simple and Compound Sentences, T289</p> <p>Unit 3: ELL Targeted Support: Revise by Combining Ideas for Clarity, T275 Minilesson: Revise by Rearranging Ideas for Clarity, T278 Minilesson: Revise by Combining Ideas for Clarity, T279</p> <p>Unit 4: Possible Teaching Point: Read Like a Writer: Author’s Craft, T34 ELL Targeted Support: Dialect, T36 Minilesson: Analyze Dialects, T64 Minilesson: Use Dialect, T66</p>

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	Writing Workshop, T67 Minilesson: Edit for Subordinating Conjunctions, T287 Unit 5: Share Back, T84
<p>d. 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. (CCSS: L.5.4)</p> <p>i. Use context (for example: cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (for example: photograph, photosynthesis). (CCSS: L.5.4b)</p> <p>iii. Consult reference materials (for example, dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.4.c)</p>	Unit 1: Formative Assessment Options: Turn, Talk, and Share/Use Related Words, T43 Academic Vocabulary: Related Words, T58-T59 Possible Teaching Point: Word Study: Greek Roots, T97 Possible Teaching Point: Word Study: Greek Roots, T101 Close Read: Vocabulary in Context, T105 Lessons 1-3, 5: Greek Roots, T130-T131 Possible Teaching Point: Academic Vocabulary: Context Clues, T172 Possible Teaching Point: Academic Vocabulary: Context Clues, T178 Academic Vocabulary: Context Clues, T200-T201 Lesson 4: Greek Roots, T203 How to Use a Glossary, T386-T387 Unit 2: Close Read: Vocabulary in Context, T39 Minilesson: Related Words, T64-T65 Possible Teaching Point: Academic Vocabulary, Context Clues, T173 Possible Teaching Point: Academic Vocabulary, Context Clues, T180 Minilesson: Context Clues, T204-T205 Minilesson: Develop Vocabulary, T254 How to Use a Glossary, T394-T395

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(Continued)	<p>(Continued)</p> <p>Unit 3: Possible Teaching Point: Word Study: Words with Latin Roots, T42 First Read: Generate Questions: Think Aloud, T43 Academic Vocabulary: Related Words, T62-T63 Lessons 1-3, 5: Words with Latin Roots, T64-T65 Lesson 4: Words with Latin Roots, T131 Possible Teaching Point: Academic Vocabulary: Context Clues, T166 Possible Teaching Point: Academic Vocabulary: Context Clues, T173 Possible Teaching Point: Academic Vocabulary: Context Clues, T177 Strategy Group: Develop Vocabulary, T186 Minilesson: Context Clues, T200-T201 Close Read: Vocabulary in Context, T239 Minilesson: Figurative Language, T260 How to Use a Glossary, T382-T383</p> <p>Unit 4: Possible Teaching Point: Academic Vocabulary: Related Words, T35 Possible Teaching Point: Academic Vocabulary: Context Clues, T169 Possible Teaching Point: Academic Vocabulary: Context Clues, T179 Academic Vocabulary: Context Clues, T198-T199 Word Study: Lessons 1-3, 5: Word Origins, T270-T271 Possible Teaching Point: Word Study: Latin Roots, T312 Possible Teaching Point: Word Study: Latin Roots, T313 Possible Teaching Point: Word Study: Latin Roots, T323 Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347 Lesson 4: Word Origins, T347</p>

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e. Read and identify the meaning of words with sophisticated prefixes and suffixes.	<p>Unit 1: Lessons 1-3, 5: Suffixes -ic, -ism, -ive, T60-T61 Lesson 4: Suffixes -ic, -ism, -ive, T131 Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265 Lesson 4: Words with Suffixes -able, -ible, T333</p> <p>Unit 2: Possible Teaching Point: Word Study: Prefixes il-, in-, im-, ir-, T246 Lessons 1-3, 5: Prefixes il-, in-, im-, ir-, T272-T273 Lesson 4: Prefixes il-, in-, im-, ir-, T341</p> <p>Unit 3: Possible Teaching Point: Word Study: Suffixes, T102 Lesson 4: Suffixes -ize, -ance, -ence, -ist, T209 Lessons 1-3, 5: Suffixes -ous, -eous, -ious, T262-T263 Lesson 4: Suffixes -ous, -eous, -ious, T335</p> <p>Unit 4: Prefixes, T132-T133</p> <p>Unit 5: Possible Teaching Point: Word Study: Suffixes, T184</p>

