

A Correlation of



To the

**English Language Arts
Missouri Learning Standards
Grade-Level Expectations 2016
Grade 5**

A Correlation of myView Literacy, Grade 5, ©2020 to the ELA Missouri Learning Standards: Grade-Level Expectations 2016

Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the ***English Language Arts, Missouri Learning Standards: Grade Level Expectations***. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

myView Literacy is a K-5 comprehensive, interactive literacy program that provides a balanced approach to teaching reading, writing, speaking, listening and viewing using a collection authentic reading texts and collaborative writing workshops. Competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly-engaging trade books, collaborative learning, and project-based inquiry. The instructional model follows connected reading and writing workshops that focus on teaching the critical skills and strategies students need to be highly competent thinkers, readers, and writers ready for college and career. It is designed to teach students to think carefully about what they read, discern what is relevant to them, and what is important in their world. *myView Literacy* offers a balanced instructional model with an emphasis on conceptual understandings, standards-based instruction and application through rigorous performance tasks and the workshop model.

Inspire Confidence and Collaboration

Create opportunities for student success. Provide a supportive and nurturing environment that empowers students to become independent learners.

Focus on Balance and Flexibility

Develop predictable routines for teaching and learning. Minilessons, small groups, and collaboration lead to a gradual release of responsibility.

Nurture Every Learner

Spend more time coaching, differentiating, and promoting positive attitudes toward reading and writing.

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ELA Missouri Learning Standards Grade-Level Expectations 2016	myView Literacy Grade 5, ©2020
R Reading	
R.1 Develop and apply skills to the reading process.	
R.1.A Comprehension	
R.1.A.1 Develop and demonstrate reading skills in response to text by:	
R.1.A.1.a drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	<p>Unit 1: Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87, T159, T160, T163, T167, T169, T171, T172, T188–T189 Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123 Reflect and Share, T196–T197</p> <p>Unit 2: Generate Questions, T192–T193</p> <p>Unit 3: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295</p> <p>Unit 4: Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321 Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Unit 5: Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>R.1.A.1.b drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p>	<p>Unit 1: Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87, T159, T160, T163, T167, T169, T171, T172, T188–T189 Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123 Reflect and Share, T196–T197</p> <p>Unit 2: Generate Questions, T192–T193</p> <p>Unit 3: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295</p> <p>Unit 4: Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321 Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Unit 5: Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.1.A.1.c monitoring comprehension and making corrections and adjustments when understanding breaks down</p>	<p>Unit 2: Monitor Comprehension, T93, T98, T100, T104, T106, T109, T111, T112, T128–T129</p> <p>Unit 4: Monitor Comprehension, T89, T96, T97, T99, T100, T102, T105–T108, T124–T125</p> <p>Unit 5: Monitor Comprehension, T223, T229, T233, T248–T249</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.1.B Vocabulary	
R.1.B.1 Develop an understanding of vocabulary by:	
R.1.B.1.a determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p> <p>Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p>Unit 5: Word Study: Suffixes, T174</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling >Word Study <i>Professional Development Center</i>>Vocabulary</p>

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<p>R.1.B.1.b using context to determine meaning of unfamiliar or multiple-meaning words</p>	<p>Unit 1: Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162</p> <p>Unit 2: Vocabulary In Context, T41, T47, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170</p> <p>Unit 3: Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167 T177</p> <p>Unit 4: Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p>Unit 5: Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling >Word Study <i>Professional Development Center</i>>Vocabulary</p>
<p>R.1.B.1.c constructing analogies</p>	<p>Unit 2: Figurative Language: Analogies, T216–T217</p> <p>Unit 5: Academic Vocabulary: Analogies, T218–T219, T232</p>

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<p>R.1.B.1.d explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text</p>	<p>Unit 1: Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309</p> <p>Unit 2: Figurative Language, T216–T217, T237</p> <p>Unit 3: Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287</p> <p>Unit 4: Figurative Language, T43, T96, T210, T229, T234–T235</p> <p>Unit 5: Figurative Language, T173, T178</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment >Vocabulary <i>Leveled Readers</i>>Units 1–5</p>
<p>R.1.B.1.e identifying and using words and phrases that signal contrast, addition, and relationships</p>	<p>Unit 2: Minilesson: Write to Sources, T136–T137 Minilesson: Figurative Language: Analogies, T216–T217</p> <p>Unit 5: Possible Teaching Point: Academic Vocabulary: Analogies, T208–T209 Minilesson: Analogies, T232</p>
<p>R.1.B.1.f using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices</p>	<p>Unit 1: Using a Dictionary in Activities, T24–T25, T82–T83 How to Use a Glossary, T482–T483</p> <p>Unit 2: Academic Vocabulary, T24–T25 Develop Vocabulary, T238–T239 Using a Dictionary in Activities, T154, T188, T202, T238–T239, How to Use a Glossary, T490–T491</p> <p>Unit 3: Academic Vocabulary, T24–T25, T86–T87 Develop Vocabulary, T174–T175 How to Use a Glossary, T478–T479</p> <p>Unit 4: Academic Vocabulary, T84–T85, T99</p> <p>Unit 5: Academic Vocabulary, T92–T93 How to Use a Glossary, T486–T487</p> <p>Digital Resources: <i>Resource Download Center</i>>Spelling >Word Study</p>

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<p>R.1.B.1.g using conversational, general academic, and domain-specific words and phrases</p>	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269</p> <p>Unit 2: Develop Vocabulary, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217</p> <p>Unit 3: Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p>Unit 4: Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p>Unit 5: Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling >Word Study <i>Professional Development Center</i>>Vocabulary</p>

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<p>R.1.C Making Connections</p>	
<p>R.1.C.1 Compare, contrast, and analyze relevant connections between:</p>	
<p>R.1.C.1.a text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Compare Texts, T29, T66–T67, T87, T130–T131, T151, T196–T197, T217, T252–T253, T273, T314–T315, T450–T451</p> <p>Unit 2: Compare Texts, T29, T72–T73, T93, T136–T137, T157, T200– T201, T221, T260–T261, T281, T284, T292, T300, T306, T314, T322–T323, T458–T459</p> <p>Unit 3: Compare Texts, T29, T70–T71, T91, T130–T131, T151, T154, T164, T188, T196–T197, T217, T250–T251, T271, T310–T311, T446–T447</p> <p>Unit 4: Compare Texts, T29, T68–T69, T89, T132–T133, T153, T215, T258–T259, T279, T328–T329, T464–T465</p> <p>Unit 5: Compare Texts, T29, T76–T77, T97, T138–T139, T159, T223, T256–T257, T277, T318–T319, T454–T455</p> <p>Digital Resources: Digital Resources: <i>Book Club: Trade Books:>Units 1–5</i> <i>Leveled Readers:>Levels 1–5</i></p>

