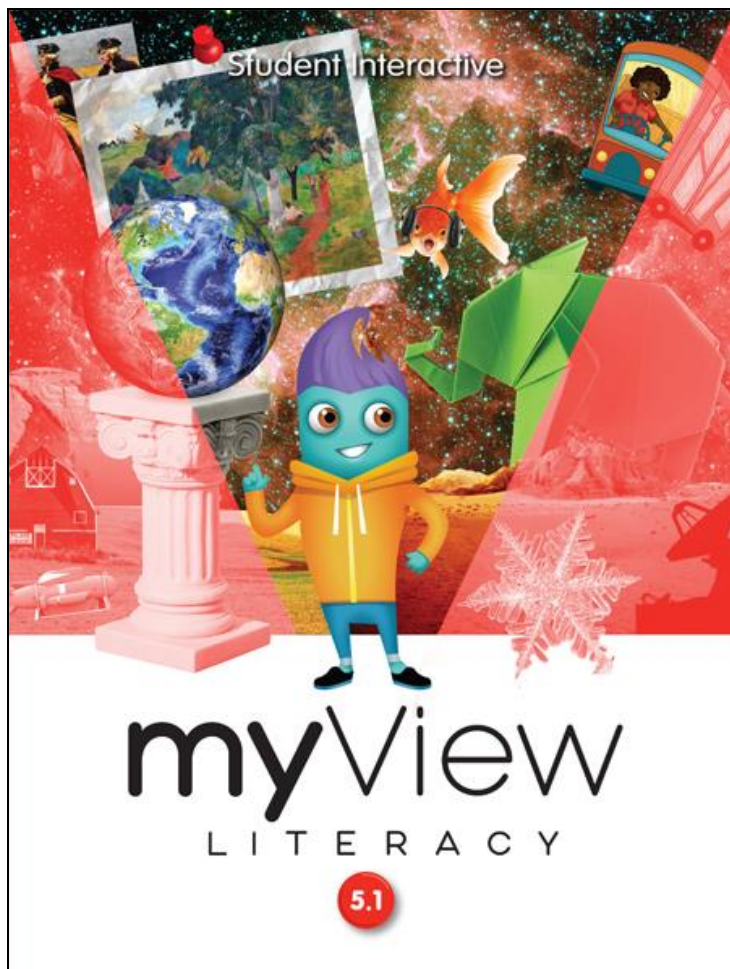


A Correlation of



**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 5**

A Correlation of myView Literacy, Grade 5, ©2020 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 5

Introduction

This document demonstrates how *myView Literacy, ©2020* meets the *English Language Arts/Literacy Grade-Level Instructional Materials Evaluation Tool*. Correlation includes program descriptions with supporting program 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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the grade five standards, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>The Reading Workshop in <i>myView Literacy</i> ©2020 creates opportunities for student success. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>Literacy Instruction is organized using sets of mini-lessons and text-dependent questions and tasks during reading. The questions and tasks are carefully sequenced to develop a coherent understanding of the text and lead students into deep understanding of the knowledge and central ideas of the text.</p> <p>For examples see: Unit 1: Main Idea and Details, T26, T35, T37, T46–T47 Unit 3: Characters, T26, T35, T50–T51; Theme, T303, T305, T308, T314–T315 Unit 4: Characters, T48–T49; Point of View, T105, T134–T137</p>

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<p>NN1b. The materials consistently include short, challenging, and complete texts that contain rich content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout all levels of Pearson's <i>myView Literacy</i> ©2020 short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups.</p> <p>For examples see:</p> <p>Unit 1: <i>Louie Share Kim, Paper Son</i>, T30–T31, T34–T43 (Informational Text)</p> <p>Unit 2: <i>A Place for Frogs</i>, T100–T119 (Informational Text) <i>Hatchet</i>, T170–T189 (Realistic Fiction)</p> <p>Unit 3: <i>A Pet for Calvin</i>, T98–T113 (Realistic Fiction) <i>The Carp</i>, T164–T173 (Legend)</p> <p>Unit 5: <i>The Dog of Pompeii</i>, T172–T191 (Historical Fiction) <i>Let's Talk Trash</i>, T242–T251 (Informational Text)</p>

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<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts at the high end of the grades three through five text complexity band.</p>	<p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club; Print and Digital Resources including Student Interactive, Leveled Readers, and Trade Books.</p> <p>Students have access to the complete online Leveled Reader Library including online leveled support that include background videos and interactive graphic organizers. Teachers can access thousands of additional leveled readers and texts on the Reading Spot App.</p> <p>Every lesson includes notes that support teachers in the classroom by embedding delivery and content supports in the design of each unit.</p> <p>For examples see:</p> <p>Unit 2: Whole Group, T306–T323, T326–T327, T330, T331, T334–T335</p> <p>Unit 3: Small Group, T306–T323, T326–T327, T330, T331, T334–T335</p> <p>Unit 4: Book Club, T165, T233, T386–T399</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>Students develop generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Each lesson includes Vocabulary Skills/Strategies that help students increase their word knowledge through direct instruction and meaningful practice. Words are generated by meaning, word parts, and context clues throughout the week. Assessment options are included at all stages of the learning process. At the conclusion of the unit, students apply the list of words generated within the research Project-Based Inquiry.</p> <p>Unit 2: Academic Vocabulary, T270–T271; Vocabulary Skills/Strategies: Context Clues, T204–T205</p> <p>Unit 3: Develop Vocabulary, T184–T185, T310–T311</p> <p>Unit 4: Spelling, T68–T69</p> <p>In addition, see Progress Check-Ups; Unit Tests; Middle-of-Year Test; End-of-Year Test; PearsonRealize.com <i>myView Literacy</i> Grades 3-5 include the Resource Download Center: Spelling; Word Study and the Professional Development Center: Vocabulary</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grade five standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grade five, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myView Literacy</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading.</p> <ul style="list-style-type: none"> • <i>Independent Reading</i> and <i>Independent Writing</i> options provide students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they've learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers.

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<p>(Continued)</p>	<p>(Continued)</p> <p>For examples see:</p> <p>Unit 2: Independent Writing, T354, T355; Project-Based Inquiry, T361–T379</p> <p>Unit 3: Leveled Readers, T94–T95; Book Club, T368–T381</p> <p>Unit 4: Independent Writing, T216, T217</p> <p>Unit 5: Project-Based Inquiry, T357–T375</p> <p>For examples of texts across subjects and themes see:</p> <p>Unit 1: <i>Path to Paper Son</i>, T30–T33, T42–T43 (Informational Text) <i>Louie Share Kim, Paper Son</i>, T30–T31, T34–T43 (Informational Text)</p> <p>Unit 2: <i>A Place for Frogs</i>, T100–T119 (Informational Text) <i>Let Wild Animals Be Wild</i>, T306–T313 (Argumentative Text) <i>Don't Release Animals Back to the Wild</i>, T314–T321 (Argumentative Text)</p> <p>Unit 4: <i>Keeping Mr. John Holton Alive</i>, T30–T45 (Historical Fiction) <i>The Scarlet Stockings Spy</i>, T96–T115 (Historical Fiction)</p> <p>Unit 5: <i>Rocks and Fossils</i>, T30–T53 (Informational Text) <i>Earth's Water Cycle</i>, T104–T121 (Informational Text) <i>The Dog of Pompeii</i>, T172–T191 (Historical Fiction)</p>

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<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>Texts have been chosen in Pearson's <i>myView Literacy</i> ©2020 with the multicultural society that today's students inhabit. The authors, the illustrations, and the materials represent the rich cultural literary legacy throughout the world.</p> <p>Unit 1 <i>Path to Paper Son</i>, T30–T33, T42–T43 (Informational Text) <i>Louie Share Kim, Paper Son</i>, T30–T31, T34–T43 (Informational Text)</p> <p>Unit 4: <i>Keeping Mr. John Holton Alive</i>, T30–T45 (Historical Fiction) <i>Delivering Justice</i>, T234–T253 (Biography) <i>Ezekiel Johnson Goes West</i>, T304–T329 (Historical Fiction)</p>
<p>1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:</p>	
<ul style="list-style-type: none"> • Drama and poetry 	<p>Poetry: Unit 1: Poetry Collection, T237–T245 (Poetry) Poetry Collection, T237–T243 (Poetry)</p> <p>Drama: Unit 3: "Flying Free" T156–T157 (Drama) <i>The Hermit Thrush</i>, T174–T183 (Drama)</p>
<ul style="list-style-type: none"> • Stories from various genres that invite exploration of the treatment of themes and topics 	<p>Unit 1: <i>Pedro's Journal</i>, T164–T185 (Historical Fiction)</p> <p>Unit 3: <i>Love, Amalia</i>, T30–T47 (Realistic Fiction) <i>The Carp</i>, T164–T173 (Legend)</p> <p>Unit 4: <i>The Scarlet Stockings Spy</i>, T96–T115 (Historical Fiction)</p> <p>Unit 5: <i>The Dog of Pompeii</i>, T172–T191 (Historical Fiction)</p>