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<p>f. Apply knowledge of derivational suffixes that change the part of speech of the base word (for example active and activity)</p>	<p>Unit 1: Lessons 1-3, 5: Suffixes -ic, -ism, -ive, T60-T61 Lesson 4: Suffixes -ic, -ism, -ive, T131 Lessons 1-3, 5: Words with Suffixes -able, -ible, T264-T265 Lesson 4: Words with Suffixes -able, -ible, T333 Unit 3: Possible Teaching Point: Word Study: Suffixes, T102 Lesson 4: Suffixes -ize, -ance, -ence, -ist, T209 Lessons 1-3, 5: Suffixes -ous, -eous, -ious, T262-T263 Lesson 4: Suffixes -ous, -eous, -ious, T335 Unit 5: Possible Teaching Point: Word Study: Suffixes, T184</p>
<p>g. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings.</p>	<p>Unit 1: Possible Teaching Point: Academic Vocabulary: Context Clues, T172 Possible Teaching Point: Academic Vocabulary: Context Clues, T178 Academic Vocabulary: Context Clues, T200-T201 Multiple-Meaning Words, T242 Unit 2: Multiple-Meaning Words, T108 Possible Teaching Point: Academic Vocabulary, Context Clues, T173 Possible Teaching Point: Academic Vocabulary, Context Clues, T180 Minilesson: Context Clues, T204-T205 Unit 3: Possible Teaching Point: Academic Vocabulary: Context Clues, T166 Possible Teaching Point: Academic Vocabulary: Context Clues, T173 Possible Teaching Point: Academic Vocabulary: Context Clues, T177 Strategy Group: Develop Vocabulary, T186 Minilesson: Context Clues, T200-T201 Multiple-Meaning Words, T326</p>

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(Continued)	(Continued) Unit 4: Possible Teaching Point: Academic Vocabulary: Context Clues, T169 Possible Teaching Point: Academic Vocabulary: Context Clues, T179 Academic Vocabulary: Context Clues, T198-T199 Unit 5: Close Read: Vocabulary in Context, T113 Close Read: Vocabulary in Context, T178 Possible Teaching Point: Academic Vocabulary: Context Clues, T181 Academic Vocabulary: Context Clues, T206-T207
h. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change.	Unit 1: Possible Teaching Point: Word Study: Greek Roots, T97 Possible Teaching Point: Word Study: Greek Roots, T101 Lessons 1-3, 5: Greek Roots, T130-T131 Lesson 4: Greek Roots, T203 Unit 2: Minilesson: Related Words, T64-T65 Unit 3: Possible Teaching Point: Word Study: Words with Latin Roots, T42 Academic Vocabulary: Related Words, T62-T63 Lessons 1-3, 5: Words with Latin Roots, T64-T65 Lesson 4: Words with Latin Roots, T131 Unit 4: Word Study: Lessons 1-3, 5: Word Origins, T270-T271 Possible Teaching Point: Word Study: Latin Roots, T312 Possible Teaching Point: Word Study: Latin Roots, T313 Possible Teaching Point: Word Study: Latin Roots, T323 Lessons 1-3, 5: Latin Roots audi, rupt, scrib, spec, T346-T347
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	<p>Unit 5: Possible Teaching Point: Academic Vocabulary: Related Words, T37 Word Study: Lesson 4: Latin Roots audi, rupt, scrib, spec, T71</p>
<p>i. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCSS.L.5.5)</p> <p>i. Interpret figurative language, including similes and metaphors, in context. (CCSS.L.5.5.a)</p> <p>ii. Recognize and explain the meaning of common idioms, adages, and proverbs. (CCSS.L.5.5.b)</p> <p>iii. Use the relationship between particular words (for example: synonyms, antonyms, homographs) to better understand each of the words. (CCSS.L.5.5.c)</p>	<p>Unit 1: Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Academic Vocabulary: Synonyms and Antonyms, T128-T129 Possible Teaching Point: Read Like a Writer: Author's Craft, T183 Possible Teaching Point: Figurative Language, T239 Minilesson: Figurative Language: Idioms, T262 Minilesson: Understand Figurative Language, T334 Minilesson: Use Figurative Language, T336</p> <p>Unit 2: Possible Teaching Point: Read Like a Writer: Author's Craft, T33 Possible Teaching Point: Academic Vocabulary: Synonyms, T103 Possible Teaching Point: Academic Vocabulary: Antonyms, T109 Minilesson: Synonyms and Antonyms, T134 Possible Teaching Point: Academic Vocabulary: Context Clues, T180 Possible Teaching Point: Academic Vocabulary: Figurative Language, T253</p>
(Continued)	<p>(Continued)</p> <p>Unit 3: Possible Teaching Point: Read Like a Writer:</p>