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<p>R.1.C.1.b text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1: Cross-Curricular Perspectives: Social Studies, T34, T37, T38, T92, T94, T96, T100, T102, T104, T165, T169, T170, T222, T224, T278, T282, T284, T288 Historical Fiction, T142, T144–T145 Compare Across Texts, T450–T452</p> <p>Unit 2: Cross-Curricular Perspectives: Science, T34, T36, T37, T40, T42, T45, T98, T107, T109, T112, T169, T164, T226, T234, T290, T296 Compare Across Texts, T458–T459</p> <p>Unit 3: Cross-Curricular Perspectives: Social Studies, T160, T162, T166, T171, T224, T226, T280, T283 First Read: Respond, T229 Compare Across Texts, T446–T447</p> <p>Unit 4: Cross-Curricular Perspectives: Social Studies, T35, T42, T94, T95, T103, T109, T161, T167, T171, T221, T225, T235, T294, T298 Compare Across Texts, T464–T465</p> <p>Unit 5: Cross-Curricular Perspectives: Science, T34, T40, T42, T46, T51, T110, T179, T230, T286, T294 Make Connections, T68 Compare Across Texts, T454–T455</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5</p>

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<p>R.1.D Independent Text</p>	
<p>R.1.D.1 Read independently for multiple purposes over sustained periods of time by:</p>	
<p>R.1.D.1.a reading text that is developmentally appropriate</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1 Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T86–T87, T150–T151, T216–T217, T272–T273</p> <p>Unit 2 Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T92–T93, T156–T157, T220–T221, T280–T281</p> <p>Unit 3 Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T90–T91, T150–T151, T216–T217, T270–T271</p> <p>Unit 4 Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T88–T89, T152–T153, T214–T215, T278–T279</p> <p>Unit 5 Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T96–T97, T158–T159, T222–T223, T276–T277</p> <p>Digital Resources: Digital Resources: <i>Book Club: Trade Books>Units 1–5 Leveled Readers>Levels 1–5</i></p>

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<p>R.1.D.1.b producing evidence of reading</p>	<p>This objective is practiced throughout all units in myView, for examples see:</p> <p>Unit 1 Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481</p> <p>Unit 2 Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489</p> <p>Unit 3 Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477</p> <p>Unit 4 Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495</p> <p>Unit 5 Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Levels 1–5</p>
<p>R.2 Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p>	
<p>R.2.A Fiction</p>	
<p>R.2.A.1 Read, infer, analyze, and draw conclusions:</p>	
<p>R.2.A.1.a compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p>	<p>Unit 1: Use Text Evidence, T160, T188–T189</p> <p>Unit 3: Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115 Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55</p> <p>Unit 4: Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53</p> <p>Unit 5: Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>R.2.A.1.b explain the theme or moral lesson, conflict and resolution in a story or novel</p>	<p>Unit 2: Explore the Poem, T146–T147 Realistic Fiction, T150–T151</p> <p>Unit 3: Explore the Poem, T18–T19 Summarize, T97, T98, T100, T104 Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107 Minilesson: Realistic Fiction, T264–T265 Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Reflect and Share, T196–T197</p> <p>Unit 4: Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Digital Resources: <i>Book Club: Trade Books</i>>Units 1–5 <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.2.A.1.c describe how a narrator’s or speaker’s point of view influences events</p>	<p>Unit 1: Share Back, T329 Understand Point of View, T150, T156–T158, T161, T162, T164, T166, T168, T170, T173, T180–T181</p> <p>Unit 2: Possible Teaching Point: Read Like A Writer: Author’s Craft, T175 Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185</p> <p>Unit 4: Analyze Point of View, T118</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.2.A.1.d recognize foreshadowing</p>	<p>Unit 5: First Read: Notice: Think Aloud, T170 My View: Write About It, T203</p>

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<p>R.2.A.1.e explain the effect of a historical event or movement in literature</p>	<p>Unit 1: Historical Fiction, T142–T143, T144–T145 Unit 4: Historical Fiction, T20–T21, T22–T23, T80–T81, T82–T83, T270–T271, T272–T273, First Read, T108, T284 Unit 5: Historical Fiction, T150–t151, T152–T153</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.2.A.1.f introduce origin myths, and culturally significant character/ events in mythology</p>	<p>Unit 3: Cross-Curricular Perspectives: Social Studies, T46</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.2.A.1.g introduce different forms of third person points of view in stories</p>	<p>Unit 1: Historical Fiction, T144–T145 Understand Point of View, T150, T156–T158, T161, T162, T164, T166, T168, T170, T173, T180–T181 Unit 2: Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.2.B Poetry	
R.2.B.1 Read, infer and draw conclusions to:	
R.2.B.1.a explain how poets use sound and visual elements in poetry	<p>Unit 1: Interact with Sources: A Poetry Machine, T206–T207 Listening Comprehension: Poetry, T208–T209 Poetry, T210–T211, Poetry Collection, T220–T231 Explain Sound Devices and Figurative Language, T212–T213</p> <p>Unit 2: Explore the Poem, T146–T147</p> <p>Unit 3: Listening Comprehension: Poetry, T208–T209 Poetry, T210–T211, Poetry Collection, T220–T229 Explain Figurative Language, T212–T213, T234–T235 Visualize, T242–T243 Analyze Mood, T236–T237</p> <p>Unit 5: See Like a Poet & Use Simile and Metaphor, T357, T370 Use Personification, T366</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
R.2.B.1.b identify forms of poems	<p>Unit 1: Interact with Sources: A Poetry Machine, T206–T207 Listening Comprehension: Poetry, T208–T209 Poetry, T210–T211, Poetry Collection, T220–T231</p> <p>Unit 2: Explore the Poem, T146–T147</p> <p>Unit 3: Listening Comprehension: Poetry, T208–T209 Poetry, T210–T211, Poetry Collection, T220–T229</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.2.C Drama	
R.2.C.1 Read, infer and draw conclusions to:	
R.2.C.1.a analyze the similarities between an original text and its dramatic adaptation	Unit 3: Legend and Drama, T144–T145, T150, T152–T153 Compare Texts: <i>The Carp</i> and <i>The Hermit Thrush</i> , T154 Selection: <i>The Carp</i> , T154–T163 Selection: <i>The Hermit Thrush</i> , T164–T175
R.2.C.1.b explain structural elements of dramatic literature	Unit 3: Drama, T142–T143 Legend and Drama, T144–T145, T150, T152–T153 Dramatic Selection: “The Hermit Thrush,” T164–T173 Respond and Analyze, T174–T175
R.2.C.1.c evaluate the critical impact of sensory details, imagery, and figurative language	Unit 3: Drama, T142–T143 Legend and Drama, T144–T145, T150, T152–T153 Dramatic Selection: “The Hermit Thrush,” T164–T173 Respond and Analyze, T174–T175
R.3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
R.3.A Text Features	
R.3.A.1 Read, infer and draw conclusions to:	
R.3.A.1.a use multiple text features and graphics to locate information and gain an overview of the contents of text information	Unit 1: Informational Text, T22–T23, T80–T81 Analyze Text Features, T93, T94, T96, T98, T100, T101, T104, T106, T107, T114–T115, T116–T117, T124–T125 Use Text Evidence, T40 Make Inferences, T122–T123 Unit 2: Informational Text, T212–T213, T214–T215 First Read: Notice, T226 Close Read: Explain Relationships Between Ideas, T226 Unit 4: Informational Text, T144–T145, T146–T147 Interpret Text Structure, T158, T178–T179 Visual Support, T162