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<p>1d. The range of informational texts include selections that:</p>	
<ul style="list-style-type: none"> • Present historical events 	<p>Unit 1: <i>Pedro's Journal</i>, T164–T185 (Historical Fiction)</p> <p>Unit 4: <i>Keeping Mr. John Holton Alive</i>, T30–T45 (Historical Fiction) <i>The Scarlet Stockings Spy</i>, T96–T115 (Historical Fiction) <i>Bill of Rights</i>, T166–T183 (Informational Text) <i>Delivering Justice</i>, T234–T253 (Biography) <i>Ezekiel Johnson Goes West</i>, T304–T329 (Historical Fiction)</p>
<ul style="list-style-type: none"> • Present multiple accounts of the same event or topic 	<p>Unit 1: <i>Path to Paper Son</i>, T30–T33, T42–T43 (Informational Text) <i>Louie Share Kim, Paper Son</i>, T30–T31, T34–T43 (Informational Text)</p> <p>Unit 2: <i>Let Wild Animals Be Wild</i>, T306–T313 (Argumentative Text) <i>Don't Release Animals Back to the Wild</i>, T314–T321 (Argumentative Text)</p> <p>Unit 5: <i>Let's Talk Trash</i>, T242–T251 (Informational Text) <i>It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T242–T251 (Informational Text)</p>
<ul style="list-style-type: none"> • Provide technical information 	<p>Unit 5: <i>Earth's Water Cycle</i>, T104–T121 (Informational Text) <i>Let's Talk Trash</i>, T242–T251 (Informational Text) <i>It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T242–T251 (Informational Text)</p>

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<ul style="list-style-type: none"> • Present scientific ideas or concepts 	<p>Unit 2: <i>A Place for Frogs</i>, T100–T119 (Informational Text)</p> <p>Unit 5: <i>Rocks and Fossils</i>, T30–T53 (Informational Text) <i>Earth’s Water Cycle</i>, T104–T121 (Informational Text) <i>Let’s Talk Trash</i>, T242–T251 (Informational Text) <i>It’s Time to Get Serious About Reducing Food Waste, Feds Say</i>, T242–T251 (Informational Text) <i>People Should Manage Nature</i>, T302–T319 (Argumentative Text)</p>
<ul style="list-style-type: none"> • Contain relevant visual representations of information 	<p>Unit 1: Explore Infographics, T84–T85, T226–T227 Explore Time Lines, T20–T21 Explore Maps, T154–T155 Explore Slideshows, T288–T289</p> <p>Unit 2: Explore Infographics, T20–T21; Explore Maps, T90–T91; Explore Videos, T296–T297</p> <p>Unit 3: Explore Images, T154–T155, T88–T89</p> <p>Unit 4: Explore Infographics, T20–T21; Explore Maps, T86–T87; Explore Time Lines, T224–T225</p> <p>Unit 5: Explore Infographics, T20–T21; Explore Diagrams, T232–T233; Explore Maps, T292–T293; Explore Videos, T162–T163</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>The collections of texts in <i>myView Literacy</i> include a rich mixture of literary and informative texts chosen for both content and grade level interest. Listening Comprehension texts, Text Selections, Leveled Readers, and Book Club Selections allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p> <p>For a complete listing of text complexity see: <i>PearsonRealize.com</i>, <i>myView Literacy: Grades 3-5: Text Complexity Charts</i>. <i>PearsonRealize.com</i> includes Leveled Readers for each grade. Clicking on the “info tab” for each title provides Lexile information, content area, and genre.</p> <p>For examples see:</p> <p>Unit 1: Listening Comprehension, T228–T229; Leveled Readers, T10–T11</p> <p>Unit 2: Book Club, T380–T393</p> <p>Unit 5: Listening Comprehension, T22–T23, T164–T165, T294–T295; Book Club, T376–T389</p>

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<p>ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grade five students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to begin comparing texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Quoting from a text when explaining what the text says explicitly and making inferences 	<p>Unit 1: Use Text Evidence, T161, T179, T192–T193, T194, T195 Wrap-Up: T-Chart, T23 Use Text Evidence, T27, T34, T38, T50–T51, T52–T53 Make Inferences, T96, T99, T101, T103, T106, T109, T110, T120–T121, T122 Analyze Main Ideas and Details, T32, T35, T46–T47 Reflect and Share, T196–T197</p> <p>Unit 2: My View: Brainstorm, T188 Generate Questions, T196–T197, T198, T199 Close Read: Evaluate Details, T33, T36 Whole Group, T55 Explore the Primary Sources, T230–T231 Use Text Evidence, T237</p> <p>Unit 3: My View, T112 Infer Multiple Themes, T292, T302, T303, T305, T306, T308, T314–T315, T316, T317</p> <p>Unit 4: Analyze Characters, T48 Infer Multiple Themes, T92, T98, T99, T102, T107, T108, T111, T118–T119 Make Inferences, T301, T307, T311, T313, T314, T317, T318, T321, T323, T326, T336–T337</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 5: Make Inferences, T169, T176, T177, T181, T182, T184, T186, T189, T198–T199 Monitor Comprehension, T245, T249, T258- T259, T260, T261 Compare and Contrast Accounts, T254-T255, T256, T257 Reflect and Share, T262-T263</p>
<p>• Summarizing text</p>	<p>Unit 3: Summarize, T95, T101, T120, T122 Unit 4: Summarize, T163, T171, T172, T181, T190–T191, T192–T193</p>
<p>• Determining the theme of a story, drama, or poem from details in the text</p>	<p>Unit 3: Explore the Poem, T20 Infer Multiple Themes: T292, T302, T303, T305, T306, T308, T314–T315, T316, T317 Unit 4: Infer Multiple Themes, T92, T98, T99, T102, T107, T108, T111, T118–T119 Make Inferences, T336</p>
<p>• Determining two or more main ideas of a text and how they are supported by key details</p>	<p>Unit 1: Analyze Main Ideas and Details, T26, T32, T35, T46–T47, T48 Unit 5: Analyze Main Ideas and Details, T32, T35, T36, T41, T43, T45, T50, T56–T57, T58–T59 Wrap-Up, T235, T295</p>

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<ul style="list-style-type: none"> • Comparing and contrasting two or more characters, settings, or events in a story or drama 	<p>Unit 3: Analyze Characters, T26, T32, T35, T38, T39–T41, T43, T45, T48–T49, T50–T51 Compare Texts, T60 Analyze Plot Elements, T109, T116–T117 My View, T184 Synthesize Information, T192–T193, T194</p> <p>Unit 4: Close Read: Analyze Characters, T26, T36–T38, T40, T41, T43, T48–T49, T146 Evaluate Details, T52–T53 Strategy Group: Compare Texts, T128</p> <p>Unit 5: Analyze Plot and Setting, T175, T179, T183, T194–T195</p>
<ul style="list-style-type: none"> • Explaining the relationships or interactions between two or more individuals, events, ideas, or concepts covered in informational texts 	<p>Unit 1: Analyze Main Ideas and Details, T32, T35, T46–T47 Cross Curricular Perspectives: Social Studies, T300</p> <p>Unit 2: Cross–Curricular Perspectives: Science, T116 Explain Relationships Between Ideas, T258</p> <p>Unit 4: Interpret Text Structure, T168, T169, T170, T173, T175, T177, T178, T179, T186–T187, T188, T189 Explain Relationships Between Ideas, T230, T238, T244, T245, T248, T250, T256–T257, T258</p> <p>Unit 5: Explore the Diagram, T232 Compare and Contrast Accounts, T244</p>