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	<p>Author’s Craft, T43 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T107 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T109 Minilesson: Synonyms and Antonyms, T128-T129 Guided Reading Instruction Prompts: Analyze Figurative Language, T232 Close Read: Explain Figurative Language, T238 Academic Vocabulary: Figurative Language, T260-T261</p> <p>Unit 4: Possible Teaching Point: Read Like a Writer: Author’s Craft, T41 Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T103 Minilesson: Synonyms and Antonyms, T130 Possible Teaching Point: Academic Vocabulary, T250 Possible Teaching Point: Academic Vocabulary, Figurative Language, T250 Academic Vocabulary: Figurative Language, T268-T269 Minilesson: Figurative Language: Adages, T268 Minilesson: Analyze Adages, T348</p> <p>Unit 5: Minilesson: Synonyms and Antonyms, T136 Possible Teaching Point: Read Like a Writer: Author’s Craft, T183 Possible Teaching Point: Read Like a Writer: Author’s Craft, T188 Possible Teaching Point: Academic Vocabulary: Analogies, T248 Academic Vocabulary: Analogies, T266-T267</p>
<p>j. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships</p>	<p>Unit 1: Academic Vocabulary: Related Words, T58 Introduce the Text: Develop Vocabulary, T42-T43 Introduce the Text: Preview Vocabulary, T164-T165 Introduce the Text: Preview Vocabulary, T236-T237</p>

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<p>(for example: however, although, nevertheless, similarly, moreover, in addition). (CCSS.L.5.6)</p> <p>(Continued)</p>	<p>Assess Understanding, T263 Assess Understanding, T331 Use Academic Words: Collaborate, T357 Unit 2: Academic Vocabulary, T14 Introduce the Text: Preview Vocabulary, 30-T31 Introduce the Text: Preview Vocabulary, T100-T101 Introduce the Text: Preview Vocabulary, T240-T241 Minilesson: Figurative Language: Analogies, T270 Minilesson: Use Precise Language and Domain-Specific Vocabulary, T286 Language of the Genre, T300 Use Academic Words: Collaborate, T365 Customize It!, T376 Unit 3: Academic Vocabulary, T14 Academic Vocabulary: Related Words, T62 Introduce the Text: Preview Vocabulary, T98-T99 Minilesson: Develop Vocabulary, T184-T185 Assess Understanding, T201 Introduce the Text: Preview Vocabulary, T236-T237 Use Academic Words: Collaborate, T353</p> <p>(Continued)</p> <p>Unit 4: Academic Vocabulary, T14 Introduce the Text: Preview Vocabulary, T30-T31 Develop Vocabulary, T114-T115 Assess Understanding, T199 Introduce the Text: Preview Vocabulary, T234-T235 Language of the Genre, T298 Assess Understanding, T345 Use Academic Words: Collaborate, T371 Unit 5: Academic Vocabulary, T14 Introduce the Text: Preview Vocabulary, T30-T31 Assess Understanding, T69</p>

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	Possible Teaching Point: Academic Vocabulary: Synonyms and Antonyms, T109 Introduce the Text: Preview Vocabulary, T172 Assess Understanding, T207 Introduce the Text: Preview Vocabulary, T242-T243 Assess Understanding, T335 Use Academic Words, T361
Standard 3. Writing and Composition	
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information, for a variety of purposes and audiences.	
Evidence Outcomes - Students Can:	
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. (CCSS: W.5.1a)	Unit 1: Explore and Plan: Argumentative Writing, T358-T359 Collaborate and Discuss, T362-T363 Unit 3: Minilesson: Mentor Stack: Develop an Opinion, T144 Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216 Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217 Explore and Plan: Argumentative Writing, T354-T355 Collaborate and Discuss, T358-T359 Unit 5:

