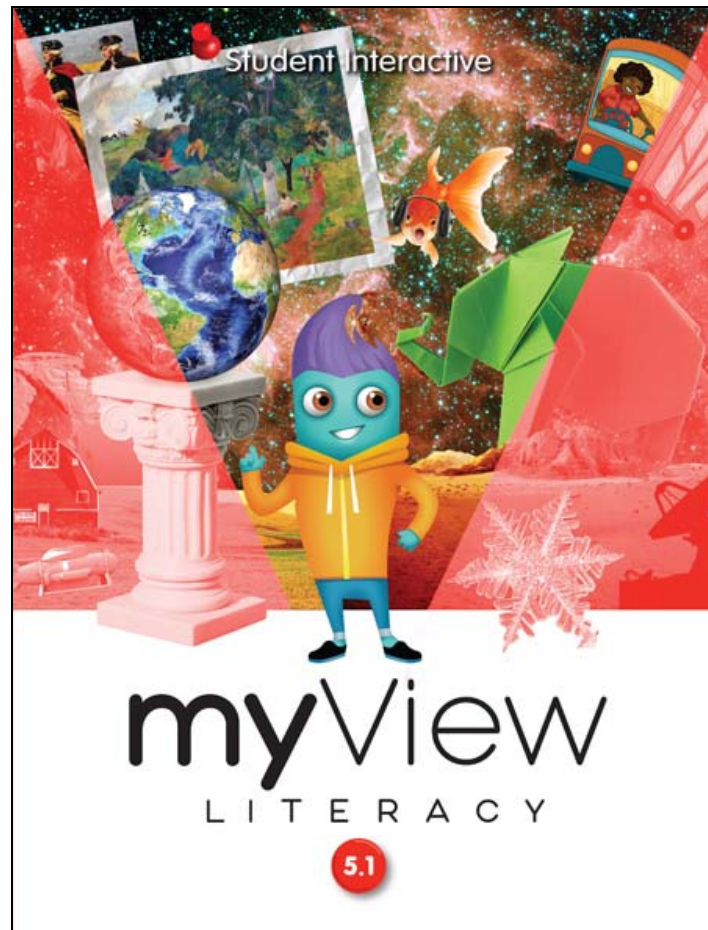


## A Correlation of



**Grade 5, ©2020**

To

**Ohio's New Learning Science Standards  
Grade 5**

**SAVVAS**

# A Correlation of myView ©2020, Grade 5 to Ohio's New Learning Science Standards, Grade 5

## Introduction

This document demonstrates how **myView Literacy, ©2020** meets **Ohio's New Learning Science Standards**. Correlation page references are to the Teacher's Edition and are cited by grade, unit and page references.

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

### Inspire Confidence and Collaboration

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

### Focus on Balance and Flexibility

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

### Nurture Every Learner

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

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| <b>ESS Earth and Space Science</b>  |   |
| Cycles and Patterns in the Solar System   |   |
| This topic focuses on the characteristics, cycles and patterns in the solar system and within the universe.   |   |
| 5.ESS.1 The solar system includes the sun and all celestial bodies that orbit the sun. Each planet in the solar system has unique characteristics.  |   |
| 5.ESS.1.a The distance from the sun, size, composition and movement of each planet are unique. Planets revolve around the sun in elliptical orbits. Some of the planets have moons and/or debris that orbit them. Comets, asteroids and meteoroids orbit the sun.                             | <p><b>Unit 1:</b><br/><b><u>Selections</u></b><br/>Infographic: The Places Scientists Will Go! T84–T85<br/>Read: <i>Life on Earth—and Beyond</i> T95–T111</p> <p><b><u>Activities and Supplemental Material</u></b><br/>Cross-Curricular Perspectives: Social Studies, U1: T100, T104 (NASA)<br/>Cross-Curricular Perspectives: Social Studies, U1: T108 (Viking Spaceship on Mars)</p> <p><b>Unit 5:</b><br/><b><u>Leveled Readers</u></b><br/>Mission to the Stars (Informational Text)</p> |
| 5.ESS.2 The sun is one of many stars that exist in the universe.  |   |
| 5.ESS.2.a The sun appears to be the largest star in the sky because it is the closest star to Earth. Some stars are larger than the sun and some stars are smaller than the sun.  | <p>For supporting content please see:</p> <p><b>Unit 1:</b><br/><b><u>Selections</u></b><br/>Infographic: The Places Scientists Will Go! T84–T85</p> <p><b>Unit 5:</b><br/><b><u>Selections</u></b><br/>Read: from <i>Earth’s Water Cycle</i> (Sun’s role in the water cycle) T105–T125</p>   |
| 5.ESS.3 Most of the cycles and patterns of motion between the Earth and sun are predictable.  |   |
| 5.ESS.3.a Earth’s revolution around the sun takes approximately 365 days. Earth completes one rotation on its axis in a 24-hour period, producing day and night. This rotation makes the sun, stars and moon appear to change position in the sky. Note: Moon phases should not be the focus. | <p><b>Unit 1:</b><br/><b><u>Selections</u></b><br/>Infographic: The Places Scientists Will Go! T84–T85<br/>Read: <i>Life on Earth—and Beyond</i> T95–T111</p> <p><b>Unit 5:</b><br/><b><u>Leveled Readers</u></b><br/>Mission to the Stars (Informational Text)</p>   |
| <b>LS Life Science</b>  |   |
| Interconnections within Ecosystems  |   |
| This topic focuses on foundational knowledge of the structures and functions of ecosystems.   |   |
| 5.LS.1 Organisms perform a variety of roles in an ecosystem.  |   |
| 5.LS.1.a Populations of organisms can be  | <b>Unit 2:</b>  |