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(Continued) R.3.A.1.a use multiple text features and graphics to locate information and gain an overview of the contents of text information	(Continued) Unit 5: Informational Text, T20–T21, T22–T23, T90–T91, T216–T217 First Read, T40, T50 Strategy Group: Identify Informational Text, T28 Analyze & Interpret Text Features, TT37, T49, T53, T62–T63, T70–T71, T102, T105, T106, T108, T112, T114, T115, T122–T123, T231 Digital Resources: <i>Professional Development Center</i> >Comprehension & Assessment
R.3.A.1.b interpret details from procedural text to complete a task, solve a problem, or perform an action	For supporting content please see: Unit 5: Informational Text, T216–T217
R.3.A.1.c interpret factual or quantitative information	Unit 5: Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say” T226–T235 Read Like a Writer, T243
R.3.B Literary Techniques	
R.3.B.1 Read, infer and draw conclusions to:	
R.3.B.1.a evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim	Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307 Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303 Digital Resources: <i>Professional Development Center</i> >Comprehension & Assessment

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<p>R.3.B.1.b analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p>	<p>Unit 1: Compare Texts, T27 Analyze Main Ideas and Details, T50–T51 Unit 2: Write to Sources, T136–T137, T260–T261 Develop with Visuals and Multimedia, T378 Explore the Video, T270–T271 Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458 Unit 3: Explore Media, T260–T261 Unit 4: Compare Across Texts, T464–T465 Unit 5: My View, T234–T235 Compare and Contrast Accounts, T240–T241 Minilesson: Write to Sources, T256–T257 Compare Texts, T27</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.3.B.1.c verify facts through established methods</p>	<p>Unit 2: Minilesson: Synthesize Information, T314–T315 Primary and Secondary Sources, T372 Conduct Research, T464–T465 Refine Research, T468–T469 Extend Research, T470–T471 Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.3.B.1.d identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	<p>Unit 1: Author’s Purpose, T36, T40</p> <p>Unit 2: Author’s Purpose, T100, T122–T123, T130–T131 Author’s Message, T246–T247, T254–T255 Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307</p> <p>Unit 4: Author’s Purpose, T180–T181, T188–T189, T233</p> <p>Unit 5: Author’s Purpose, T287 Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p>
R.3.B.1.e recognize exaggerated, contradictory, or misleading statements	<p>Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307</p> <p>Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p>
R.3.B.1.f explain the type of evidence used to support a claim in a persuasive text	<p>Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307</p> <p>Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
R.3.B.1.g use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning	<p>Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307</p> <p>Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.3.C Text Structures	
R.3.C.1 Read, infer and draw conclusions to:	
R.3.C.1.a identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life	<p>Unit 4: Genre: Biography, T206–T207, T208–T209 Selection: <i>Delivering Justice</i>, T218–T237</p>
R.3.C.1.b explain the difference between a stated and implied purpose for an expository text	<p>For supporting content please see: Unit 1: Author’s Purpose, T36, T40 Unit 2: Author’s Purpose, T100, T122–T123, T130–T131 Author’s Message, T246–T247, T254–T255 Unit 4: Author’s Purpose, T180–T181, T188–T189, T233 Unit 5: Author’s Purpose, T287</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>
R.3.C.1.c analyze how the pattern of organization of a text influences the relationships	<p>Unit 1: Read Like a Writer: Explain Text Structure, T36, T52–T53 Choose a Text Structure, T60–T61 Informational Text, T78, T266–T267 Analyze Text Structure, T279, T280, T282, T284, T287, T289, T291, T298–T299 Unit 2: Informational Text, T86–T87 Close Read: Analyze Text Structure, T99, T101, T102, T103, T110, T113, T120–T121 Unit 4: Interpret Text Structure, T158, T159, T160, T165, T166, T167, T169, T178–T179 Explore the Time Line, T204–T205 Minilesson: Biography, T208 Close Read: Explain Relationships Between Ideas, T242 Unit 5: Reflect and Share, T256</p> <p>Digital Resources: <i>Professional Development Center</i>>Comprehension & Assessment</p>

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<p>R.3.C.1.d analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view</p>	<p>Unit 1: Analyze Main Ideas and Details, T50–T51 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Compare and Contrast Accounts, T228 Compare and Contrast Accounts, T230, T231, T232, Compare and Contrast Accounts, T240–T241</p> <p>Digital Resources: <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>
<p>R.3.C.1.e integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>	<p>Unit 1: Reflect and Share, T66–T67, T130–T131 Unit 2: Write to Sources, T136–T137, T260–T261 Develop with Visuals and Multimedia, T378 Explore the Video, T270–T271 Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458 Unit 3: Explore Media, T260–T261 Unit 4: Compare Across Texts, T464–T465 Unit 5: My View, T234 Minilesson: Write To Sources, T256–T257 Reflect and Share, T318–T319</p> <p>Digital Resources: <i>Leveled Readers</i>>Units 1–5 <i>Professional Development Center</i>>Comprehension & Assessment</p>

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R.4 Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	
R.4.A Digital and Media Literacy	
R.4.A.1 Read to develop an understanding of media and its components by:	
R.4.A.1.a explaining how messages conveyed in various forms of media are presented differently	<p>Unit 1: Conduct Research: Web Sites, T456–T457</p> <p>Unit 2: Develop with Visuals and Multimedia, T378 Interact with Sources: Explore the Video, T270–T271 Conduct Research: Search Engines, T464–T465 Extend Research: Write a Business E-Mail, T470–T471</p> <p>Unit 3: Extend Research: Add Photos and Time Lines, T458–T459</p> <p>Unit 4: Extend Research: Online Survey Tools, T380–T381 (Continued)</p> <p>Unit 5: Interact with Sources: Explore the Video, T148–T149 Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p>
R.4.A.1.b comparing and contrasting the difference in techniques used in media	<p>Unit 2: Develop with Visuals and Multimedia, T378 Interact with Sources: Explore the Video, T270–T271</p> <p>Unit 3: Interact with Sources: Art: Then and Now, T141–T142 Interact with Sources: Explore Media, T260–T261 Extend Research: Add Photos and Time Lines, T458–T459</p> <p>Unit 5: Interact with Sources: Explore the Video, T148–T149 Conduct Research: Graphics, T460–T461</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p>