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	Minilesson: Write to Sources, T202 Explore and Plan: Argumentative Writing, T362-T363
b. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)	Unit 1: Explore and Plan: Argumentative Writing, T358-T359 Collaborate and Discuss, T362-T363 Unit 3: Minilesson: Plan Your Opinion Essay, T82 ELL Minilesson Support, T143 Minilesson: Develop Reasons, T145 Independent Writing: Mentor Stack, T145 Minilesson: Develop Facts and Details, T146 Minilesson: Mentor Stack: Develop Reasons and Supporting Information, T217 Revise and Edit, T364 Unit 5: Minilesson: Write to Sources, T202 Explore and Plan: Argumentative Writing, T362-T363
c. Link opinion and reasons using words, phrases, and clauses (for example: <i>consequently</i> , <i>specifically</i>). (CCSS: W.5.1c)	Unit 3: ELL Targeted Support: Compose with Transition Words, Phrases, and Clauses, T215 Minilesson: Mentor Stack: Compose with Transition Words, Phrases, and Clauses, T218 Minilesson: Revise by Combining Ideas for Clarity, T279 Collaborate and Discuss, T364-T365
d. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)	Unit 3: Minilesson: Mentor Stack: Develop an Introduction and a Conclusion, T216 Analyze Student Model, T358 Unit 5: Student Interactive: Revise, T373
2. Write informative/explanatory texts that provide a clear focus and the use of text features to group related information on a well-developed topic, using precise language and domain-specific vocabulary.	
Evidence Outcomes - Students Can:	
a. Introduce a topic clearly, provide a general observation and focus, and group	Unit 2: Genre Immersion Lesson: Analyze a Lead

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<p>related information logically; include formatting (for example: headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)</p>	<p>Paragraph, T81 Minilesson: Plan Your Informational Article, T84 Minilesson: Develop an Engaging Idea, T150 Minilesson: Develop with Visuals and Multi Media, T154 Minilesson: Develop and Compose an Introduction, T220 Minilesson: Develop with Related Information, T221 Share Back, T221 Minilesson: Use Formatting, T223 Writing Assessment, T359</p>
<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</p>	<p>Unit 2: ELL Targeted Support: Draft with Specific Facts and Concrete Details, T149 ELL Targeted Support: Develop with Other Information and Examples, T149 Minilesson: Draft with Specific Facts and Concrete Details, T151 Minilesson: Develop with Definitions and Quotations, T152 Minilesson: Develop with Other Information and Examples, T153 Next Steps, T369</p>
<p>c. Link ideas within and across categories of information using words, phrases, and clauses (for example: in contrast/especially). (CCSS: W.5.2c)</p>	<p>Unit 2: ELL Targeted Support: Develop with Transitions, T219 Minilesson: Develop with Transitions, T222 Writing Assessment, T359</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)</p>	<p>Unit 2: Draft with Specific Facts and Concrete Details, T151 Develop with Other Information and Examples, T153</p>

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	Develop with Transitions, T222 Use Precise Language and Domain-Specific Vocabulary, T286 Analyze Student Model, T370 Write for a Reader, T370 Revise and Edit, T376 Unit 5: Use Academic Words, T361
e. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)	Unit 2: Minilesson: Develop and Compose a Conclusion, T224 Prepare for Assessment, T357 Writing Assessment, T359 Unit 4: Revise and Edit, T382 Peer Review, T382 Unit 5: Revise and Edit, T372
3. Write engaging, real or imagined narratives using literary techniques, character development, sensory and descriptive details, and a variety of transition words to signal a clear sequence of events.	
Evidence Outcomes - Students Can:	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)	Unit 1: Minilesson: Plan Your Personal Narrative, T78 Minilesson: Develop an Engaging Idea, T144 Minilesson: Develop Point of View, T147 Minilesson: Develop an Introduction, T216 Share Back, T216 Minilesson: Develop a Sequence of Events, T217 Prepare for Assessment, T349 Unit 4: Minilesson: Develop Characters, T146 Organize an Introduction, T214 Minilesson: Organize a Sequence of Events, T215

