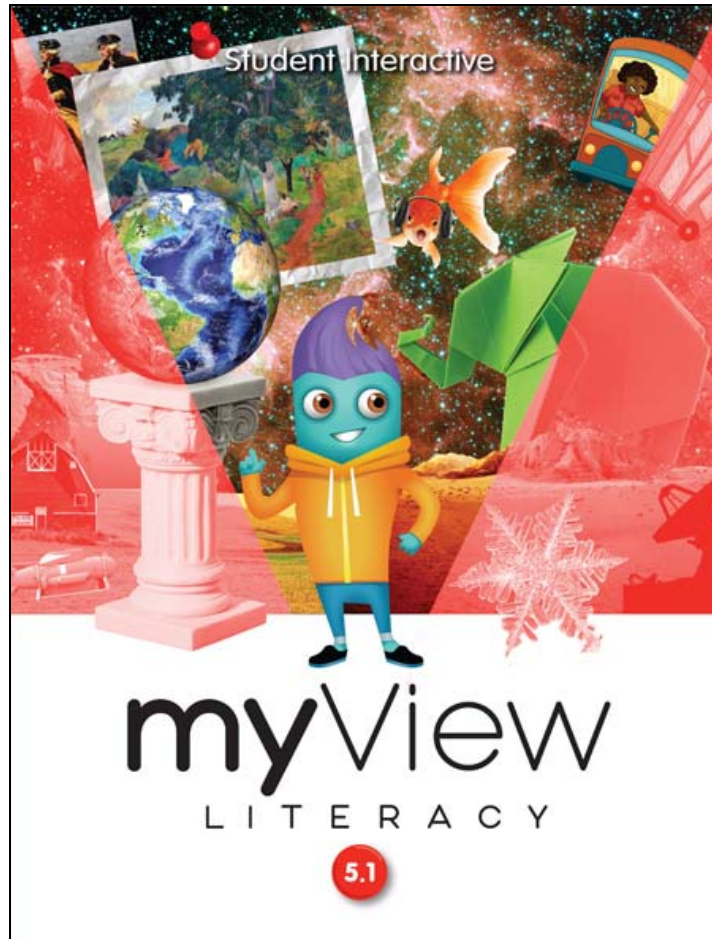


A Correlation of



To the

Massachusetts Science and Technology/Engineering Curriculum Framework Grade 5

SAVVAS

A Correlation of myView Literacy, Grade 5, ©2020 to the Massachusetts Science and Technology/Engineering Curriculum Framework

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the *Massachusetts Science and Technology/Engineering Curriculum Framework*. Correlation page references are to the Teacher Edition and Digital Resources, and are cited by grade, unit and page references, or digital activities.

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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2016 Massachusetts Science and Technology/Engineering Curriculum Framework	myView Literacy Grade 5, ©2020
Grade 5	
Grade 5: Earth and Space Sciences	
ESS1. Earth’s Place in the Universe	
5-ESS1-1. Use observations, first-hand and from various media, to argue that the Sun is a star that appears larger and brighter than other stars because it is closer to Earth.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 1: Selections Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111 Activities and Supplemental Material Cross-Curricular Perspectives: Social Studies, U1: T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, U1: T108 (Viking Spaceship on Mars)</p> <p>Unit 2: Selections Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16</p>
State Assessment Boundary:	
• Other factors that affect apparent brightness (such as stellar masses, age, or stage) are not expected in state assessment.	
5-ESS1-2. Use a model to communicate Earth’s relationship to the Sun, Moon, and other stars that explain (a) why people on Earth experience day and night, (b) patterns in daily changes in length and direction of shadows over a day, and (c) changes in the apparent position of the Sun, Moon, and stars at different times during a day, over a month, and over a year.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 1: Selections Read: <i>Life on Earth—and Beyond</i> (Solar Radiation) T95–T111 Latitude Longitude Dreams T240</p> <p>Unit 2: Selections Read Aloud: “A Pinhole Camera” (Solar Eclipse) T162–T16</p> <p>Unit 4: Selections The North Star T22</p> <p>Digital Resources: Unit 5>Leveled Readers>Mission to the Stars (Informational Text)</p>

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Clarification Statement:	
• Models should illustrate that the Earth, Sun, and Moon are spheres; include orbits of the Earth around the Sun and of the Moon around Earth; and demonstrate Earth’s rotation about its axis.	
State Assessment Boundary:	
• Causes of lunar phases or seasons, or use of Earth’s tilt are not expected in state assessment.	
ESS2. Earth’s Systems	
5-ESS2-1. Use a model to describe the cycling of water through a watershed through evaporation, precipitation, absorption, surface runoff, and condensation.	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T316 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, U2: T102 (Fresh Water)</p> <p>Unit 5: Selections Poem: The Water Cycle T94–T95 Read: from <i>Earth’s Water Cycle</i> T105–T125 Activities and Supplemental Material Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)</p> <p>Digital Resources: Unit 5>Leveled Readers>Flood! (Realistic Fiction) >Tropical Rain Forests (Informational Text)</p>