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<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Determining the meaning of words and phrases as used in the text, including general academic and domain-specific words as well as figurative language 	<p>Unit 1: Preview Vocabulary, T30–T31, T298–T299 Academic Vocabulary: Language of Ideas, T84 Develop Vocabulary, T42, T112–T113, T246–T247, T314–T315 Understand Figurative Language, T334–T335, T336–T337 Related Words, T33 Possible Teaching Point: Figurative Language, T239, 262–263</p> <p>Unit 2: Preview Vocabulary, T30–T31, T100–T101, T240–T241 Develop Vocabulary, T118–T119, T120, T254 Vocabulary in Context, T250 Academic Vocabulary, T64, T253 Academic Vocabulary: Figurative Language, T270–T271</p> <p>Unit 3: Analyze Hyperbole and Puns, T132–T133 Analyze Figurative Language, T232, T238, T260–T261 Possible Teaching Point: Academic Vocabulary, T243 Possible Teaching Point: Author’s Craft, T309</p> <p>Unit 4: Preview Vocabulary, T166–T167 Develop Vocabulary, T182–T183 Whole Group, T185 Figurative Language, T250, T268–T269 Possible Teaching Point: Author’s Craft T245, T315, T326 Vocabulary in Context, T319</p> <p>Unit 5: Develop Vocabulary, T52–T53, T252, T318–T319 Preview Vocabulary, T104–T105, T242–T243 Possible Teaching Point: Author’s Craft, T183, T188</p>

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<ul style="list-style-type: none"> • Explaining how a series of chapters, scenes, or stanzas fit together to form the overall structure of a story, drama, or poem 	<p>Unit 1: Poetry, T230-T231, T234, T235 Teacher-Led Options, T252</p> <p>Unit 2: Explore the Poem, T160-T161</p> <p>Unit 3: Explore the Poem, T20-T21 Legend and Drama, T158-T159 Explain Literary Structure, T160, T166, T169, T171, T173, T176, T178, T180, T188-T189, T190, T191 First Read: Notice, T240</p> <p>Unit 5: Explore the Poem, T94-T95 Develop Stanzas, T223 Develop Poetry with Punctuation, T224 Develop a Rhyme Scheme, T225</p>
<ul style="list-style-type: none"> • Comparing and contrasting the overall structure of two or more informational texts 	<p>Unit 1: Compare Texts, T27, T54-T55, T91, T124-T125, T295, T326-T327, T354-T355</p> <p>Unit 2: Close Read: Analyze Text Structure, T103 Strategy Group: Compare and Contrast, T132 Compare Texts, T27, T60-T61, T97, T130-T131, T167, T200-T201, T237, T266-T267, T303, T306, T314, T322, T326, T330, T334, T334-T335, T362-T363</p> <p>Unit 4: Interpret Text Structure, T186 Explore the Timeline, T224 Biography, T228 Close Read: Explain Relationships Between Ideas, T238 Compare Texts, T163, T231, T264-T265, T301, T340-T341, T368-T369</p> <p>Unit 5: First Read: Respond, T51 Read, T242 Possible Teaching Point: Author's Craft, T247 First Read: Respond, T248 Compare Texts, T27, T64-T65, T66, T101, T132-T133, T169, T239, T262-T263, T299, T330-T331, T358-T359</p>

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<ul style="list-style-type: none"> • Analyzing multiple accounts of the same event or topic, noting similarities and differences in point of view and describing how point of view influences how events are described 	<p>Unit 1: Close Read: Understand Point of View, T168, T172, T176, T180, T188–T189</p> <p>Unit 2: Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 3: Possible Teaching Point: Author’s Craft, T299 Analyze Effect of Point of View, T330</p> <p>Unit 4: Analyze Point of View, T134–T135 Refine Research: Primary and Secondary Sources, T378–T379</p> <p>Unit 5: Compare and Contrast Accounts, T238, T246, T254–T255, T256, T257, T264–T265 Monitor Comprehension, T258, T260 Write to Sources, T262–T263</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Drawing information from multiple print or digital sources 	<p>Unit 1: Use/Analyze Text Features, T97, T98, T100, T102, T104, T108, T111, T116–T117, T118, T119, T134–T135 Conduct Research: Web Sites, T360–T361 Explore Infographics, T84–T85, T226–T227 Explore Maps, T154–T155 Explore Slideshows, T288–T289 Explore Timelines, T20–T21</p> <p>Unit 2: Explore Infographics, T20–T21 Explore Maps, T90–T91 Explore Primary Sources, T230–T231 Explore Videos, T296–T297 Synthesize Information, T330–T331 Conduct Research: Search Engines, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373 Extend Research: Write a Business E-Mail, T374–T375</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Refine Research: Bibliography, T360-T361 Extend Research: Add Photos and Timelines, T362–T363 Explore Images, T154–T155 Explore Infographics, T88–T89 Explore Media, T286–T287</p> <p>Unit 4: Compare Across Texts, T368 Conduct Research: Surveys, T374–T375 Refine Research: Primary and Secondary Sources, T378–T379 Extend Research: Online Survey Tools, T380–T381 Explore Infographics, T20–T21 Explore Maps, T86–T87 Explore Primary Sources, T294–T295 Explore Timelines, T224–T225</p> <p>Unit 5: Compare and Contract Accounts, T254–T255 Conduct Research: Graphics, T364–T365 Refine Research: Bibliography, T368-T369 Extend Research: Recording Tips, T370–T371 Explore Diagram, T232–T233 Explore Infographics, T20–T21 Explore Videos, T162–T163 Explore Maps, T292–T293</p>
<p>• Analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</p>	<p>Unit 2: First Read, T183</p> <p>Unit 3: First Read, T103 Close Read, T111</p> <p>Unit 4: Monitor Comprehension, T101, T104, T109, T110, T112, T122-T123 Explain Author’s Purpose, T332–T333 Close Read, T311, T315, T327 Graphic Features, T317, T319</p> <p>Unit 5: First Read, T178, T183, T185</p>

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<ul style="list-style-type: none"> • Comparing and contrasting the treatment of similar themes, topics, and patterns of events 	<p>Unit 1: Strategy Group: Compare Texts, T260</p> <p>Unit 3: Compare Texts, T27 Strategy Group: Compare Texts, T126 Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T159 Compare Across Texts, T350</p> <p>Unit 4: Close Read: Analyze Characters, T41, T48–T49 Evaluate Details, T52–T53 Strategy Group: Compare Texts, T128 Close Read: Infer Multiple Themes, T98, T118</p>
<ul style="list-style-type: none"> • Comparing and contrasting stories in the same genre on their approaches to similar themes and topics 	<p>Unit 1: Strategy Group: Compare Texts, T260</p> <p>Unit 3: Compare Texts, T27 Strategy Group: Compare Texts, T126 Formative Assessment Options: Turn, Talk, and Share/Use Independent Text, T159 Compare Across Texts, T350</p> <p>Unit 4: Close Read: Analyze Characters, T41, T48–T49 Evaluate Details, T52–T53 Strategy Group: Compare Texts, T128 Close Read: Infer Multiple Themes, T98, T118</p> <p>Unit 5: Analyze Plot and Setting, T175, T179, T183, T194–T195, T195, T196</p>
<ul style="list-style-type: none"> • Explaining how an author uses reasons and evidence to support points 	<p>Unit 1: Wrap-Up: T-Chart, T23 Use Text Evidence, T27, T33, T52</p> <p>Unit 2: Write to Sources, T130 Use Text Evidence, T237 Analyze Argumentative Texts, T309, T326–T327, T330</p> <p>Unit 5: Analyze Argumentative Texts, T296–T297, T298, T300–T301, T305, T306, T308, T310, T313, T315, T316, T322–T323, T324–T325</p>

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<p>• Integrating information from several texts on the same topic</p>	<p>Unit 1: Conduct Research: Web Sites, T360–T361</p> <p>Unit 2: Write to Sources, T130–T131 Develop with Visuals and Multimedia, T154 Explore the Video, T296–T297 Synthesize Information, T303, T311, T313, T316, T318, T330–T331, T332 Conduct Research: Search Engines, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 3: Explore Media, T286–T287 Conduct Research: Databases, T356–T357 Extend Research: Add Photos and Timelines, T362–T363</p> <p>Unit 4: Compare Across Texts, T368 Conduct Research: Surveys, T374–T375 Refine Research: Primary and Secondary Sources, T378–T379 Extend Research: Online Survey Tools, T380–T381</p> <p>Unit 5: My View, T250 Write to Sources, T262–T263 Conduct Research: Graphics, T364–T365</p>