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	Choose Pacing of Events, T216
<p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)</p>	<p>Unit 1: Minilesson: Develop Sensory Details, T146 Minilesson: Compose with Dialogue, T148 Share Back, T148 Prepare for Assessment, T349</p> <p>Unit 4: Minilesson: Develop Characters, T146 Minilesson: Develop Dialogue, T150 Minilesson: Choose Pacing of Events, T216 Minilesson: Select A Different Genre, T218 Writing Assessment, T365</p>
<p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)</p>	<p>Unit 1: ELL Targeted Support: Draft with Transitions, T215 Minilesson: Develop a Sequence of Events, T217 Minilesson: Draft with Transitions, T218 Independent Writing, T218 Share Back, T218 ELL Targeted Support: Revise by Combining Ideas, T345 Minilesson: Revise by Rearranging and Combining Ideas, T346</p> <p>Unit 4: ELL Targeted Support: Organize a Sequence of Events, T213 Minilesson: Organize a Sequence of Events, T215 Minilesson: Choose Pacing of Events, T216</p>

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<p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</p>	<p>Unit 1: Minilesson: Develop Specific Details, T145 Minilesson: Develop Sensory Details, T146 Minilesson: Revise by Adding Ideas for Clarity, T281 Minilesson: Revise by Deleting Ideas for Clarity, T282 Unit 4: ELL Targeted Support: Revise by Adding and Deleting Ideas for Clarity, T359 Minilesson: Revise by Adding and Deleting Ideas for Clarity, T360 Unit 5: Minilesson: Mentor Stack: See Like a Poet, T152</p>
<p>e. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</p>	<p>Unit 1: Minilesson: Develop a Sequence of Events, T217 Minilesson: Develop a Conclusion, T220 Prepare for Assessment, T349 Unit 4: Minilesson: Develop the Resolution, T149 Minilesson: Organize a Sequence of Events, T215</p>

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4. Apply understanding of the conventions of standard English grammar, usage, and mechanics to make meaning clear and to strengthen style.	
Evidence Outcomes - Students Can:	
<ul style="list-style-type: none"> a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1) i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a) ii. Form and use the perfect (for example: I <had walked; I have walked; I will have walked) verb tenses. (CCSS: L.5.1b) iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c) iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d) v. Use correlative conjunctions (for example: either/or, neither/nor). (CCSS: L.5.1e) vi. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.3a) 	<p>Unit 2: Lessons 2-5: Principal Parts of Irregular Verbs, T214-T215 Lessons 2-5: Perfect Verb Tenses, T280-T281 ELL Targeted Support: Edit for Prepositions and Prepositional Phrases, T285 Minilesson: Use Correct Verb Tense, T287 Independent Writing, T287 Minilesson: Edit Simple and Compound Sentences, T289 Minilesson: Edit for Prepositions and Prepositional Phrases, T290</p> <p>Unit 3: Lessons 2-5: Prepositions and Prepositional Phrases, T72-T73 ELL Targeted Support: Revise by Combining Ideas for Clarity, T275 Minilesson: Revise by Rearranging Ideas for Clarity, T278 Minilesson: Revise by Combining Ideas for Clarity, T279</p> <p>Unit 4: Lessons 2-5: Coordinating and Subordinating Conjunctions, T208-T209 Lesson 1: Coordinating and Subordinating Conjunctions, T278 Lessons 2-5: Correlative Conjunctions, T278-T279 Minilesson: Edit for Prepositions and Prepositional Phrases, T284 Independent Writing: Mentor Stack, T284 Edit for Subordinating Conjunctions, T287 Lesson 1: Correlative Conjunctions, T354</p>

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	<p>Unit 5: Minilesson: Mentor Stack: Use Interjections, T156 Lessons 2-5: Language and Conventions: Interjections, T344-T345</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)</p> <p>i. Use punctuation to separate items in a series. (CCSS: L.5.2a)</p> <p>ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)</p> <p>iii. Use a comma to set off the words yes and no (for example: Yes, thank you), to set off a tag question from the rest of the sentence (for example: It's true, isn't it?), and to indicate direct address (for example: Is that you, Steve?). (CCSS: L.5.2c)</p> <p>iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)</p> <p>v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)</p>	<p>Unit 1: ELL Targeted Support: Suffix –ive, T60</p> <p>Unit 2: ELL Targeted Support: Edit for Punctuation Marks, T353 Minilesson: Edit for Punctuation Marks, T354</p> <p>Unit 3: Possible Teaching Point: Word Study: Unusual Spellings, T180 Lesson 1: Teach Unusual Spellings, T202 Lessons 1-3, 5: Spelling: Spell Words with Unusual Spellings, T208-T209 Lesson 4: Words with Unusual Spellings, T269 Minilesson: Punctuate Titles, T277 Independent Writing: Mentor Stack, T277 Share Back, T277</p> <p>Unit 4: Lesson 4: Spiral Review: Syllable Patterns, T215 Writing Workshop, T275 Minilesson: Edit for Punctuation Marks, T288</p> <p>Unit 5: Lessons 2-5: Commas and Semicolons in a Series, T78-T79 Lesson 1: Commas and Semicolons in a Series, T146 Lessons 2-5: Commas and Introductory Elements, T146-T147 Lesson 1: Commas and Introductory Elements, T216 Lessons 2-5: Punctuating Titles, T216-T217 Lesson 1: Punctuating Titles, T276</p>