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<p>R.4.A.1.c identifying the point of view of media presentations</p>	<p>Unit 2: Develop with Visuals and Multimedia, T378 Interact with Sources: Explore the Video, T270–T271 Unit 3: Interact with Sources: Explore Media, T260–T261 Unit 5: Interact with Sources: Explore the Video, T148–T149</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening;>Inquiry–Based Project Rubrics and Checklists</p>
<p>R.4.A.1.d analyzing various digital media venues for levels of formality and informality</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Unit 2: Conduct Research: Search Engines, T464–T465 Extend Research: Write a Business E-Mail, T470–T471 Unit 3: Extend Research: Add Photos and Time Lines, T458–T459 Unit 4: Extend Research: Online Survey Tools, T380–T381 Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p>
<p>R.4.A.1.e explaining textual and graphics features of a web page and how they help readers to comprehend text</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry–Based Project Rubrics and Checklists</p>

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RF Reading Foundations	
RF.1 Understand how English is written and read (Start of Reading Foundations).	
RF.1.A Print Awareness	Not a 5th grade standard
RF.2 Understand how English is written and read.	
RF.2.A Phonemic Awareness	Not a 5th grade standard
RF.3 Understand how English is written and read.	
RF.3.A Phonics	
RF.3.A.1 Develop phonics in the reading process by:	
RF.3.A.1.a decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context to address earlier standards as needed and as applies to more difficult texts.	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T324–T325, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73 Syllable Patterns, T268–T269, T284, T290–T291, T298–T299, T312–T313, T424, T428, T432, T440</p> <p>Unit 4: Syllable Patterns, T64–T65, T358 Word Parts, T70–T71, T134–T135, T196–T197 Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p>Unit 5: Word Study: Suffixes, T174 Syllable Patterns, T94–T95, T104, T111, T118–T119, T126–T127, T140–T141, T198–T199, T396</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling>Word Study</p>

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<p>RF.3.A.1.b reading root words, prefixes, and suffixes and important words from all specific content curricula Continue to address earlier standards as needed and as applies to more difficult texts.</p>	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p> <p>Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p>Unit 5: Word Study: Suffixes, T174</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling>Word Study</p>

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RF.4 Understand how English is written and read	
RF.4.A Fluency	
RF.4.A.1 Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension	
RF.4.A.1.a use context to confirm or self-correct word recognition and understanding, rereading as necessary	<p>Unit 1: Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168</p> <p>Unit 2: Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170</p> <p>Unit 3: Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167</p> <p>Unit 4: Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p>Unit 5: Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling>Word Study <i>Professional Development Center</i>>Vocabulary</p>

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W Writing	
W.1 Apply a writing process to develop a text for audience and purpose	
W.1.A Prewriting	
W.1.A.1 Follow a writing process to plan a first draft by:	
W.1.A.1.a selecting a genre appropriate for conveying the purpose to an intended audience	<p>Unit 1: Brainstorming, T342–T343 Plan and Prewrite, T346 Collaborate and Discuss: Audience, T458</p> <p>Unit 2: Plan and Prewrite, T354 Collaborate and Discuss: Audience, T466</p> <p>Unit 3: Plan and Prewrite, T342 Collaborate and Discuss: Audience, T454</p> <p>Unit 4: Plan and Prewrite, T360 Collaborate and Discuss: Audience, T472</p> <p>Unit 5: Brainstorming, T346–T347 Plan and Prewrite, T350 Collaborate and Discuss: Audience, T462</p>
W.1.A.1.b formulating questions related to the topic	<p>Unit 1: Brainstorming, T342–T343 Project-Based Inquiry (Generate Questions), T452–T453</p> <p>Unit 2: Project-Based Inquiry (Generate Questions), T460–T461</p> <p>Unit 3: Project-Based Inquiry (Generate Questions), T448–T449</p> <p>Unit 4: Project-Based Inquiry (Generate Questions), T466–T467 Surveys, T470–T471 Online Survey Tools, T476–T477</p> <p>Unit 5: Brainstorming, T346–T347 Project-Based Inquiry (Generate Questions), T456–T457</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.1.A.1.c accessing prior knowledge or building background knowledge related to the topic</p>	<p>Unit 1: Brainstorming, T342–T343 Plan and Prewrite, T346 Build Background, T452 Explore and Plan, T454–T455 Collaborate and Discuss: Analyze Student Model, T458–T459</p> <p>Unit 2: Plan and Prewrite, T354 Purpose and Message, T350–T351 Related Information, T390–T391 Build Background, T460 Explore and Plan, T462–T463 Collaborate and Discuss: Analyze Student Model, T466–T467</p> <p>Unit 3: Plan and Prewrite, T342 Build Background, T446 Explore and Plan, T450–T451 Collaborate and Discuss: Analyze Student Model, T454–T455</p> <p>Unit 4: Explore and Plan: Informational Writing, T372–T373 Purpose and Message, T356–T357 Explore and Plan, T468–T469 Collaborate and Discuss: Analyze Student Model, T472–T473</p> <p>Unit 5: Brainstorming, T346–T347 Plan and Prewrite, T350 Build Background, T456 Explore and Plan, T458–T459 Collaborate and Discuss: Analyze Student Model, T462–T463</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> > <i>Essay Scorer</i></p>

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<p>W.1.A.1.d using a prewriting strategy</p>	<p>Unit 1: Brainstorming, T342–T343 Plan and Prewrite, T346 Explore and Plan, T454–T455 Collaborate and Discuss: Analyze Student Model, T458–T459</p> <p>Unit 2: Plan and Prewrite, T354 Collaborate and Discuss: Analyze Student Model, T466–T467 Explore and Plan, T462–T463</p> <p>Unit 3: Plan and Prewrite, T342 Explore and Plan, T450–T451 Collaborate and Discuss: Analyze Student Model, T454–T455</p> <p>Unit 4: Plan and Prewrite, T360 Explore and Plan, T468–T469 Collaborate and Discuss: Analyze Student Model, T472–T473</p> <p>Unit 5: Brainstorming, T346–T347 Plan and Prewrite, T350 Explore and Plan, T458–T459 Collaborate and Discuss: Analyze Student Model, T462–T463</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> > <i>Essay Scorer</i></p>

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<p>W.1.B Draft</p>	
<p>W.1.B.1 Appropriate to genre type, develop a draft from prewriting by:</p>	
<p>W.1.B.1.a choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 1: Plan and Prewrite, T346 Draft, T386–T387 Explore and Plan, T454–T455 Sequence of Events, T338–T339 Introduction and Introductory Elements, T378–T379 Sequence of Events, T382–T383 Transitions and Transition Words/Phrases, T386–T387 Conclusion, T394 Rearranging and Combining Ideas, T426–T427</p> <p>Unit 2: Plan and Prewrite, T354 Explore and Plan, T462–T463 Draft, T366–T367 Purpose and Message, T350–T351 Introduction and Introductory Elements, T386–T387 Transitions and Transition Words/Phrases, T394–T395 Conclusion, T402</p> <p>Unit 3: Plan and Prewrite, T342 Transitions and Transition Words/Phrases, T382–T383 Introduction and Introductory Elements, Conclusion, T374–T375 Combining Ideas, T410–T411 Rearranging Ideas for Clarity, T406–T407 Explore and Plan, T450–T451</p> <p>Unit 4: Purpose and Message, T356–T357 Plan and Prewrite, T360 Introduction and Introductory Elements, T392–T393 Sequence of Events, T396–T397 Explore and Plan, T468–T469</p> <p>Unit 5: Plan and Prewrite, T350 Introduction and Introductory Elements, T373 Explore and Plan, T458–T459</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> > <i>Essay Scorer</i></p>