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ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grade five, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Unit 1: Reflect and Share: Write to Sources, T124–T125, T196–T197, T258–T259 Personal Narrative, T70–T79, T140–T149, T212–T221, T274–T283, T342–T351</p> <p>Unit 2: Reflect and Share: Write to Sources, T130–T131, T200– T201, T266–T267 Article, T76–T85, T146–T155, T216–T225, T282–T291, T350–T359</p> <p>Unit 3: Reflect and Share: Write to Sources, T124–T125, T196–T197, T256–T257 Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p> <p>Unit 4: Reflect and Share: Write to Sources, T126–T127, T194–T195, T264– T265 Science Fiction, T72–T81, T142–T151, T210–T219, T280–T289, T356–T365</p> <p>Unit 5: Reflect and Share: Write to Sources, T132–T133, T202–T203, T262–T263 Poem, T80–T89, T148–T157, T218–T227, T280–T289, T348–T357</p>
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p> <ul style="list-style-type: none"> • Writing opinion pieces on topics or texts, supporting a point of view with reasons and information 	<p>Unit 3: Opinion Essay, T74–T83, T140–T149, T212–T221, T272–T281, T338–T347</p> <p>Unit 4: Science Fiction, T72–T81, T142–T151, T210–T219, T280–T289, T356–T365</p> <p>Unit 5: Poem, T80–T89, T148–T157, T218–T227, T280–T289, T348–T357</p>

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<ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey ideas and information clearly 	<p>Unit 2: Article, T76-T85, T146-T155, T216-T225, T282-T291, T350-T359</p>
<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear sequences of events 	<p>Unit 1: Personal Narrative, T70-T79, T140-T149, T212-T221, T274-T283, T342-T351</p>
<p>3c. Reading materials can serve as models to explore writer’s craft, demonstrate use of domain-specific words and phrases, and support student production of grade-level opinion, informational, and narrative writing.</p>	<p>Unit 1: Reflect and Share: Write to Sources, T124-T125, T196-T197, T258-T259 Personal Narrative, T70-T79, T140-T149, T212-T221, T274-T283, T342-T351 Collaborate and Discuss: Analyze Student Model, T362-T363</p> <p>Unit 2: Reflect and Share: Write to Sources, T130-T131, T200- T201, T266-T267 Article, T76-T85, T146-T155, T216-T225, T282-T291, T350-T359 Collaborate and Discuss: Analyze Student Model, T370-T371</p> <p>Unit 3: Reflect and Share: Write to Sources, T124-T125, T196-T197, T256-T257 Opinion Essay, T74-T83, T140-T149, T212-T221, T272-T281, T338-T347 Collaborate and Discuss: Analyze Student Model, T358-T359</p> <p>Unit 4: Reflect and Share: Write to Sources, T126-T127, T194-T195, T264- T265 Science Fiction, T72-T81, T142-T151, T210-T219, T280-T289, T356-T365 Collaborate and Discuss: Analyze Student Model, T376-T377</p> <p>Unit 5: Reflect and Share: Write to Sources, T132-T133, T202-T203, T262-T263 Poem, T80-T89, T148-T157, T218-T227, T280-T289, T348-T357 Collaborate and Discuss: Analyze Student Model, T366-T367</p>

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3d. Materials include explicit support to teachers, either in the teacher’s edition or classroom materials, for writing instruction linked to the grade five writing standards, including:	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>Unit 1: Personal Narrative, T70-T79, T140-T149, T212-T221, T274-T283, T342-T351</p> <p>Unit 2: Article, T76-T85, T146-T155, T216-T225, T282-T291, T350-T359</p> <p>Unit 3: Opinion Essay, T74-T83, T140-T149, T212-T221, T272-T281, T338-T347</p> <p>Unit 4: Science Fiction, T72-T81, T142-T151, T210-T219, T280-T289, T356-T365</p> <p>Unit 5: Poem, T80-T89, T148-T157, T218-T227, T280-T289, T348-T357</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach 	<p>Unit 1: Revise, T219, T281, T282, T346, T368 Edit, T279, T280, T347, T368</p> <p>Unit 2: Revise, T376 Edit, T288, T289, T290, T354, T355, T378</p> <p>Unit 3: Revise, T278, T279, T364 Edit, T276, T280, T364</p> <p>Unit 4: Revise, T360, T382 Edit, T284-T286, T350, T351, T372</p> <p>Unit 5: Revise, T372 Edit, T284-T286, T350, T351, T372</p>

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<ul style="list-style-type: none"> • Using technology to produce and publish writing, as well as to interact and collaborate with others, demonstrating sufficient keyboarding skills <p>Materials should also guide the teaching of specific components of grade five writing standards 1-3 (See CCSS).</p>	<p>Unit 1: Personal Narrative, T70-T79, T140-T149, T212-T221, T274-T283, T342-T351</p> <p>Unit 2: Article, T76-T85, T146-T155, T216-T225, T282-T291, T350-T359</p> <p>Unit 3: Opinion Essay, T74-T83, T140-T149, T212-T221, T272-T281, T338-T347</p> <p>Unit 4: Science Fiction, T72-T81, T142-T151, T210-T219, T280-T289, T356-T365</p> <p>Unit 5: Poem, T80-T89, T148-T157, T218-T227, T280-T289, T348-T357</p>
<p>3e. Materials provide opportunities and resources for students to conduct short research projects that build knowledge about a topic, including:</p>	
<ul style="list-style-type: none"> • Using several sources to investigate different aspects of a topic 	<p>Unit 1: Conduct Research: Web Sites, T360-T361 Refine Research: Quoting and Paraphrasing, T364-T365 Extend Research: Write a Business Letter, T366-T367</p> <p>Unit 2: Conduct Research: Search Engines, T368-T369 Refine Research: Primary and Secondary Sources, T372-T373 Extend Research: Write a Business E-Mail, T374-T375</p> <p>Unit 3: Conduct Research: Databases, T356-T357 Refine Research: Bibliography, T360-T361 Extend Research: Add Photos and Time Lines, T362-T363</p> <p>Unit 4: Conduct Research: Surveys, T374-T375 Refine Research: Primary and Secondary Sources, T378-T379 Extend Research: Online Survey Tools, T380-T381</p> <p>Unit 5: Conduct Research: Graphics, T364-T365 Refine Research: Bibliography, T368-T369 Extend Research: Recording Tips, T370-T371</p>

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<p>• Recalling relevant information from experiences or gathering information from print and digital sources</p>	<p>Unit 1: Conduct Research: Web Sites, T360–T361 Refine Research: Quoting and Paraphrasing, T364–T365 Extend Research: Write a Business Letter, T366–T367</p> <p>Unit 2: Conduct Research: Search Engines, T368–T369 Refine Research: Primary and Secondary Sources, T372–T373 Extend Research: Write a Business E-Mail, T374–T375</p> <p>Unit 3: Conduct Research: Databases, T356–T357 Refine Research: Bibliography, T360–T361 Extend Research: Add Photos and Time Lines, T362–T363</p> <p>Unit 4: Conduct Research: Surveys, T374–T375 Refine Research: Primary and Secondary Sources, T378–T379 Extend Research: Online Survey Tools, T380–T381</p> <p>Unit 5: Conduct Research: Graphics, T364–T365 Refine Research: Bibliography, T368–T369 Extend Research: Recording Tips, T370–T371</p>
<p>• Summarizing or paraphrasing information in notes and finished work</p>	<p>Unit 1: Conduct Research: Web Sites, T360–T361</p> <p>Unit 2: Conduct Research: Search Engines, T368–T369</p> <p>Unit 3: Conduct Research: Databases, T356–T357</p> <p>Unit 4: Conduct Research: Surveys, T374–T375</p> <p>Unit 5: Conduct Research: Graphics, T364–T365</p>

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<ul style="list-style-type: none"> • Providing a list of sources 	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T364–T365</p> <p>Unit 2: Refine Research: Primary and Secondary Sources, T372–T373</p> <p>Unit 3: Refine Research: Bibliography, T360–T361</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T378–T379</p> <p>Unit 5: Refine Research: Bibliography, T368–T369</p>
<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p>Unit 1: Inquire: Introduce the Project, T356–T357 Explore and Plan: Argumentative Writing, T358–T359</p> <p>Unit 2: Inquire: Introduce the Project, T364–T365 Explore and Plan: Informative Writing, T366–T367</p> <p>Unit 3: Inquire: Introduce the Project, T352–T353 Explore and Plan: Argumentative Writing, T354–T355</p> <p>Unit 4: Inquire: Introduce the Project, T370–T371 Explore and Plan: Informational Writing, T372–T373</p> <p>Unit 5: Inquire: Introduce the Project, T360–T361 Explore and Plan: Argumentative Writing, T362–T363</p>