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<p>c. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)</p>	<p>Unit 1: Minilesson: Brainstorm a Topic, T77 Select a Genre, T221 Write for a Reader, T362</p> <p>Unit 2: Minilesson: Set a Purpose, T83 Minilesson: Develop Author's Purpose, T140 Select a Genre, T225 Write for a Reader, T370 Customize It!, T370</p> <p>Unit 3: Minilesson: Brainstorm a Topic and Opinion, T81 Select a Genre, T221 Write for a Reader, T358</p> <p>Unit 4: Minilesson: Set A Purpose, T79 Minilesson: Select a Different Genre, T218 Select a Genre, T219 Write for a Reader, T376</p> <p>Unit 5: Minilesson: Brainstorm Ideas, T87 Minilesson: Mentor Stack: Plan Your Poetry, T88 Select a Genre, T227 Minilesson: Try a New Approach, T283 Write for a Reader, T366</p>

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<p>d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)</p>	<p>Unit 1: Minilesson: Plan Your Personal Narrative, T78 ELL Minilesson Support: Develop Structure, T215 Revise by Rearranging and Combining Ideas, T346 Independent Writing, T346 Revise and Edit, T369</p> <p>Unit 2: Minilesson: Plan Your Informational Article, T84 Minilesson: Develop Author’s Purpose, T140-T141 Draft with Specific Facts, Concrete Details, T151 Develop with Transitions, T222 Edit for Capitalization, T355 Peer Review, T376 Differentiated Support: Intervention/Extend, T377</p> <p>Unit 3: Plan Your Opinion Essay, T82 Minilesson: Revise by Rearranging Ideas for Clarity, T278 Independent Writing: Mentor Stack, T278 Revise by Combining Ideas for Clarity, T279 Minilesson: Participate in Peer Editing, T280 Minilesson: Incorporate Peer and Teacher Suggestions, T342 Differentiated Support: T365</p> <p>Unit 4: Minilesson: Plan Your Science Fiction Story, T80 Develop the Conflict, T148 Minilesson: Edit for Subordinating Conjunctions, T287 Revise by Adding, Deleting Ideas for Clarity, T360 Revise and Edit, T382 Peer Review, T382 Differentiated Support: T383</p> <p>(Continued)</p> <p>Unit 5: Minilesson: Mentor Stack: Plan Your Poetry, T88 Minilesson: Rewrite for Precise Meaning, T226</p>

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(Continued)	Minilesson: Try a New Approach, T283 Revise and Edit, T372 Peer Review, T372 Differentiated Support: Intervention/Extend, T373
e. 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.(adapted from CCSS: W.5.6)	Unit 1: Independent Writing, T348 Celebrate!, T370 Unit 2: Celebrate!, T378 Unit 3: Minilesson: Use Technology to Produce Writing, T148 Minilesson: Use Technology to Interact and Collaborate, T220 Celebrate!, T366 Unit 4: Minilesson: Publish and Celebrate, T362 Introduce the Project, T370 Unit 5: Minilesson: Publish and Celebrate, T352 Extend Research: Recording Tips, T370-T371 Celebrate!, T374
f. 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. (CCSS.W.5.10)	Unit 1: Minilesson: Write to Sources, T124-T125 Minilesson: Write to Sources, T196-T197 My View: Write About It, T197 Writing Club, T283 Essential Question: My Turn, T354