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<p>W.1.B.1.b establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 1: Ideas, T354–T355 Introduction and Introductory Elements, T378–T379 Adding and Deleting Ideas, T418 Adding Ideas For Clarity, T414–T415 Rearranging and Combining Ideas, T426–T427 Unit 2: Ideas, T362–T363 Introduction and Introductory Elements, T386–T387 Unit 3: Rearranging Ideas For Clarity, T406–T407 Combining Ideas, T410–T411 Introduction and Introductory Elements, Conclusion, T374–T375 Unit 4: Introduction and Introductory Elements, T392–T393 Ideas, T440–T441 Unit 5: Introduction and Introductory Elements, T373</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> ><i>Essay Scorer</i></p>
<p>W.1.B.1.c categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 1: Introduction and Introductory Elements, T378–T379 Draft, T386–T387 Sequence of Events, T338–T339, T382–T383 Specific Details, T358–T359 Transitions and Transition Words/Phrases, T386–T387 Conclusion, T394 Rearranging and Combining Ideas, T426–T427 Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Unit 2: Specific Facts and Concrete Details, T366–T367 Introduction and Introductory Elements, T386–T387 Transitions and Transition Words/Phrases, T394–T395 Conclusion, T402 Refine Research: Primary and Secondary Sources, T468–T469</p>

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<p>(Continued) W.1.B.1.c categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>(Continued) Unit 3: Details, T358–T359 Introduction and Introductory Elements, Conclusion, T374–T375 Transitions and Transition Words/Phrases, T382–T383 Combining Ideas, T410–T411 Rearranging Ideas for Clarity, T406–T407 Conduct Research: Databases, T452–T453 Unit 4: Introduction and Introductory Elements, T392–T393 Sequence of Events, T396–T397 Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Introduction and Introductory Elements, T373 Refine Research: Bibliography, T464–T465 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
<p>W.1.B.1.d restating the overall main idea in the concluding statement Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 1: Develop a Conclusion, T394 Unit 2: Develop and Compose a Conclusion, T402 Unit 3: Develop an Introduction and a Conclusion, T374–T375 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>

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<p>W.1.B.1.e addressing an appropriate audience, organization, and purpose Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 1: Brainstorming, T342–T343 Plan and Prewrite, T346 Collaborate and Discuss: Audience, T458 Unit 2: Plan and Prewrite, T354 Collaborate and Discuss: Audience, T466 Unit 3: Plan and Prewrite, T342 Collaborate and Discuss: Audience, T454 Unit 4: Plan and Prewrite, T360 Collaborate and Discuss: Audience, T472 Unit 5: Brainstorming, T346–T347 Plan and Prewrite, T350 Collaborate and Discuss: Audience, T462</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> ><i>Essay Scorer</i></p>
<p>W.1.C Revise/Edit</p>	
<p>W.1.C.1 Reread, revise, and edit drafts with assistance to:</p>	
<p>W.1.C.1.a develop and strengthen writing by revising</p>	
<p>W.1.C.1.a.1 main idea</p>	<p>Unit 1: Ideas, T354–T355 Introduction and Introductory Elements, T378–T379 Adding and Deleting Ideas, T418 Adding Ideas For Clarity, T414–T415 Unit 2: Ideas, T362–T363 Introduction and Introductory Elements, T386–T387 Unit 3: Introduction and Introductory Elements, Conclusion, T374–T375 Combining Ideas, T410–T411 Unit 4: Introduction and Introductory Elements, T392–T393 Ideas, T440–T441 Unit 5: Introduction and Introductory Elements, T373 Rewriting for Precise Meaning, U5:T398</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> ><i>Essay Scorer</i></p>