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<p>ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS</p>	
<p><i>Materials provide guidance and support for explicit and systematic instruction and diagnostic support in grade-level phonics, vocabulary development, syntax, and reading fluency. Students must be able to recognize words fluently in order to focus on the major goal of reading, which is comprehension. Effective foundational skills instruction in grade five includes an explicit and systematic focus on phonics and practice in applying phonics for students who are struggling. Building word analysis skills and fluency must also be contextualized within the materials (CCSS).</i></p>	
<p>4a. Materials provide teachers with guidance and support for explicit and systematic instruction of the grade five <i>Reading Standards for Foundational Skills</i>, including instruction in phonics, word analysis, and reading with fluency to support comprehension. (Refer to CCSS, Appendix A for the research detailing the advancement of foundational skills in reading.)</p>	<p>Unit 1: Develop Vocabulary, T42–T43, T112–T113, T314–T315 Academic Vocabulary, T46, T124, T188, T192, T196, T322, T326 Fluency, T22, T48, T86, T157, T228, T290</p> <p>Unit 2: Develop Vocabulary, T48–T49, T118–T119, T322–T323 Fluency, T22, T92, T162, T232, T298</p> <p>Unit 3: Develop Vocabulary, T46–T47, T244–T245, T310– T311 Academic Vocabulary, T50, T54, T252, T256, T314, T318, T322 Fluency, T23, T90, T156, T228, T289</p> <p>Unit 4: Develop Vocabulary, T44–T45, T252–T253, T328–T329 Academic Vocabulary, T48, T52, T56, T118, T122, T126, T264, T332, T336, T340 Fluency, T22, T88, T158, T226, T296</p> <p>Unit 5: Develop Vocabulary, T52–T53, T120–T121, T318–T319 Academic Vocabulary, T56, T60, T64, T124, T128, T202, T254, T258, T262, T322, T326, T330 Fluency, T22, T96, T164, T234, T294</p>

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<ul style="list-style-type: none"> • Understanding multisyllabic words in context and out of context 	<p>This standard is met throughout the program. See the following representative citations:</p> <p>Unit 1: Develop Vocabulary, T42–T43, T112–T113, T314–T315 Academic Vocabulary, T46, T124, T188, T192, T196, T322, T326</p> <p>Unit 2: Develop Vocabulary, T48–T49, T118–T119, T322–T323</p> <p>Unit 3: Develop Vocabulary, T46–T47, T244–T245, T310– T311 Academic Vocabulary, T50, T54, T252, T256, T314, T318, T322</p> <p>Unit 4: Develop Vocabulary, T44–T45, T252–T253, T328–T329 Academic Vocabulary, T48, T52, T56, T118, T122, T126, T264, T332, T336, T340</p> <p>Unit 5: Develop Vocabulary, T52–T53, T120–T121, T318–T319 Academic Vocabulary, T56, T60, T64, T124, T128, T202, T254, T258, T262, T322, T326, T330</p>

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<p>• Self-correcting using word recognition skills and context clues, rereading text purposefully as needed</p>	<p>Unit 1: Close Read, T41, T241 Vocabulary in Context, T41, T105, T175, T241 Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T172, T178</p> <p>Unit 2: Academic Vocabulary, T173, T180, T204 Develop Vocabulary, T254 Monitor Comprehension, T128 Vocabulary in Context, T39, T250 Context Clues, T204–T205</p> <p>Unit 3: Vocabulary in Context, T104, T239, T309 Context Clues, T200–T201 Academic Vocabulary, T166, T173, T177, T200</p> <p>Unit 4: Monitor Comprehension, T124 Vocabulary in Context, T246, T319, T324 Academic Vocabulary, T169, T170, T175, T179, T198</p> <p>Unit 5: Academic Vocabulary, T181, T206 Vocabulary in Context, T37, T113, T178 Context Clues, T206–T207</p>
<p>4c. Materials provide regular practice in reading grade-level prose and poetry with accuracy, at an appropriate rate, and with appropriate expression.</p>	<p>Unit 1: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26, T90–T91, T160–T161, T232–T233, T294–T295 Read, T30, T94, T164, T236, T298 Fluency, T22, T48, T86, T157, T228, T290</p> <p>Unit 2: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27, T96–T97, T166, T236, T302–T303 Read, T30, T100, T170, T240, T306 Fluency, T22, T92, T162, T232, T298</p> <p>Unit 3: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27, T94, T160–T161, T232–T233, T292 Read, T30, T98, T164, T236, T296 Fluency, T23, T90, T156, T228, T289</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26–T27), T92–T93, T162–T163, T230, T300–T301 Read, T30, T96, T166, T234, T304 T95 Fluency, T22, T88, T158, T226, T296</p> <p>Unit 5: Reading Workshop: Matching Texts to Learning (Leveled Readers), T26, T100–T101, T168–T169, T238–T239, T298–T299 Read, T30, T172, T242, T302 Fluency, T22, T96, T164, T234, T294</p>
<p>4d. Materials guide students in reading grade-level texts with purpose and understanding, making frequent connections between the acquisition of foundational skills and access to the meaning of texts (including a set of text-dependent or text-specific questions to check for understanding).</p>	<p>Unit 1: Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315 First Read Strategies and Questions, T32–T41, T96–T111, T166–T183, T238– T245, T300–T313</p> <p>Unit 2: Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323 First Read Strategies and Questions, T32–T47, T102–T117, T172–T187, T242–T253, T308–T313, T316–T321</p> <p>Unit 3: Respond and Analyze: My View, T46–T47, T112–T113, T184–T185, T244–T245, T310–T311 First Read Strategies and Questions, T32–T45, T100– T111, T166–T173, T176–T183, T238–T243, T298–T309</p> <p>Unit 4: Respond and Analyze: My View, T44–T45, T114–T115, T182–T183, T252–T253, T328–T329 First Read Strategies and Questions, T32–T43, T98–T113, T168–T181, T236–T251, T306– T327</p> <p>Unit 5: Respond and Analyze: My View, T52–T53, T120–T121, T190–T191, T250–T251, T318–T319 First Read Strategies and Questions, T32–T51, T106–T119, T174–T189, T244–T249, T304–T317</p>

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<p>ALIGNMENT CRITERION V: LANGUAGE</p>	
<p><i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i></p>	
<p>Conventions of Standard English</p>	
<p>5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grade five are designed to help build student understanding and use of:</p>	
<ul style="list-style-type: none"> • Conjunctions (including correlative conjunctions), prepositions, and interjections, including knowing and explaining their function in a sentence 	<p>Unit 4: Coordinating and Subordinating Conjunctions, T208–T209 Correlative Conjunctions, T278-T279 Edit for Subordinating Conjunctions, T287 Spiral Review: Correlative Conjunctions, T354</p> <p>Unit 3: Prepositions and Prepositional Phrases, T72–T73</p> <p>Unit 5: Edit for Subordinating Conjunctions, T284 Interjections, T344–T345</p>
<ul style="list-style-type: none"> • Correct verb tense, including perfect tenses, to convey various times, sequences, states, and conditions 	<p>Unit 2: Use Correct Verb Tense (shift in tense), T287 Language and Conventions: Principal Parts of Regular Verbs, T144-T145 Lesson 1: Principal Parts of Regular Verbs, T214 Language and Conventions: Perfect Verb Tenses, T280-T281 Use Correct Verb Tense, T287</p>

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<ul style="list-style-type: none"> • Correct spelling of grade-level words 	<p>Unit 1: Spelling, T67, T137, T209, T271, T339 Spelling Practice, T338</p> <p>Unit 2: Spelling Patterns, T72, T346 Spelling, T73, T143, T213, T279, T347</p> <p>Unit 3: Spelling, T71, T137, T209, T269, T335 Spelling Patterns, T136 Unusual Spellings, T180, T202, T208-T209, T269</p> <p>Unit 4: Spelling, T69, T139, T207, T277, T353 Spelling Words with Word Parts, T62-T63, T68-T69, T132-T133, T200-T201, 201, T271</p> <p>Unit 5: Spelling, T77, T145, T215, T275, T343 Spell Multisyllabic Words, T214-T215, T215</p>
<ul style="list-style-type: none"> • Commas to separate items in a series, separate an introductory phrase from the rest of a sentence, to indicate direct address, or to set off tag words or questions 	<p>Unit 2: Edit for Punctuation Marks, T354</p> <p>Unit 4: Edit for Punctuation Marks, T288</p> <p>Unit 5: Commas and Semicolons in a Series, T78-T79 Commas and Introductory Elements, T146-T147, T216</p>
<ul style="list-style-type: none"> • Underlining, quotation marks, or italics to indicate titles 	<p>Unit 2: Edit for Punctuation Marks, T354</p> <p>Unit 3: Punctuate Titles, T277</p> <p>Unit 5: Language and Conventions: Punctuating Titles, T216-T217, T276</p>