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| <p>categorized by how they acquire energy.</p>  | <p><b><u>Selections</u></b><br/>           Infographic: How Scientists Study Ocean Life T20–T21<br/>           Read Aloud: “Jellyfish: Valuable Slime” T22–T23<br/>           Read: <i>A Place for Frogs</i> T101–T117<br/>           Read Aloud: “You Are What You Eat” T298–T299</p> <p><b><u>Leveled Readers</u></b><br/>           Eating Well (Informational Text)<br/>           Making Observations (Informational Text)<br/>           A System of Life (Informational Text)<br/>           An Eye on Ecosystems (Informational Text)</p> <p><b><u>Activities and Supplemental Material</u></b><br/>           Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants)<br/>           Cross-Curricular Perspectives: Science, U2: T112 (Frog Species)<br/>           Cross-Curricular Perspectives: Science, U2: T113 (Fungus)<br/>           Cross-Curricular Perspectives: Science, U2: T116 (Toads vs. Frogs)<br/>           Cross-Curricular Perspectives: Science, U2: T186 (Oxygen)<br/>           Cross-Curricular Perspectives: Science, U2: T310 (Plants as Food Source)</p> |
| <p>5.LS.1.b Food webs can be used to identify the relationships among producers, consumers and decomposers in an ecosystem.</p> | <p><b>Unit 2:</b><br/> <b><u>Selections</u></b><br/>           Read: <i>A Place for Frogs</i> T101–T117<br/>           Read Aloud: “You Are What You Eat” T298–T299</p> <p><b><u>Leveled Readers</u></b><br/>           Eating Well (Informational Text)</p>  |

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|  | <p>A System of Life (Informational Text)<br/>           Trapped in Carnivorous Plants (Expository Text)<br/>           An Eye on Ecosystems (Informational Text)<br/>           Fit for Survival (Informational Text)<br/> <b>Activities and Supplemental Material</b><br/>           Cross-Curricular Perspectives: Science, U2: T106 (Frogs Life Cycle)<br/>           Cross-Curricular Perspectives: Science, U2: T242, T249 (Desert Ecosystem)<br/>           Cross-Curricular Perspectives: Science, U2: T310 (Plants as Food Source)<br/>           Cross-Curricular Perspectives: Science, U2: T312 (Coral Reef Ecosystem)<br/>           Cross-Curricular Perspectives: Science, U2: T318 (Whales Ecosystem)<br/>           Cross-Curricular Perspectives: Science, U2: T320 (Elephant Ecosystem)</p> |
| 5.LS.2 All of the processes that take place within organisms require energy.   |   |
| 5.LS.2.a For ecosystems, the major source of energy is sunlight. Energy entering ecosystems as sunlight is transferred and transformed by producers into energy that organisms use through the process of photosynthesis. That energy is used or stored by the producer and can be passed from | <p><b>Unit 2:</b><br/> <b>Selections</b><br/>           Read Aloud: “Jellyfish: Valuable Slime” T22–T23<br/>           Read Aloud: “You Are What You Eat” T298–T299<br/> <b>Leveled Readers</b><br/>           Eating Well (Informational Text)</p>   |