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	<p>Unit 2: Writing Club, T85 Minilesson: Write to Sources, T200-T201 My View: Write About It, T201 Write for a Reader, T276 Weekly Question, T335 Essential Question: My Turn, T362</p> <p>Unit 3: Minilesson: Write to Sources, T124 My View: Write About It, T125 Writing Club, T149 Minilesson: Write to Sources, T196-T197 Minilesson: Write to Sources, T256-T257 Essential Question, T350</p> <p>Unit 4: Minilesson: Write to Sources, T126-T127 Independent Writing, T146 Write for a Reader, T204-T205 Minilesson: Write to Sources, T264-T265</p> <p>Unit 5: Write for a Reader, T74-T75 Brainstorm Ideas, T87 Minilesson: Write to Sources, T132-T133 Minilesson: Write to Sources, T202-T203 My View: Write About It, T203 Essential Question: My Turn, T358</p>
Standard 4. Research Inquiry and Design	
1. Research to locate, summarize, synthesize and document information from print and digital sources, and communicate findings appropriately.	
Evidence Outcomes - Students Can:	
a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects	<p>Unit 1: Conduct Research: Web Sites, T360-T361 Extend Research: Write a Business Letter, T366</p>

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<p>of a topic. (CCSS: W.5.7)</p> <ul style="list-style-type: none"> i. Summarize and support key ideas ii. Demonstrate comprehension of information with supporting logical and valid inferences. iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience. 	<p>Celebrate and Reflect, T370–T371</p> <p>Unit 2: Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372 Celebrate and Reflect, T378–T379</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Extend Research: Add Photographs and Timelines, T362-T363 Celebrate and Reflect, T366–T367</p> <p>Unit 4: Introduce the Project, T370 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Online Survey Tools, T380-T381 Celebrate and Reflect, T384–T385</p> <p>Unit 5: Conduct Research: Graphics, T364-T365 Celebrate and Reflect, T374–T375</p>
<ul style="list-style-type: none"> b. 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. (CCSS: W.5.8) i. Develop relevant supporting visual information (for example: charts, maps, graphs, photo evidence, models) 	<p>Unit 1: Brainstorm a Topic, T77 Plan Your Personal Narrative, T78 Student Interactive: Plan Your Research, T359 Conduct Research: Web Sites, T360 Refine Research: Quoting and Paraphrasing, T364 Differentiated Support: Intervention/Extend, T365 Next Steps, T365</p> <p>Unit 2:</p>

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<p>ii. Provide documentation of sources used in a grade-appropriate format.</p>	<p>Refine Research: Primary and Secondary Sources, T372-T373 Next Steps, T373 Unit 3: Conduct Research: Databases, T356-T357 Refine Research: Bibliography, T360-T361 Differentiated Support: Intervention/Extend, T361 Next Steps, T361 Using Photographs, T362–T363 Unit 4: Reflect and Share: Write to Sources, T194-T195 Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378 Extend Research: Online Survey Tools, T380 Unit 5: Conduct Research: Graphics, T364-T365 Refine Research: Bibliography, T368-T369</p>
<p>c. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)</p> <p>i. Apply grade 5 Reading standards to literature (for example: "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [for example: how characters interact]"). (CCSS: W.5.9a)</p> <p>ii. Apply grade 5 Reading standards to informational texts (for example: "Explain how an author uses reasons</p>	<p>Unit 1: Minilesson: Write to Sources, T124 Minilesson: Write to Sources, T196 Reflect and Share: Write to Sources: T258-T259 Conduct Research: Web Sites, T360 Refine Research: Quoting and Paraphrasing, T364-T365 Unit 2: Minilesson: Write to Sources, T130-T131 Minilesson: Write to Sources, T200 Minilesson: Synthesize Information, T330 Conduct Research: Search Engines, T368 Unit 3:</p>

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<p>and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)</p>	<p>Minilesson: Write to Sources, T124 Minilesson: Write to Sources, T196 Minilesson: Write to Sources, T256 Conduct Research: Databases, T356 Next Steps, T357 Unit 4: Minilesson: Write to Sources, T126 Minilesson: Write to Sources, T194 Minilesson: Write to Sources, T264 Unit 5: Minilesson: Write to Sources, T132 Minilesson: Write to Sources, T202 Minilesson: Compare and Contrast Accounts, T254 Minilesson: Write to Sources, T262 Explore and Plan: Argumentative Writing, T362 ELL Targeted Support: Planning, T363 Critical Literacy: Analyze Type of Source, T368</p>