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<p>Knowledge of Language</p>	
<p>5b. The materials support instruction on:</p>	
<ul style="list-style-type: none"> • Expanding, combining, and reducing sentences 	<p>Unit 1: Language and Conventions: Simple Sentences, T68-T69 Complete Sentences, T68 Reading-Writing Bridge, T72 Simple Sentences, T138 Possible Teaching Point: Language and Conventions: Compound and Complex Sentences, T173 Language and Conventions: Compound and Complex Sentences, T210-T211 Compound and Complex Sentences, T272</p> <p>Unit 2: Edit Simple and Compound Sentences, T289</p> <p>Unit 3: Revise by Rearranging Ideas for Clarity, T278 Revise by Combining Ideas for Clarity, T279</p> <p>Unit 4: Edit for Subordinating Conjunctions, T287</p>
<ul style="list-style-type: none"> • Comparing and contrasting the varieties of English dialects and registers used in stories, dramas, or poems 	<p>Unit 1: Possible Teaching Point: Academic Vocabulary: Figurative Language, T239 Figurative Language: Idioms, T262-T263</p> <p>Unit 3: Figurative Language, T260 Idioms, T238</p> <p>Unit 4: Author’s Craft, T34, T38 Dialects, T34, T38, T64-T67 Adages and Proverbs, T268-T269, T348-T349, T350-T351</p> <p>Unit 5: Share Back, T84</p>

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<p>Vocabulary Acquisition and Use</p>	
<p>5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:</p>	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>Unit 1: Vocabulary in Context, T41, T105, T175, T241 Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T172, T178</p> <p>Unit 2: Vocabulary in Context, T39, T250 Context Clues, T204–T205</p> <p>Unit 3: Vocabulary in Context, T104, T239, T309 Context Clues, T200–T201 Academic Vocabulary: Context Clues, T166, T173, T177</p> <p>Unit 4: Vocabulary in Context, T246, T319, T324 Academic Vocabulary: Context Clues, T169, T170, T175, T179</p> <p>Unit 5: Vocabulary in Context, T37, T113, T178 Context Clues, T206–T207 Academic Vocabulary: Context Clues, T181</p>
<ul style="list-style-type: none"> • Using Greek or Latin affixes and roots as clues to the meaning of words 	<p>Unit 1: Suffixes, T41, T60–T61, T67, T131, T137, T264–T265, T333, T339 Word Study: Greek Roots, T97, T101, T130–T131, T203</p> <p>Unit 2: Word Study: Prefixes T246, T272–T273, T341, T347 Base Words and Endings, T340–T341, T346–T347 Prefixes, T278–T279</p> <p>Unit 3: Suffixes, T102, T203, T209, T262–T263, T329, T335 Words with Latin Roots, T42, T64–T65, T131 Base Words and Endings, T71</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Unit 4: Prefixes, T132–T133 Spelling Words with Word Parts, T62-T63, T68-T69, T132-T133, T200-T201, 201, T271 Latin Roots, T312, T313, T323, T346-T347 Word Origins, T270-T271, T347</p> <p>Unit 5: Latin Roots <i>audi, rupt, scrib, spec</i>, T71 Word Study: Suffixes, T184 Related Words, T33, T37</p>
<p>• Consulting reference materials to determine pronunciation or the meaning of words</p>	<p>Unit 1: Word Study: Apply Greek Roots (use dictionary), T130 Conventions, T368 Using a Dictionary in Activities, T58–T59, T184, T339 How to Use a Glossary, T386-T387</p> <p>Unit 2: Dictionary/Glossary Definitions, T152 Using a Dictionary in Activities, T135, T254, T255 Conventions, T376 How to Use a Glossary, T394-T395</p> <p>Unit 3: Unusual Spellings, T180, T202, T208-T209, T269 Model and Practice, T262, T263, T269 How to Use a Glossary, T382–T383</p> <p>Unit 4: Word Study: Apply, T201 Word Study: Model and Practice, T346 How to Use a Glossary, T400-T401</p> <p>Unit 5: Word Study: Model and Practice, T70, T215 Syllable Patterns, T215 How to Use a Glossary, T390-T391</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Unit 1: Figurative Language, T99, T109, T183, T239, T262, T266–T267, T268–T269, T307, T334–T335, T336–T337 Multiple-Meaning Words, T185 Synonyms and Antonyms, T103, T128–T129</p> <p>Unit 2: Figurative Language, T253 Synonyms and Antonyms, T103, T109, T134–T135</p> <p>Unit 3: Simile, T43 Figurative Language, T33, T34, T66–T67, T232, T238, T260–T261, T309 Academic Vocabulary: Synonyms and Antonyms, T107, T109, T128–T129</p> <p>Unit 4: Figurative Language, T250, T268–T269, T326 Adages and Proverbs, T268–T269, T348–T349, T350–T351 Academic Vocabulary: Synonyms and Antonyms, T103, T130–T131</p> <p>Unit 5: Use Simile and Metaphor, T155 Synonyms and Antonyms, T109, T113, T136–T137</p>

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ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	
<p><i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for eventual college- and career-readiness, as outlined in the standards (see IMET). If grade five students are able to listen to others, discuss what they are learning, and voice their own confusion or misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to points of view that may differ from their own, and they learn how to agree and disagree, express their own thoughts, and ask questions when they don't understand or need more clarification (CCSS).</i></p>	
<p>6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:</p>	
<ul style="list-style-type: none"> • Come to a discussion prepared 	<p>Unit 1: Collaborate and Discuss: Audience, T362 Turn, Talk, and Share, T25, T84, T89, T154, T159, T226, T231, T293 Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315</p> <p>Unit 2: Collaborate and Discuss: Audience, T370 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323</p> <p>Unit 3: Collaborate and Discuss: Audience, T358 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Respond and Analyze: My View, T46–T47, T112–T113, T184–T185, T244–T245, T310–T311</p> <p>Unit 4: Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Respond and Analyze: My View, T44, T114, T182, T252, T328 Collaborate and Discuss, T376 Collaborate and Discuss: Audience, T376</p> <p>Unit 5: Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Respond and Analyze: My View, T52, T120, T250, T318 Collaborate and Discuss: Audience, T366</p>

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<ul style="list-style-type: none"> • Follow agreed upon rules/roles 	<p>Unit 1: Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Turn, Talk, and Share, T25, T84, T89, T154, T159, T226, T231, T293 Reflect and Share: Talk About It, T54–T55, T326–T327</p> <p>Unit 2: Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share: Talk About It, T60–T61, T334–T335</p> <p>Unit 3: Listening Comprehension, T22– T23, T90–T91, T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Reflect and Share: Talk About It, T58–T59, T322–T323</p> <p>Unit 4: Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296– T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share: Talk About It, T56–T57, T340–T341 Collaborate and Discuss, T376</p> <p>Unit 5: Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share: Talk About It, T64–T65, T330–T331</p>

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<p>• Pose and respond to specific questions to clarify or follow up on information</p>	<p>Unit 1: Generate Questions, T37, T38, T99 Listening Comprehension, T22–T23, T86–T87, T156–T157, T228–T229, T290–T291 Turn, Talk, and Share, T25, T84, T89, T154, T159, T226, T231, T293 Reflect and Share: Talk About It, T54–T55, T326–T327</p> <p>Unit 2: Generate Questions, T196–T197, T198, T199, T251 Listening Comprehension, T22–T23, T92–T93, T162–T163, T232–T233, T298–T299 Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Reflect and Share: Talk About It, T60–T61, T334–T335</p> <p>Unit 3: Generate Questions, T37, T110, T241 Listening Comprehension, T22–T23, T90–T91, T156–T157, T228–T229, T288–T289 Turn, Talk, and Share, T25, T93, T154, T159, T291 Reflect and Share: Talk About It, T58–T59, T322–T323</p> <p>Unit 4: Generate Questions, T262, T307 Listening Comprehension, T22–T23, T88–T89, T158–T159, T226–T227, T296–T297 Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Reflect and Share: Talk About It, T56–T57, T340–T341 Collaborate and Discuss, T376</p> <p>Unit 5: Generate Questions, T43, T181, T307, T313 Listening Comprehension, T22–T23, T96–T97, T164–T165, T234–T235, T294–T295 Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Reflect and Share: Talk About It, T64–T65, T330–T331</p>

