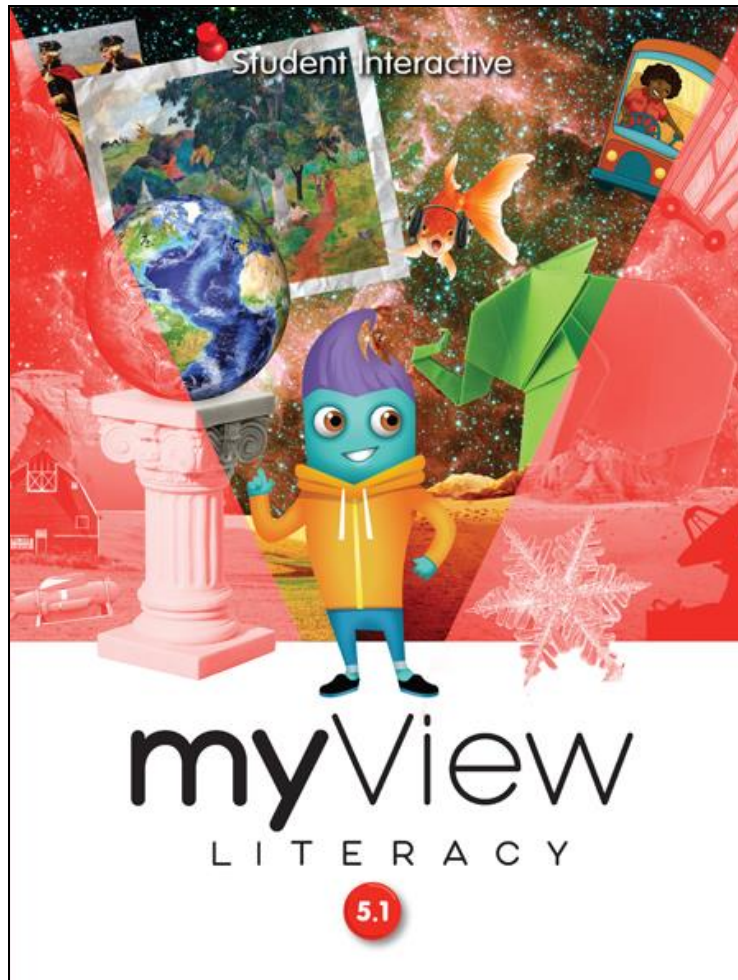


A Correlation of



Grade 5 ©2020

To the

New York State Grades 3-5 Science Learning Standards 2016

**A Correlation of myView Literacy ©2020 to the
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Introduction

This document demonstrates how *myView Literacy*, ©2020 meets the **New York State 3-5 Science Learning Standards 2016**. Correlation page references are to the Student Interactive and Teacher Edition and are cited by unit, week, 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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New York State Science Learning Standards	myView Literacy Grade 5 ©2020
5. Structure and Properties of Matter	
Crosscutting Concepts	
<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) 	<p>Unit 4: Interpret Text Structure (Cause and Effect), T159, T169, T178–T179</p> <p>In addition, see the following:</p> <p>Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i>, T100–T117 Video: How Volcanoes Work T148–T149 Diagram: Waste Is a Problem T212–T213 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235 Map: How People Influence Natural Systems T266–T267 Read Aloud: “Deforestation Must Be Controlled” T268–T269 Read: <i>People Should Manage Nature</i>, T280–T297</p>
<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large. (5-PS1-1) 	<p>Unit 5: <u>Selections</u> Read: from <i>Rocks and Fossils</i>, T32–T55 Poem: The Water Cycle T86–T87 Read Aloud: “Why Does Ice Float?” T88–T89 Read: from <i>Earth’s Water Cycle</i>, T100–T117 Video: How Volcanoes Work T148–T149 Read Aloud: “Deforestation Must Be Controlled” T268–T269 <u>Leveled Readers</u> Power Up! (Expository Text with Procedure) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T34 (Minerals) Cross-Curricular Perspectives: Science, U5: T38 (Granite Rock Formation) Cross-Curricular Perspectives: Science, U5: T42 (Fossil Fuels) Cross-Curricular Perspectives: Science, U5: T43 (Sandstone)</p> <p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77</p> <p>Unit 2: <u>Selections</u> Read: from <i>Far from Shore</i>, T32–T51 Map: Protecting Habitats T82–T83 Read: <i>Let Wild Animals Be Wild and Don’t Release Animals Back to the Wild</i>, T284–T291</p>