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<p>W.1.C.1.a.2 sequence (ideas)</p>	<p>Unit 1: Transitions and Transition Words/Phrases, T386–T387 Adding Ideas For Clarity, T414–T415 Adding and Deleting Ideas, T418 Rearranging and Combining Ideas, T426–T427 Unit 2: Ideas, T362–T363 Transitions and Transition Words/Phrases, T394–T395 Unit 3: Transitions and Transition Words/Phrases, T382–T383 Rearranging Ideas For Clarity, T406–T407 Combining Ideas, T410–T411 Unit 4: Introduction and Introductory Elements, T392–T393 Ideas, T440–T441 Unit 5: Introduction and Introductory Elements, T373 Rewriting for Precise Meaning, U5:T398</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
<p>W.1.C.1.a.3 focus</p>	<p>Unit 1: Revise, T390–T391, T414–T415, T418, T426–T427, T464 Unit 2: Revise, T472 Unit 3: Revise, T406–T407, T410–T411, T460 Unit 4: Revise, T440–T441, T478 Unit 5: Revise, T468</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.1.C.1.a.4 organizational structure</p>	<p>Unit 1: Sequence of Events, T338–T339, T382–T383 Transitions and Transition Words/Phrases, T386–T387 Revise, T390–T391, T414–T415, T418, T426–T427, T464 Rearranging and Combining Ideas, T426–T427</p> <p>Unit 2: Transitions and Transition Words/Phrases, T394–T395 Revise, T472</p> <p>Unit 3: Transitions and Transition Words/Phrases, T382–T383 Combining Ideas, T410–T411 Rearranging Ideas for Clarity, T406–T407 Revise, T410–T411, T460</p> <p>Unit 4: Sequence of Events, T396–T397 Pacing of Events, T400–T401 Revise, T440–T441, T478</p> <p>Unit 5: Revise, T468</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.1.C.1.a.5 details/facts (from multiple sources, when appropriate)</p>	<p>Unit 1: Specific Details, T358–T359 Rearranging and Combining Ideas, T426–T427 Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461</p> <p>Unit 2: Specific Facts and Concrete Details, T366–T367 Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 3: Details, Facts, T358–T359 Transitions and Transition Words/Phrases, T382–T383 Combining Ideas, T410–T411 Rearranging Ideas for Clarity, T406–T407 Conduct Research: Databases, T452–T453</p> <p>Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475</p> <p>Unit 5: Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
<p>W.1.C.1.a.6 word choice (related to the topic)</p>	<p>Unit 1: Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363</p> <p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375</p> <p>Unit 4: Minilesson: Develop Dialogue, T384</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.1.C.1.a.7 sentence structure</p>	<p>Unit 1: Complex and Compound Sentences, T393 Unit 2: Edit Simple and Compound Sentences, T422 Unit 4: Minilesson: Choose A Writing Purpose, T188</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
<p>W.1.C.1.a.8 transitions</p>	<p>Unit 3: Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383 Unit 4: Choose Pacing of Events, T400–T401</p>
<p>W.1.C.1.a.9 audience and purpose</p>	<p>Unit 1: Brainstorming, T342–T343 Plan and Prewrite, T346 Collaborate and Discuss: Audience, T458 Unit 2: Purpose and Message, T350–T351 Plan and Prewrite, T354 Collaborate and Discuss: Audience, T466 Unit 3: Plan and Prewrite, T342 Collaborate and Discuss: Audience, T454 Unit 4: Purpose and Message, T356–T357 Plan and Prewrite, T360 Collaborate and Discuss: Audience, T472 Unit 5: Brainstorming, T346–T347 Plan and Prewrite, T350 Collaborate and Discuss: Audience, T462</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
<p>W.1.C.1.a.10 voice</p>	<p>Unit 1: Voice, T191 Unit 2: Voice, T195, T449</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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W.1.C.1.b edit for language conventions	<p>Unit 1: Parts of Speech, T401, T406, T410, T425, T430</p> <p>Unit 2: Parts of Speech, T409, T418, T426, T433, t434, T438</p> <p>Unit 3: Parts of Speech, T398, T402, T405</p> <p>Unit 4: Parts of Speech, T414, T416, T420, T424, T428, T432, T444</p> <p>Unit 5: Parts of Speech, T405, T414, T418, T429, T430, T434</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> >Essay Scorer</p>
W.1.D Produce/Publish and Share Writing	
W.1.D.1 With assistance from adults/peers: Note: Refer to Grade 5, W2A-C genre specific standards.	
W.1.D.1.a use technology, including the Internet, to produce and publish writing Note: Refer to Grade 5, W2A-C genre specific standards.	<p>Unit 1: Publish and Celebrate, T434–T435 Conduct Research: Web Sites, T456–T457 Celebrate and Reflect, T466–T467</p> <p>Unit 2: Publish and Celebrate, T442–T443 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471 Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481</p> <p>Unit 5: Publish and Celebrate, T438–T439 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.1.D.1.b demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting Note: Refer to Grade 5, W2A-C genre specific standards.</p>	<p>Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463 Unit 4: Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Unit 5: Publish and Celebrate, T438–T439</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>W.2 Compose well-developed writing texts for audience and purpose.</p>	
<p>W.2.A Opinion/Argumentative</p>	
<p>W.2.A.1 Write opinion texts that:</p>	
<p>W.2.A.1.a introduce a topic or text being studied using an introductory paragraph that clearly supports the writer’s purpose</p>	<p>Unit 1: Write to Sources, T196–T197 Explore and Plan: Argumentative Writing, T454–T455 Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465 Unit 3: Develop an Opinion, T349, T350–T351 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T378–T379 Explore and Plan: Argumentative Writing, T450–T451 Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461 Unit 5: Minilesson: Write to Sources, T202–T203 Explore and Plan: Argumentative Writing, T458–T459</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.2.A.1.b state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details</p>	<p>Unit 3: Develop an Opinion, T349, T350–T351 Develop Opinions, T354–T355 Minilesson: Develop Facts and Details, T358–T359 Write to Sources, T196–T197 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T373</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>W.2.A.1.c use specific and accurate words that are related to the topic, audience, and purpose</p>	<p>Unit 3: Develop Reasons and Supporting Information, T378–T379 Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>W.2.A.1.d contain information using student’s original language, except when using direct quotation from a source</p>	<p>Unit 1: Explore and Plan: Argumentative Writing, T454–T455 Refine Research: Quoting and Paraphrasing, T460–T461</p> <p>Unit 3: Refine Research: Bibliography, T456–T457</p> <p>Unit 5: Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>W.2.A.1.f reference the name of the author(s) or name of the source used for details or facts included in the text</p>	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461</p> <p>Unit 3: Refine Research: Bibliography, T456–T457</p> <p>Unit 5: Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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W.2.A.1.g use transitions to connect opinion and reason	<p>Unit 3: Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383</p> <p>Unit 4: Write to Sources, T132–T133</p> <p>Unit 5: Minilesson: Write to Sources, T202–T203</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.A.1.h organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	<p>Unit 3: Include Graphic Features, T362–T363 Develop an Introduction and a Conclusion, T374–T375 Minilesson: Mentor Stack: Use Formatting, T386</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.B Informative/Explanatory	
W.2.B.1 Write informative/ explanatory texts that:	
W.2.B.1.a introduce a topic using a topic sentence in an introductory paragraph	<p>Unit 2: Analyze a Lead Paragraph, T342–T343 Set a Purpose, T350–T351 Plan Your Informational Article, T354–T355 Develop an Engaging Idea, T362–T363 Develop and Compose an Introduction, T386–T387</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubric >Writing Workshop Conference Notes</p>
W.2.B.1.b develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	<p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375 Minilesson: Develop with Visuals and Multi Media, T378 Develop with Related Information, T390–T391</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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W.2.B.1.c use an organizational format that suits the topic	<p>Unit 1: Minilesson: Choose A Text Structure, T60–T61</p> <p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375 Minilesson: Develop with Visuals and Multi Media, T378</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.B.1.d use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	<p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375</p>
W.2.B.1.e contain information using student’s original language, except when using direct quotations from a source	<p>Unit 2: Explore and Plan: Informative Writing, T462–T463 Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T474–T475</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.B.1.f use transition words to connect ideas within and across categories of information	<p>Unit 2: Minilesson: Develop with Transitions, T385, T394–T395</p> <p>Unit 5: Celebrate!, T470</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.B.1.g use text structures when useful	<p>Unit 1: Minilesson: Choose A Text Structure, T60–T61 Plan Your Informational Article, T354–T355</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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W.2.B.1.h create a concluding paragraph related to the information	<p>Unit 2: Develop and Compose a Conclusion, T402–T403</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.C Narrative/Literary	
W.2.C.1 Write fiction or nonfiction narratives and poems that:	
W.2.C.1.a establish a setting, situation/topic and introduce a narrator and/or characters	<p>Unit 1: Minilesson: Plan Your Personal Narrative, T346–T347 Minilesson: Develop an Engaging Idea, T356–T357 Minilesson: Develop Point of View, T366–T367 Minilesson: Develop an Introduction, T378–T379 Minilesson: Develop a Sequence of Events, T382–T383 Prepare for Assessment, T438</p> <p>Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop Setting, T372–T373 Organize an Introduction, T392–T393 Minilesson: Organize a Sequence of Events, T396–T397 Choose Pacing of Events, T400–T401 Develop the Plot, T391</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
W.2.C.1.b use narrative techniques, such as dialogue, motivation, and descriptions	<p>Unit 1: Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363 Minilesson: Compose with Dialogue, T370 Prepare for Assessment, T438</p> <p>Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop the Conflict, T376–T377 Minilesson: Develop Dialogue, T384 Minilesson: Choose Pacing of Events, T400–T401 Develop the Plot, T391 Minilesson: Select A Different Genre, T408 Writing Assessment, T452</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.2.C.1.c organize an event sequence that unfolds naturally to establish a beginning/middle/end</p>	<p>Unit 1: Draft with Transitions, T377, T386–T387 Minilesson: Develop a Sequence of Events, T382–T383 Revise to Include Important Events, T390–T391 Revise by Combining Ideas, T425 Revise by Rearranging and Combining Ideas, T426–T427</p> <p>Unit 4: Develop the Conflict, T376–T377 Develop the Resolution, T380–T381 Organize a Sequence of Events, T391 Develop the Plot, T391, T404–T405 Minilesson: Organize a Sequence of Events, T396–T397 Minilesson: Choose Pacing of Events, T400–T401</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation</p>
<p>W.2.C.1.d use a variety of transitions to manage the sequence of events</p>	<p>Unit 1: Draft with Transitions, T377, T386–T387</p> <p>Unit 4: Minilesson: Choose Pacing of Events, T400–T401</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>
<p>W.2.C.1.e use specific, relevant, and accurate words that are suited to the topic, audience, and purpose</p>	<p>Unit 4: Minilesson: Revise by Adding and Deleting Ideas for Clarity, T439, T440–T441</p> <p>Unit 5: Minilesson: Mentor Stack: See Like a Poet, T358–T359</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>