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<ul style="list-style-type: none"> • Review key ideas and explain their own ideas 	<p>Unit 1: Turn, Talk, and Share, T25, T84, T89, T154, T159, T226, T231, T293 Respond and Analyze: My View, T42–T43, T112–T113, T184–T185, T246–T247, T314–T315 Collaborate and Discuss, T362</p> <p>Unit 2: Turn, Talk, and Share, T20, T25, T95, T160, T165, T235, T296, T301 Respond and Analyze: My View, T48–T49, T118–T119, T188–T189, T254–T255, T322–T323 Collaborate and Discuss, T370</p> <p>Unit 3: Turn, Talk, and Share, T25, T93, T154, T159, T226, T231, T291 Respond and Analyze: My View, T46–T47, T112–T113, T184–T185, T244–T245, T310–T311 Collaborate and Discuss, T358</p> <p>Unit 4: Turn, Talk, and Share, T20, T86, T91, T224, T229, T294, T299 Respond and Analyze: My View, T44, T114, T182, T252, T328 Collaborate and Discuss, T376</p> <p>Unit 5: Turn, Talk, and Share, T25, T94, T99, T167, T232, T237, T292, T297 Respond and Analyze: My View, T52, T120, T250, T318 Collaborate and Discuss, T366</p>

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<p>• Differentiate between contexts for formal English and situations where informal discourse is appropriate</p>	<p>Unit 1: Reflect and Share, T54, T326 Celebrate and Reflect, T370–T371</p> <p>Unit 2: Talk About It, T334 Celebrate and Reflect, T378–T379</p> <p>Unit 3: Reflect and Share, T58, T322 Collaborate and Discuss, T358 Celebrate and Reflect, T366–T367</p> <p>Unit 4: Celebrate and Reflect, T384–T385</p> <p>Unit 5: Reflect and Share: Talk About It!, T330–T331 Celebrate and Reflect, T374–T375</p>
<p>• Use accurate, grade-appropriate 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, T42–T43, T112–T113, T314–T315 Academic Vocabulary, T46, T124, T188, T192, T196, T322, T326</p> <p>Unit 2: Develop Vocabulary, T48–T49, T118–T119, T322–T323</p> <p>Unit 3: Develop Vocabulary, T46–T47, T244–T245, T310– T311 Academic Vocabulary, T50, T54, T252, T256, T314, T318, T322</p> <p>Unit 4: Develop Vocabulary, T44–T45, T252–T253, T328–T329 Academic Vocabulary, T48, T52, T56, T118, T122, T126, T264, T332, T336, T340</p> <p>Unit 5: Develop Vocabulary, T52–T53, T120–T121, T318–T319 Academic Vocabulary, T56, T60, T64, T124, T128, T202, T254, T258, T262, T322, T326, T330</p>

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6b. <i>Presentation of Knowledge and Ideas</i> . Materials provide a language framework for student planning of effective presentations, focusing on:	
<ul style="list-style-type: none"> • How to report on a topic or text using evidence to present findings from research 	<p>Unit 1: Project-Based Inquiry, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371</p> <p>Unit 2: Project-Based Inquiry, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379</p> <p>Unit 3: Project-Based Inquiry, T352–T353, T354–T355, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367</p> <p>Unit 4: Project-Based Inquiry, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381, T382–T383, T384–T385</p> <p>Unit 5: Project-Based Inquiry, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375</p>
<ul style="list-style-type: none"> • How to present an opinion 	<p>Unit 5: Inquire: Introduce the Project, T360–T375 (Write a Script for a Public Service Announcement about the Environment)</p>
<ul style="list-style-type: none"> • How to sequence ideas logically 	<p>Unit 2: Inquire: Introduce the Project, T364–T379 (Survival Guide to a Natural Area) Inquire: Introduce the Project, T352–T367 (Write a Speech about Person Who Impacted Their Lives)</p>
<ul style="list-style-type: none"> • How to use appropriate facts and relevant details to support ideas 	<p>Unit 2: Inquire: Introduce the Project, T364–T379 (Survival Guide to a Natural Area) Unit 4: Inquire: Introduce the Project, T370–T385 (Create a Survey on Freedom and Create a Project)</p>

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<p>• How to use descriptive details to support main ideas or themes</p>	<p>Unit 1: Project-Based Inquiry, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371</p> <p>Unit 2: Project-Based Inquiry, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379</p> <p>Unit 3: Project-Based Inquiry, T352–T353, T354–T355, T356–T357, T358–T359, T360–T361, T362–T363, T364–T365, T366–T367</p> <p>Unit 4: Project-Based Inquiry, T370–T371, T372–T373, T374–T375, T376–T377, T378–T379, T380–T381, T382–T383, T384–T385</p> <p>Unit 5: Project-Based Inquiry, T360–T361, T362–T363, T364–T365, T366–T367, T368–T369, T370–T371, T372–T373, T374–T375</p>
<p>• How to use multimedia components</p>	<p>Unit 1: Celebrate and Reflect, T370–T371</p> <p>Unit 2: Celebrate and Reflect, T378–T379</p> <p>Unit 3: Extend Research: Add Photos and Time Lines, T362–T363 Celebrate and Reflect, T366–T367</p> <p>Unit 4: Celebrate and Reflect, T384–T385</p> <p>Unit 5: Conduct Research: Graphics, T364–T365 Extend Research: Recording Tips, T370–T371 Celebrate and Reflect, T374–T375</p>

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<ul style="list-style-type: none"> • How to adapt speech to a variety of audiences 	<p>Unit 1: Reflect and Share, T54, T326 Celebrate and Reflect, T370–T371</p> <p>Unit 2: Talk About It, T334 Celebrate and Reflect, T378–T379</p> <p>Unit 3: Reflect and Share, T58, T322 Collaborate and Discuss, T358 Celebrate and Reflect, T366–T367</p> <p>Unit 4: Celebrate and Reflect, T384–T385</p> <p>Unit 5: Reflect and Share: Talk About It!, T330–T331 Celebrate and Reflect, T374–T375</p>

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<p>ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS</p>	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grade five students, the materials must include supports for students to comprehend text at the high end of the grades three through five text complexity band. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments. These assessments should provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p>	
<ul style="list-style-type: none"> • Academic language 	<p>Students develop academic word knowledge with generative vocabulary that is content or top-area based in Pearson's <i>myView Literacy</i> ©2020. Instruction focuses on connections between words of similar meanings or the same morphology. Through vocabulary instruction and practice, students generate more words connected to the unit Academic Vocabulary.</p> <p>Unit 1: Academic Vocabulary, T128–T129; Spelling, T208–T209 Unit 2: Vocabulary Skills/Strategies: Context Clues, T204–T205; Unit 3: Develop Vocabulary, T184–T185, T310–T311</p>

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<ul style="list-style-type: none"> • Linguistic frames for student talk and writing 	<p>The Teacher’s Edition includes many opportunities of linguistic frames and sentence frames to spark discussion and comprehension. These activities can help students at all levels achieve understanding and success.</p> <p>Examples of Sentence Frames, Unit 1: T24, T62, T73, T162, T322 Unit 2: T248 Unit 3: T126, T258</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>The <i>Reading-Writing Bridge</i> offers teaching points to help students make meaningful connections, bringing together and illustrating the union between reading and writing. <i>Possible Teaching Points</i> connected to the selections highlight grammar and conventions instruction opportunities. The <i>Language & Conventions</i> bridge consists of five lessons with flexible options connected to the Writing Workshop. This section prepares students with tools they need to become more effective writers.</p> <p>Unit 2: Subject-Verb Agreement, T74–T75 Unit 3: Language & Conventions, T336–T337 Unit 5: Commas and Semicolons in a Series, T78–T79</p>

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<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>The collections of texts in <i>myView Literacy</i> are organized around central themes such as Networks, Adaptations, Diversity, Impacts, and Systems. Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>For examples see: Unit 2: Leveled Readers Library, T10–T11</p>
<ul style="list-style-type: none"> • Illustrations 	<p>Examples of Illustrations: Unit 1: Illustrations (First Read), T177 Unit 2: Illustrations (First Read), T42 Unit 3: Illustrations (First Read), T61, Visual Support, T21; Close Read, T111 Unit 4: Close Read, T101, T104, T109, T110, T112, T246</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>Examples of Graphs and Charts: Unit 1: Charts, T47, T51, T89, T159, T251 Unit 2: Charts, T255, T259 Unit 5: Graphics, T364–T365</p>