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<p align="center">New York State Science Learning Standards</p>	<p align="center">myView Literacy Grade 5 ©2020</p>
<p>(Continued)</p> <ul style="list-style-type: none"> Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5PS1-3) 	<p>(Continued)</p> <p>Leveled Readers: Making Observations (Informational Text) Space Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Write for a Reader: Use Graphic Features, T66 Unit 5: <u>Selections</u> Read Aloud: “Geologists at Work” T20–T21 Read: from <i>Rocks and Fossils</i>, T32–T55 Read: from <i>Earth’s Water Cycle</i>, T100–T117 Read: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235 Map: How People Influence Natural Systems T266–T267</p>
<p>Connections to Nature of Science</p>	
<p>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</p> <ul style="list-style-type: none"> Science assumes consistent patterns in natural systems. (5-PS1-2) 	<p>Unit 5: <u>Selections</u> Poem: The Water Cycle T86–T87 Read Aloud: “Why Does Ice Float?” T88–T89 Read: from <i>Earth’s Water Cycle</i>, T100–T117 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T07, T110 (Water Cycle)</p>

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New York State Science Learning Standards	myView Literacy Grade 5 ©2020
5. Matter and Energy in Organisms and Ecosystems	
Crosscutting Concepts	
<p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (5-LS2-1) 	<p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T92, T94 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, U1: T102 (Desert Climate) Cross-Curricular Perspectives: Social Studies, U1: T103 (Gobi Desert) <u>Selections</u> Read: from <i>Far from Shore</i>, T32–T51 Map: Protecting Habitats T82–T83 Video: Saving Natural Habitats T270–T271 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34 (Coral Reef) Cross-Curricular Perspectives: Science, U2: T102 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, U2: T290 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, U2: T294 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, U2: T296 (Whales Ecosystem) Cross-Curricular Perspectives: Science, U2: T298 (Elephant Ecosystem) Research Project: Survival Guide to a Natural Area, T460–T475 Unit 5: <u>Selections</u> Read: from <i>Earth’s Water Cycle</i>, T100–T117 <u>Leveled Readers</u> Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Earth’s Changing Landscape (Expository Text) Protecting Our Planet (Informational Text) Earth’s Fury (Informational Text) Power Up! (Expository Text with Procedure) Saving the Great Lakes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T48 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, U5: T07, T110 (Water Cycle)</p>

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New York State Science Learning Standards	myView Literacy Grade 5 ©2020
5. Earth's Systems	
Crosscutting Concepts	
<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Standard units are used to measure and describe physical quantities such as weight, and volume. (5-ESS2-2) 	<p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77</p> <p>Unit 2: <u>Selections</u> Read: from <i>Far from Shore</i>, T32–T51 Map: Protecting Habitats T82–T83</p> <p>Leveled Readers: Making Observations (Informational Text) Space Instruments of Science (Expository Text)</p> <p><u>Activities and Supplemental Material</u> Write for a Reader: Use Graphic Features, T66</p> <p>Unit 5: <u>Selections</u> Read Aloud: “Geologists at Work” T20–T21 Read: from <i>Rocks and Fossils</i>, T32–T55 Read: from <i>Earth's Water Cycle</i>, T100–T117 Map: How People Influence Natural Systems T266–T267</p>
<p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (5-ESS21),(5-ESS3-1) 	<p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T92, T94 (Antarctica Climate) Cross-Curricular Perspectives: Social Studies, U1: T102 (Desert Climate) Cross-Curricular Perspectives: Social Studies, U1: T103 (Gobi Desert)</p> <p><u>Selections</u> Read: from <i>Far from Shore</i>, T32–T51 Map: Protecting Habitats T82–T83 Video: Saving Natural Habitats T270–T271</p> <p><u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T34 (Coral Reef) Cross-Curricular Perspectives: Science, U2: T102 (Frogs Life Cycle) Cross-Curricular Perspectives: Science, U2: T290 (Coral Reef Ecosystem) Cross-Curricular Perspectives: Science, U2: T294 (Amazon Rain Forest) Cross-Curricular Perspectives: Science, U2: T296 (Whales Ecosystem) Cross-Curricular Perspectives: Science, U2: T298 (Elephant Ecosystem) Research Project: Survival Guide to a Natural Area, T460–T475</p>