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<p>W.3 Gather, analyze, evaluate and use information from a variety of sources.</p>	
<p>W.3.A Research Process</p>	
<p>W.3.A.1 Apply research process to:</p>	
<p>W.3.A.1.a generate a list of subject appropriate topics</p>	<p>Unit 1: Inquire: Introduce the Project, T452–T453 (Travel Guide) Explore and Plan: Argumentative Writing, T454–T455 Unit 2: Inquire: Introduce the Project, T460–T461 (Survival Guide to a Natural Area) Explore and Plan: Informative Writing, T462–T463 Unit 3: Inquire: Introduce the Project, T448–T449 (Write a Speech about Person Who Impacted Their Lives) Explore and Plan: Argumentative Writing, T450–T451 Unit 4: Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Explore and Plan: Informational Writing, T468–T469 Unit 5: Inquire: Introduce the Project, T456–T457 (Write a Script for a Public Service Announcement about the Environment) Explore and Plan: Argumentative Writing, T458–T459</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.3.A.1.b formulate and refine an open-ended research question</p>	<p>Unit 1: Explore and Plan: Argumentative Writing, T454–T455 Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Extend Research: Write a Business Letter, T462–T463</p> <p>Unit 2: Explore and Plan: Informative Writing, T462–T463 Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T450–T451 Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Extend Research: Add Photos and Time Lines, T458–T459</p> <p>Unit 4: Explore and Plan: Informational Writing, T468–T469 Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T458–T459 Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465 Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.3.A.1.c follow guidelines for collecting and recording information</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Extend Research: Write a Business Letter, T462–T463 Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Extend Research: Add Photos and Time Lines, T458–T459 Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Unit 5: Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465 Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>
<p>W.3.A.1.d select relevant resources, literary and informational</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Unit 5: Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.3.A.1.e assess relevance, accuracy, and reliability of information in print and digital sources</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Unit 5: Refine Research: Bibliography, T464–T465 Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>
<p>W.3.A.1.f convert graphic/visual data into written notes</p>	<p>Unit 3: Extend Research: Add Photos and Time Lines, T458–T459 Unit 5: Conduct Research: Graphics, T460–T461 Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>
<p>W.3.A.1.g differentiate between paraphrasing and plagiarism when using ideas of others</p>	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 3: Refine Research: Bibliography, T456–T457 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Refine Research: Bibliography, T464–T465 Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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<p>W.3.A.1.h present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria</p>	<p>Unit 1: Explore and Plan: Argumentative Writing, T454–T455 Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Extend Research: Write a Business Letter, T462–T463</p> <p>Unit 2: Explore and Plan: Informative Writing, T462–T463 Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471</p> <p>Unit 3: Explore and Plan: Argumentative Writing, T450–T451 Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Extend Research: Add Photos and Time Lines, T458–T459</p> <p>Unit 4: Explore and Plan: Informational Writing, T468–T469 Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477</p> <p>Unit 5: Explore and Plan: Argumentative Writing, T458–T459 Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465 Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>

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W.3.A.1.i record bibliographic information from sources according to a standard format	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461</p> <p>Unit 2: Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 3: Refine Research: Bibliography, T456–T457</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T474–T475</p> <p>Unit 5: Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>
L Language	
L.1 Communicate using conventions of English language.	
L.1.A Grammar	
L.1.A.1 In speech and written form, apply standard English grammar to:	
L.1.A.1.a explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	<p>Unit 1: Edit for Indefinite Pronouns, T401, T410–T411</p> <p>Unit 2: Language and Conventions: Principal Parts of Regular Verbs, T369, T373, T377 Language and Conventions: Perfect Verb Tenses, T417, T421, T425, T429 Use Correct Verb Tense, T414</p> <p>Unit 3: Prepositions and Prepositional Phrases, T333, T337, T341, T345 Pronouns and Antecedents, T357, T361, T365, T369 Adverbs, T429, T433, T437, T441</p> <p>Unit 4: Adjectives, T351, T355, T359, T363, T375, T379, T383, T387 Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Prepositions and Prepositional Phrases, T416–T417 Edit for Indefinite Pronouns, T444</p> <p>Unit 5: Minilesson: Use Interjections, T374</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>

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<p>L.1.A.1.b use relative pronouns and relative adverbs</p>	<p>Unit 1: Edit for Indefinite Pronouns, T401, T410–T411</p> <p>Unit 3: Pronouns and Antecedents, T357, T361, T362, T365, T369 Possessive Pronouns, T381, T385, T389, T393 Indefinite and Reflexive Pronouns, T405, T409, T413, T425</p> <p>Unit 4: Edit for Indefinite Pronouns, T444</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.A.1.c use pronouns consistently across a text</p>	<p>Unit 1: Edit for Indefinite Pronouns, T401, T410–T411</p> <p>Unit 3: Pronouns and Antecedents, T357, T361, T362, T365, T369 Possessive Pronouns, T381, T385, T389, T393 Indefinite and Reflexive Pronouns, T405, T409, T413, T425</p> <p>Unit 4: Edit for Indefinite Pronouns, T444</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.A.1.d use and correct verb tenses</p>	<p>Unit 2: Language and Conventions: Principal Parts of Regular Verbs, T369, T370, T373, T377, T381, T389 Language and Conventions: Perfect Verb Tenses, T417, T421, T425, T429 Use Correct Verb Tense, T414–T415</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>

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L.1.A.1.e produce a variety of complex sentences in writing	<p>Unit 1: Independent and Dependent Clauses, T361, T365, T369, T373 Language and Conventions: Compound and Complex Sentences, T163, T382, T385, T389, T393, T397</p> <p>Unit 4: Language and Conventions: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Subordinating Conjunctions, T428</p> <p>Unit 5: Edit for Subordinating Conjunctions, T405, T414</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
L.1.B Punctuation, Capitalization, Spelling	
L.1.B.1 In written text:	
L.1.B.1.a write legibly	<p>Unit 1: Publish and Celebrate, T434–T435</p> <p>Unit 2: Publish and Celebrate, T442–T443</p> <p>Unit 3: Publish and Celebrate, T426–T427, T430–T431</p> <p>Unit 4: Publish and Celebrate, T448–T449</p> <p>Unit 5: Publish and Celebrate, T438–T439</p> <p>Digital Resources: <i>Resource Download Center</i>>Handwriting Models</p>
L.1.B.1.b use a comma before a coordinating conjunction when writing compound sentences	<p>Unit 1: Language and Conventions: Compound and Complex Sentences, T163, T382, T385, T389, T393, T397</p> <p>Unit 4: Language and Conventions: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>