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State Assessment Boundary:	
• Transpiration or explanations of mechanisms that drive the cycle are not expected in state assessment.	
<p>5-ESS2-2. Describe and graph the relative amounts of salt water in the ocean; fresh water in lakes, rivers, and groundwater; and fresh water frozen in glaciers and polar ice caps to provide evidence about the availability of fresh water in Earth's biosphere.</p>	<p>Unit 2: Selections Infographic: How Scientists Study Ocean Life T20–T21 Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Read: <i>Far from Shore</i> T31–T47 Map: Protecting Habitats T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Read: <i>A Place for Frogs</i> T101–T117 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T32 (Coral Reef) Cross-Curricular Perspectives: Science, U2: T34 (Marine Research) Cross-Curricular Perspectives: Science, U2: T102 (Fresh Water) Cross-Curricular Perspectives: Science, U2: T106 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, U2: T111 (Protect Frog Species) Cross-Curricular Perspectives: Science, U2: T112 (Frog Species) Cross-Curricular Perspectives: Science, U2: T316 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, U2: T318 (Whales Ecosystem)</p> <p>Unit 5: Selections Poem: The Water Cycle T94–T95 Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i> T105–T125</p>

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State Assessment Boundary:	
• Inclusion of the atmosphere is not expected in state assessment.	
ESS3. Earth and Human Activity	
<p>5-ESS3-1. Obtain and combine information about ways communities reduce human impact on the Earth’s resources and environment by changing an agricultural, industrial, or community practice or process.</p>	<p>Unit 2: Selections Map: Protecting Habitats T90–T91 Read Aloud: “The Manatees’ Future Is Looking Brighter” T92–T93 Video: Saving Natural Habitats T296–T297 Read: <i>Let Wild Animals Be Wild</i> and <i>Don’t Release Animals Back to the Wild</i> T307–T321 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T308 (Protecting Endangered Species)</p> <p>Unit 5: Selections Diagram: Waste Is a Problem T232–T233 Read Aloud: “The Problem with Palm Oil” T234–T235 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249 Map: How People Influence Natural Systems T292–T293 Read Aloud: “Deforestation Must Be Controlled” T294–T295 Read: <i>People Should Manage Nature</i> T303–T317 Activities and Supplemental Material Cross-Curricular Perspectives: Science, T246 (Methane Gas) Research Project: PSA Showing How People Can Help the Environment, T360–T375</p> <p>Digital Resources: Unit 5>Leveled Readers>Protecting Our Planet (Informational Text)</p>

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<p>Clarification Statement:</p>	
<ul style="list-style-type: none"> • Examples of changed practices or processes include treating sewage, reducing the amounts of materials used, capturing polluting emissions from factories or power plants, and preventing runoff from agricultural activities. 	
<p>State Assessment Boundary:</p>	
<ul style="list-style-type: none"> • Climate change or social science aspects of practices such as regulation or policy are not expected in state assessment. 	
<p>5-ESS3-2(MA). Test a simple system designed to filter particulates out of water and propose one change to the design to improve it.*</p>	<p>Teachers can introduce this objective with the following:</p> <p>Unit 2: Selections Infographic: How Scientists Study Ocean Life T20–T21 Leveled Readers Making Observations (Informational Text) Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T34 (Marine Research)</p> <p>Unit 5: Activities and Supplemental Material Research Project: PSA Showing How People Can Help the Environment, T360–T375</p>

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Grade 5: Life Science	
LS1. From Molecules to Organisms: Structures and Processes	
<p>5-LS1-1. Ask testable questions about the process by which plants use air, water, and energy from sunlight to produce sugars and plant materials needed for growth and reproduction.</p>	<p>Unit 2: Selections Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, U2: T113 (Fungus) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen) Cross-Curricular Perspectives: Science, U2: T244 (Saguaro Cactus) Cross-Curricular Perspectives: Science, U2: T310 (Plants as Food Source) Cross-Curricular Perspectives: Science, U2: T316 (Amazon Rain Forest)</p> <p>Unit 5: Activities and Supplemental Material Cross-Curricular Perspectives: Science, T310 (Biodiversity)</p> <p>Digital Resources: Unit 2>Leveled Readers> An Eye on Ecosystems (Informational Text) >Trapped in Carnivorous Plants (Expository Text) Unit 5>Leveled Readers>How Do We Feed the World? (Informational Text) >Tropical Rain Forests (Informational Text)</p>