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<p>(Continued)</p> <p>Systems and System Models</p> <ul style="list-style-type: none"> A system can be described in terms of its components and their interactions. (5-ESS21),(5-ESS3-1) 	<p>(Continued)</p> <p>Unit 5: <u>Selections</u> Read: from <i>Earth's Water Cycle</i>, T100–T117 <u>Leveled Readers</u> Tropical Rain Forests (Informational Text) Earth: The Ripple Effect (Expository Text) Earth's Changing Landscape (Expository Text) Protecting Our Planet (Informational Text) Earth's Fury (Informational Text) Power Up! (Expository Text with Procedure) Saving the Great Lakes (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U5: T48 (Erosion of Colorado River) Cross-Curricular Perspectives: Science, U5: T07, T110 (Water Cycle)</p>
Connections to Nature of Science	
<p>Science Addresses Questions About the Natural and Material World</p> <ul style="list-style-type: none"> Science findings are limited to questions that can be answered with empirical evidence. (5ESS3-1) 	<p>Unit 1: <u>Selections</u> Infographic: The Places Scientists Will Go! T76–T77 Read Aloud: “Searching for Life Under the Sea” T78–T79 Unit 2: <u>Selections</u> Infographic: How Scientists Study Ocean Life T18–T19 Read Aloud: “A Pinhole Camera” T148–T149 <u>Leveled Readers:</u> Instruments of Science (Expository Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Science, U2: T174 (Observation) Unit 5: <u>Selections</u> Read Aloud: “Why Does Ice Float?” T88–T89 <u>Activities and Supplemental Material</u> Compare Across Texts: Systems, T454–T455 (Effect of Environment on Our Lives) Research Project: PSA Showing How People Can Help the Environment, T456–T471</p>

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5. Space Systems: Stars and the Solar System	
Crosscutting Concepts	
<p>Patterns</p> <ul style="list-style-type: none"> Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena. (5-ESS1-2) 	<p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, U1: T104 (Viking Spaceship on Mars) Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p>
<p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified and used to explain change. (5-PS2-1) 	<p>Unit 4: Interpret Text Structure (Cause and Effect), T159, T169, T178–T179</p> <p>In addition, see the following:</p> <p>Unit 1: <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T104 (Viking Spaceship on Mars) Cross-Curricular Perspectives: Social Studies, U1: T96, T100 (NASA) Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p>
<p>Scale, Proportion, and Quantity</p> <ul style="list-style-type: none"> Natural objects exist from the very small to the immensely large. (5ESS1-1) 	<p>Unit 1: <u>Selections</u> Read: from <i>Life on Earth—and Beyond</i>, T90–T109 <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T104 (Viking Spaceship on Mars) Cross-Curricular Perspectives: Social Studies, U1: T96, T100 (NASA) Unit 2: Leveled Readers: Making Observations (Informational Text) Space</p>

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3-5. Engineering Design	
Crosscutting Concepts	
<p>Influence of Science, Engineering, and Technology on Society and the Natural World</p> <ul style="list-style-type: none"> • People’s needs and wants change over time, as do their demands for new and improved technologies. (35-ETS1-1) • Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. (3-5-ETS1-2) 	<p>Unit 1: <u>Leveled Readers</u> Flight (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, U1: T104 (Viking Spaceship on Mars)</p> <p>Unit 2: <u>Leveled Readers:</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text (Biography))</p> <p>Unit 1: <u>Leveled Readers</u> Flight (Informational Text) <u>Activities and Supplemental Material</u> Cross-Curricular Perspectives: Social Studies, U1: T96, T100 (NASA) Cross-Curricular Perspectives: Social Studies, U1: T104 (Viking Spaceship on Mars)</p> <p>Unit 2: <u>Leveled Readers:</u> Making Observations (Informational Text) Space Instruments of Science (Expository Text) Surprise! Great Accidental Inventions (Expository Text (Biography))</p>