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<p>L.1.B.1.c use a comma to separate an introductory clause in a complex sentence</p>	<p>Unit 5: Commas and Introductory Elements, T365, T379, T373, T377, T385</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.d use a comma to set off the words yes and no</p>	<p>Unit 5: Commas and Introductory Elements, T365, T379, T373, T377, T385</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.e use italics when keyboarding titles of books, magazines, and newspapers</p>	<p>Unit 2: Minilesson: Edit for Punctuation Marks, T433</p> <p>Unit 3: Minilesson: Punctuate Titles, T402</p> <p>Unit 5: Language and Conventions: Title Punctuation, T390, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.f use underlining when writing titles of books, magazines, and newspapers</p>	<p>Unit 2: Minilesson: Edit for Punctuation Marks, T433</p> <p>Unit 3: Minilesson: Punctuate Titles, T402</p> <p>Unit 5: Language and Conventions: Title Punctuation, T390, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>

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<p>L.1.B.1.g use quotation marks when writing titles of stories, songs, poems, articles</p>	<p>Unit 2: Minilesson: Edit for Punctuation Marks, T433 Unit 3: Minilesson: Punctuate Titles, T402 Unit 5: Language and Conventions: Title Punctuation, T390, T401, T409</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.h use apostrophes in singular nouns to show possession</p>	<p>Unit 2: Possessives, T101</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.i write apostrophes in regular plural nouns to show possession</p>	<p>Unit 2: Possessives, T101</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>
<p>L.1.B.1.j use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</p>	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193 Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T278–T279, T302–T303, T310–T311, T318–T319, T324–T325, T340–T341, T346–T347 Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253</p>

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<p>(Continued) L.1.B.1.j use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context</p>	<p>(Continued) Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430 Unit 5: Word Study: Suffixes, T174 Multisyllabic Words, T164, T169, T182–T183, T190–T191, T204–T205 Digital Resources: <i>Resource Download Center:</i> Spelling>Word Study</p>
<p>SL Speaking/Listening</p>	
<p>SL.1 Listen for a purpose.</p>	
<p>SL.1.A Purpose</p>	
<p>SL.1.A.1 Develop and apply effective listening skills and strategies in formal and informal settings by:</p>	
<p>SL.1.A.1.a following agreed upon rules for listening and fulfilling discussion rules independently</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Writing Club, T347 Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Share Back, T354 Writing Club, T379 Unit 3: Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263 Writing Club, T343 Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271 Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269 Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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<p>SL.1.A.1.b posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others</p>	<p>Unit 1: Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p>Unit 4: Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329</p> <p>Unit 5: Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
<p>SL.1.A.1.c following, restating, and giving multistep instructions from or to others in collaborative groups, according to classroom expectations</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Unit 1: Understand Directions, T413</p> <p>Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Collaborate, T454</p> <p>Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271 Model and Practice, T476</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T318–T319 Collaborate, T466</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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<p>SL.1.A.1.d listening for speaker’s message and summarizing main points based on evidence</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, T18–T19 Listening Comprehension: Wrap-Up, T21, T79, T143, T209, T265 Unit 2: Minilesson: Analyze Graphic Features, T58 Listening Comprehension: Wrap-Up, T21, T85, T149, T213, T273 Interact with Sources: Explore the Video, T270–T271 Unit 3: Listening Comprehension: Wrap-Up, T21, T83, T143, T209, T263 Interact with Sources: Explore the Infographic, T80–T81 Unit 4: Listening Comprehension: Wrap-Up, T21, T81, T145, T207, T271 Unit 5: Listening Comprehension: Wrap-Up, T21, T89, T151, T215, T269 Compare and Contrast Accounts, T240–T241 Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
<p>SL.2 Listen for entertainment.</p>	
<p>SL.2.A Entertainment</p>	
<p>SL.2.A.1 Develop and apply effective listening skills and strategies in formal and informal setting by:</p>	
<p>SL.2.A.1.a evaluating and modifying own active listening skills</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Unit 3: Listening Comprehension, T20– T21, T82–T83, T142–T143, T208–T209, T262–T263 Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270– T271 Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269 Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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SL.3 Speak effectively in collaborative discussions.	
SL.3.A Collaborative Discussions	
SL.3.A.1 Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
SL.3.A.1.a summarizing points made by others before presenting own ideas, according to classroom expectations	<p>Unit 1: Turn, Talk, and Share, T450–T451 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p>Unit 2: Turn, Talk, and Share, T458–T459 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Turn, Talk, and Share, T466–T467 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p>Unit 4: Turn, Talk, and Share, T464–T465 Reflect and Share: Talk About It, T68–T69, T328–T329 Conduct Research: Surveys, T470–T471 Collaborate and Discuss, T472</p> <p>Unit 5: Turn, Talk, and Share, T454–T455 Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
SL.3.A.1.b providing and evaluating evidence to support opinion	<p>Unit 1: Reflect and Share: Talk About It, T66–T67, T314–T315 Peer Review, T464</p> <p>Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Compare Across Texts, T446–T447</p> <p>Unit 4: Reflect and Share: Talk About It, T68–T69, T328–T329</p> <p>Unit 5: Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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SL.4 Speak effectively when presenting.	
SL.4.A Presenting	
SL.4.A.1 Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	
SL.4.A.1.a using efficient presentation skills with available resources using a variety of media	<p>Unit 1: Customize It!, T458 Celebrate and Reflect, T466–T467</p> <p>Unit 2: Customize It!, T466 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Customize It!, T454 Extend Research: Add Photos and Time Lines, T458–T459 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481</p> <p>Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>
SL.4.A.1.b planning an appropriate presentation, based on audience	<p>Unit 1: Reflect and Share: Talk About It, T314–T315 Celebrate and Reflect, T466–T467</p> <p>Unit 2: Reflect and Share: Talk About It, T322–T323 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Reflect and Share: Talk About It, T310–T311 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Celebrate and Reflect, T480–T481</p> <p>Unit 5: Reflect and Share: Talk About It, T318–T319 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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<p>SL.4.A.1.c employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint</p>	<p>Unit 1: Reflect and Share: Talk About It, T314–T315 Celebrate and Reflect, T466–T467</p> <p>Unit 2: Reflect and Share: Talk About It, T322–T323 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Reflect and Share: Talk About It, T310–T311 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Celebrate and Reflect, T480–T481</p> <p>Unit 5: Reflect and Share: Talk About It, T318–T319 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>

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