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State Assessment Boundary:	
• The chemical formula or molecular details about the process of photosynthesis are not expected in state assessment.	
LS2. Ecosystems: Interactions, Energy, and Dynamics	
<p>5-LS2-1. Develop a model to describe the movement of matter among producers, consumers, decomposers, and the air, water, and soil in the environment to (a) show that plants produce sugars and plant materials, (b) show that animals can eat plants and/or other animals for food, and (c) show that some organisms, including fungi and bacteria, break down dead organisms and recycle some materials back to the air and soil.</p>	<p>Unit 2: Selections Read: <i>A Place for Frogs</i> T101–T117 Read Aloud: “You Are What You Eat” T298–T299 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T106 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, U2: T113 (Fungus) Cross-Curricular Perspectives: Science, U2: T242, T249 (Desert Ecosystem) Cross-Curricular Perspectives: Science, U2: T310 (Plants as Food Source) Cross-Curricular Perspectives: Science, U2: T312 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, U2: T318 (Whales Ecosystem) Cross-Curricular Perspectives: Science, U2: T320 (Elephant Ecosystem)</p> <p>Unit 3: Selections Infographic: How Many Pets? T88–T89</p> <p>Digital Resources: Unit 2>Leveled Readers>A System of Life (Informational Text) >An Eye on Ecosystems (Informational Text) >Eating Well (Informational Text) >Fit for Survival (Informational Text) >Trapped in Carnivorous Plants (Expository Text) Unit 3>Leveled Readers>Food From Around the World (Expository Text)</p>

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Clarification Statement:	
• Emphasis is on matter moving throughout the ecosystem.	
State Assessment Boundary:	
• Molecular explanations, or distinctions among primary, secondary, and tertiary consumers, are not expected in state assessment.	
5-LS2-2(MA). Compare at least two designs for a composter to determine which is most likely to encourage decomposition of materials.*	<p>Teachers can introduce this objective with the following:</p> <p>Unit 5: Selections Diagram: Waste Is a Problem T232–T233 Read Aloud: “The Problem with Palm Oil” T234–T235 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T243–T249</p> <p>Digital Resources: Unit 3>Leveled Readers>Food from Around the World (Expository Text)</p>
Clarification Statement:	
• Measures or evidence of decomposition should be on qualitative descriptions or comparisons.	
Grade 5: Physical Science	
PS1. Matter and Its Interactions	
5-PS1-1. Use a particle model of matter to explain common phenomena involving gases, and phase changes between gas and liquid and between liquid and solid.	<p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen)</p> <p>Unit 5: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p>

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Clarification Statement:	
• Examples of common phenomena the model should be able to describe include adding air to expand a balloon, compressing air in a syringe, and evaporating water from a salt water solution.	
State Assessment Boundary:	
• Atomic-scale mechanisms of evaporation and condensation or defining unseen particles are not expected in state assessment.	
<p>5-PS1-2. Measure and graph the weights (masses) of substances before and after a reaction or phase change to provide evidence that regardless of the type of change that occurs when heating, cooling, or combining substances, the total weight (mass) of matter is conserved.</p>	<p>Unit 2: Activities and Supplemental Material Compare Across Texts: Observations (Observe the World), T362–T363</p> <p>Unit 5: Selections Read Aloud: “Why Does Ice Float?” T96–T97 Read: from <i>Earth’s Water Cycle</i> T105–T125 Diagram: Waste Is a Problem T232–T233 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p> <p>Digital Resources: Unit 2>Leveled Readers>Instruments of Science (Expository Text)</p>

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Clarification Statement:	
• Assume that reactions with any gas production are conducted in a closed system.	
State Assessment Boundary:	
• Distinguishing mass and weight is not expected in state assessment.	
<p>5-PS1-3. Make observations and measurements of substances to describe characteristic properties of each, including color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.</p>	<p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T179 (Flint Rock) Cross-Curricular Perspectives: Science, U2: T184 (Observation) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen)</p> <p>Unit 5: Selections Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23 Read: <i>Rocks and Fossils</i> T31–T51 Read Aloud: “Why Does Ice Float?” T96–T97 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T32 (Minerals) Cross-Curricular Perspectives: Science, U5: T36 (Granite Rock Formation) Cross-Curricular Perspectives: Science, U5: T38 (Giant’s Causeway – Black Basalt) Cross-Curricular Perspectives: Science, U5: T41 (Sandstone) Cross-Curricular Perspectives: Science, U5: T49 (Limestone) Cross-Curricular Perspectives: Science, T189 (Fossils)</p> <p>Digital Resources: Unit 2>Leveled Readers>Instruments of Science (Expository Text) >Making Observations (Informational Text) Unit 5>Leveled Readers>Power Up! (Expository Text with Procedure)</p>