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<p>• Maps and photographs</p>	<p>Examples of Maps and Photographs: Unit 1: Explore Maps, T154–T155; Map, T97, T155, T300, Explore Infographics, T84–T85, T226–T227; Photographs: First Read (Photographs), T36, T96, T104: Unit 2: Explore Maps, T90–T9; Map, T91; Explore Infographics, T20–T21; Photographs: First Read (Photographs), T251 Unit 3: Explore Infographics, T88–T89; Unit 4: Explore Maps, T86–T87; Explore Infographics, T20–T21 Unit 5: Explore Maps, T292–T293; Explore Infographics, T20–T21</p>
<p>• Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur)</p>	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the First Read questions, in which students explore the content of the selections. Close Reading questions in the Student Edition and Teacher’s Edition offer clues to meaning and vocabulary assistance.</p> <p>For examples see: Unit 3: First Read, T32, T33, T34, T36, T37, T39, T42 Close Read, T238, T239, T240, T242, T243</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The all-in-one Teacher’s Edition has everything need for planning and instruction. Grade 5 includes 5 Teacher Edition volumes that include explicit instructional directions that are clearly goals and objectives. Clear Learning Goals and Objectives are included throughout the volumes. Instructional directions include Close Read activities; First Read activities; Comprehension, Writing, Word Study activities; and before and after reading response activities.</p> <p>For examples see: Unit 2: Learning Goal, T234; Objectives, T306, T308, T309, T312, T314, T320</p>
<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students’ comprehension skills strengthen 	<p>Students have opportunities to increase their reading abilities and comprehend increasingly complex texts over the course of the school year. Text-dependent tasks, strategies, and questions during reading are carefully sequenced to develop a coherent understanding of the text and lead students into deeper comprehension of the knowledge and central ideas of the text. The Skills Overview for each unit includes a list of skills for the Reading Workshop, Writing Workshop, and the Reading-Writing Workshop Bridge.</p> <p>Assessment includes <i>Cold Reads for Fluency and Comprehension</i>: passages of three different levels of accuracy and allows teachers to assess comprehension and reading rate.</p> <p>For examples see: Unit 1: Skills Overview, T6–T7 Fluency: Accuracy, T120, T190, T256, T260, T324, T328 Unit 3: Fluency: Accuracy, T6–T7</p>

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<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myView Literacy</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myView Literacy</i> ©2020 creates opportunities for student success with the Reading Workshop. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>For examples see: Unit 3: Introduce the Text, T164–T165; First Read Teacher’s Edition Side Notes, T167, T168, T173; Close Read Teacher’s Edition Side Notes, T169, T171, T173; Respond and Analyze, T184–T185; Reading Workshop: Close Read, T188–T189, T192–T193; Assess & Differentiate ELL material, T194, T195; Reflect and Share, T196–T197</p>

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<p>• Clear guidance for documenting student progress toward meeting grade-level standards</p>	<p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Assess Understanding; Observational Assessments; Conferencing Checklists; and Rubrics.</p> <p>Progress Check-Ups allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, Spelling, and Writing activities.</p> <p>For examples see:</p> <p>Unit 1: Quick Checks, T43, T247; Assess Understanding, T67; Rubrics, T351; Spelling, T208–T209</p> <p>Unit 3: Comprehension, T188–T189, T192–T193; Spelling, T208–T209</p> <p>Unit 5: Quick Checks, T323; Assess Understanding, T337; Rubrics, T357</p> <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>In addition, the <i>Data-Driven Assessment Guide</i> provides easy to use guidance, strategies, and tools for all types of literacy assessment.</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myView Literacy</i> ©2020 is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. myView Digital includes the Realize Reader, Audio editions, Videos, Downloads and Assessments.</p> <p>Trade Books and Leveled Readers are available in print and digital formats. In addition, Online Reader Interactive Support includes ELL Access Videos and Interactive Graphic Videos.</p> <p>myView is on the award-winning Pearson Realize™</p> <p>For examples see: digital platform, where you can share content and rosters seamlessly with Google Classroom™.</p> <p>Unit 2 : Leveled Readers Library, T10–T11</p>

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<p>7e. The materials include assessments along with:</p> <ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myView Literacy</i> ©2020 includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment includes <i>Customized Digital Assessments</i> allowing teachers to edit/add questions to an existing test or build an original test. The <i>Student Class/District Data</i> and Reports gather and track usage and students' growth on grade-level standards and skill. The Data tab includes clear, actionable data showing how students are performing on specific standards. The page includes small group recommendations next-step activities.</p> <p>Assessment Overview, xviii–xix (all volumes)</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>Week 6 of each unit is a culminating <i>Project-Based Inquiry</i> where the students apply their understanding of the Unit Theme and Essential Question to a collaborative weekly project. The Project-Based Inquiry combines inquiry and research skills to create a real-world, authentic product supporting social-emotional development in learners.</p> <p>For examples see:</p> <p>Unit 1: Project-Based Inquiry: Create a Travel Guide, T356–T371</p> <p>Unit 2: Project-Based Inquiry: Create a Survival Guide to a Natural Area, T364–T379</p> <p>Unit 5: Project-Based Inquiry: Write a Script for a Public Service Announcement about the Environment, T360–T375</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myView Literacy</i> ©2020 offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole Groups and Small Groups including Book Club.</p> <p>The Leveled Readers for each unit include a range of reading levels and interests. There is a rich variety of genres, including informational text, realistic fiction, animal fantasy, and more. Matching Texts to Learning pages each week include suggested texts and instruction aligned to the week's instruction and genre.</p>

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<p>(Continued)</p>	<p>(Continued) For examples see: Unit 1: Leveled Readers, T10–T11, T160–T161 Unit 2: Book Club, T380–T393; Reading Workshop: Whole Group: T306–T323, T326–T327, T330, T331, T334–T335 Unit 3: Small Group, T232–T235, T246–T247, T250– T251, T254–T255 Unit 4: Book Club, T386–T399</p>
<p>• Reading selections and questions that progress in a logical sequence for gradual release²</p>	<p>Every lesson, every day, regardless of content, includes assessment of students' progress and needs.</p> <p>Pearson's <i>myView Literacy</i> ©2020 integrates daily routines and opportunities to monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; and Assess Understanding.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Baseline Tests</i> determine each students' starting profile to guide and form instruction. • <i>Unit Tests</i> monitor Student progress on skill sand standards taught in a unit. • <i>Middle-of-Year Test</i> monitor student progress on skills and standards taught in Units 1-3. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>For examples see: Unit 2: Assess Prior Knowledge, T72; Assess Understanding, T141 Unit 3: Quick Check, T93, T113, T117, T125 Unit 4: Assess Prior Knowledge, T1; Assess Understanding, T136</p>

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<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p><i>myView Literacy</i> provides multiple pathways for students who are meeting grade-level expectations to personalize and maximize their learning experience.</p> <ul style="list-style-type: none"> • The Teacher’s Edition includes <i>Advanced and Advanced High</i> activities where teachers can challenge students reading and writing above grade level. • <i>Independent Reading</i> and <i>Independent Writing</i> options provide advanced students opportunities to excel. • A <i>Project-Based Inquiry</i> completes each unit where students consider what they’ve learned across the unit. Students explore a real-world issue by questioning, exploring, and researching to form their own conclusions. • <i>Book Club</i> gives students an in-class opportunity for real-world reading enjoyment. Students are given opportunities to investigate their interests with self-selected trade books. • <i>Leveled Readers</i>: English and Spanish readers for guided reading or independent reading connected to the genres and themes taught in each unit. Each grouping includes above grade texts to challenge above level readers. <p>For examples see:</p> <p>Unit 1: Advanced, T118; Independent Writing, T346</p> <p>Unit 2: Advanced High, T122</p> <p>Unit 3: Unit Project, T349-T367; Leveled Readers, T94–T95; Book Club, T368–T381</p> <p>Unit 4: Advanced, T274</p> <p>Unit 5: Advanced High, T102</p>

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<p>• Steps to take when evidence suggests that students are starting to fall behind</p>	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myView Literacy</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>Support in the Teacher’s Edition includes Small Group Instruction, providing differentiating instruction to engage all students. Minilessons fill in the strategy gaps and support English language learners’ language proficiency. The Intervention Activity helps with striving readers and workshops include opportunities to develop independent self-sustained readers.</p> <p><i>myView Literacy</i> features Leveled Readers written to Guided Reading levels. Leveled readers are connected to the unit themes and genres. <i>myView Literacy</i> provides embedded ELL Targeted Support and dual language resources. ELL strategies support English language acquisition during whole group minilessons or in strategy groups.</p> <p>Our companion intervention resources connect to the week’s instruction. These products include: Small Group Guide, Leveled Reader Teacher’s Guide, <i>myFocus</i> Intervention Teacher’s Guide, and the <i>myFocus</i> Reader. <i>SuccessMaker</i> provides customized adaptive intervention that aligns to the <i>myView Literacy</i> scope and sequence.</p> <p>For examples see:</p> <p>Unit 1: ELL Targeted Support: T114</p> <p>Unit 2: ELL Targeted Support: T260;</p> <p>Unit 3: Small Group Instruction, T114–T115</p> <p>Unit 5: Small Group Instruction, T102–T103</p>

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