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| organism to organism as illustrated in food webs.   | Trapped in Carnivorous Plants (Expository Text)<br>An Eye on Ecosystems (Informational Text)<br>Fit for Survival (Informational Text)<br><b>Activities and Supplemental Material</b><br>Cross-Curricular Perspectives: Science, U2: T39<br>(Chlorophyll in plants)<br>Cross-Curricular Perspectives: Science, U2: T102<br>(Fresh Water)<br>Cross-Curricular Perspectives: Science, U2: T106<br>(Frogs Life Cycle)<br>Cross-Curricular Perspectives: Science, U2: T111<br>(Protect Frog Species)<br>Cross-Curricular Perspectives: Science, U2: T112<br>(Frog Species)<br>Cross-Curricular Perspectives: Science, U2: T186<br>(Oxygen)<br>Cross-Curricular Perspectives: Science, U2: T242,<br>T249 (Desert Ecosystem)<br>Cross-Curricular Perspectives: Science, U2: T244<br>(Saguaro Cactus)<br>Cross-Curricular Perspectives: Science, U2: T310<br>(Plants as Food Source)<br>Cross-Curricular Perspectives: Science, U2: T312<br>(Coral Reef Ecosystem)<br>Cross-Curricular Perspectives: Science, U2: T316<br>(Amazon Rain Forest)<br>Cross-Curricular Perspectives: Science, U2: T318<br>(Whales Ecosystem)<br>Cross-Curricular Perspectives: Science, U2: T320<br>(Elephant Ecosystem) |
| <b>PS Physical Science</b>  |  |
| Light, Sound and Motion   |  |
| This topic focuses on the forces that affect motion. This includes the relationship between the change in speed of an object, the amount of force applied and the mass of the object. Light and sound are explored as forms of energy that move in predictable ways, depending on the matter through which they move. |  |
| 5.PS.1 The amount of change in movement of an object is based on the mass of the object and the amount of force exerted.  |  |

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| <p>5.PS.1.a Movement can be measured by speed. The speed of an object is calculated by determining the distance (d) traveled in a period of time (t).</p>   | <p>For supporting content please see:<br/> <b>Unit 1:</b><br/> <u><b>Selections</b></u><br/> Read: <i>Life on Earth—and Beyond</i> T95–T111<br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Social Studies, U1: T100, T104 (NASA)<br/> Cross-Curricular Perspectives: Social Studies, U1: T108 (Viking Spaceship on Mars)<br/> <b>Unit 5:</b><br/> <u><b>Leveled Readers</b></u><br/> Mission to the Stars (Informational Text)<br/> <b>Unit 2:</b><br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Science, U2: T40 (Beaufort Wind Scale)<br/> <b>Unit 5:</b><br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates)</p> |
| <p>5.PS.1.b Any change in speed or direction of an object requires a force and is affected by the mass of the object and the amount of force applied. Note: Differentiating between mass and weight is not necessary at this grade level.</p> | <p>For supporting content please see:<br/> <b>Unit 2:</b><br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Science, U2: T40 (Beaufort Wind Scale)<br/> <b>Unit 5:</b><br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Science, T44 (Movement Between Tectonic Plates)</p>   |
| <p>5.PS.2 Light and sound are forms of energy that behave in predictable ways.</p>  |  |
| <p>5.PS.2.a Light travels and maintains its direction until it interacts with an object or moves from one medium to another and then it can be reflected, refracted or absorbed.</p>  | <p>For supporting content please see:<br/> <b>Unit 2:</b><br/> <u><b>Activities and Supplemental Material</b></u><br/> Cross-Curricular Perspectives: Science, U2: T39 (Chlorophyll in plants)<br/> Cross-Curricular Perspectives: Science, U2: T184 (Observation)<br/> <b>Unit 5:</b></p>   |

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|  | <p><b><u>Selections</u></b><br/>           Poem: The Water Cycle T94–T95<br/>           Read: from <i>Earth’s Water Cycle</i> T105–T125<br/>           Map: How People Influence Natural Systems T292–T293</p> <p><b><u>Activities and Supplemental Material</u></b><br/>           Cross-Curricular Perspectives: Science, T111, T114 (Water Cycle)<br/>           Cross-Curricular Perspectives: Science, T189 (Fossils)</p> |
| <p>5.PS.2.b Sound is produced by vibrating objects and requires a medium through which to travel. The rate of vibration is related to the pitch of the sound.<br/>           Note: At this grade level, the discussion of light and sound should be based on observable behavior. Waves are introduced at the middle school level.</p> | <p>For supporting content please see:<br/> <b><u>Unit 3:</u></b><br/> <b><u>Selections</u></b><br/>           Poem: Morning Serenade T20–T21<br/>           Art: Then and Now T155</p> <p><b><u>Activities and Supplemental Material</u></b><br/>           Cross-Curricular Perspectives: Social Studies, T176 (sheet music)</p>  |