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Clarification Statements:	
• Emphasis is on describing how each substance has a unique set of properties.	
• Examples of substances could include baking soda and other powders, metals, minerals, and liquids.	
State Assessment Boundary:	
• Density, distinguishing mass and weight, or specific tests or procedures are not expected in state assessment.	
5-PS1-4. Conduct an experiment to determine whether the mixing of two or more substances results in new substances with new properties (a chemical reaction) or not (a mixture).	<p>Unit 2: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen)</p> <p>Unit 5: Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T40 (Fossil Fuels) Cross-Curricular Perspectives: Science, T308 (Forest Fires) Cross-Curricular Perspectives: Science, T246 (Methane Gas)</p>
PS2. Motion and Stability: Forces and Interactions	
5-PS2-1. Support an argument with evidence that the gravitational force exerted by Earth on objects is directed toward Earth's center.	<p>Unit 1: Selections Infographic: The Places Scientists Will Go! T84–T85 Activities and Supplemental Material Cross-Curricular Perspectives: Social Studies, U1: T100, T104 (NASA) Cross-Curricular Perspectives: Social Studies, U1: T108 (Viking Spaceship on Mars)</p> <p>Unit 5: Selections Read: from <i>Earth's Water Cycle</i> (Gravity's Effect on Water) T105–T125 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U5: T39 (Gravity's Effect on Sedimentary Strata)</p> <p>Digital Resources: <i>Unit 1</i>>Leveled Readers>Flight (Informational Text)</p>

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State Assessment Boundary:	
• Mathematical representations of gravitational force are not expected in state assessment.	
PS3. Energy	
<p>5-PS3-1. Use a model to describe that the food animals digest (a) contains energy that was once energy from the Sun, and (b) provides energy and nutrients for life processes, including body repair, growth, motion, body warmth, and reproduction.</p>	<p>Unit 2: Selections Read Aloud: “Jellyfish: Valuable Slime” T22–T23 Read: <i>A Place for Frogs</i> T101–T117 Video: Saving Natural Habitats T296–T297 Read Aloud: “You Are What You Eat” T298–T299 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants) Cross-Curricular Perspectives: Science, U2: T186 (Oxygen) Cross-Curricular Perspectives: Science, U2: T310 (Plants as Food Source)</p> <p>Unit 5: Activities and Supplemental Material Cross-Curricular Perspectives: Science, T249 (Food Spoilage)</p> <p>Digital Resources: Unit 2>Leveled Readers>A System of Life (Informational Text) >Eating Well (Informational Text) >Trapped in Carnivorous Plants (Expository Text) Unit 5>Leveled Readers> How Do We Feed the World? (Informational Text)</p>

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Clarification Statement:	
• Examples of models could include diagrams and flow charts.	
State Assessment Boundary:	
• Details of cellular respiration, ATP, or molecular details of the process of photosynthesis or respiration are not expected in state assessment.	
ETS3. Technological Systems	
<p>5.3-5-ETS3-1(MA). Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.</p>	<p>Unit 1: Activities and Supplemental Material Cross-Curricular Perspectives: Social Studies, U1: T100, T104 (NASA)</p> <p>Unit 2: Selections Infographic: How Scientists Study Ocean Life T20–T21 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T34 (Marine Research) Cross-Curricular Perspectives: Science, U2: T40 (Beaufort Wind Scale)</p> <p>Unit 5: Selections Infographic: Who Are Geologists? T20–T21 Read Aloud: “Geologists at Work” T22–T23</p> <p>Digital Resources: Unit 1>Leveled Readers>Flight (Informational Text) Unit 2>Leveled Readers>Instruments of Science (Expository Text) >Making Observations (Informational Text) Space >Surprise! Great Accidental Inventions (Expository Text (Biography)) Unit 4>Leveled Readers>Freedom and Technology</p>

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<p>5.3-5-ETS3-2(MA). Use sketches or drawings to show how each part of a product or device relates to other parts in the product or device.*</p>	<p>Unit 2: Selections Infographic: How Scientists Study Ocean Life T20–T21 Activities and Supplemental Material Cross-Curricular Perspectives: Science, U2: T40 (Beaufort Wind Scale)</p> <p>Digital Resources: <i>Unit 2</i>>Leveled Readers>Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text (Biography) <i>Unit 4</i>>Leveled Readers> Freedom and Technology</p>