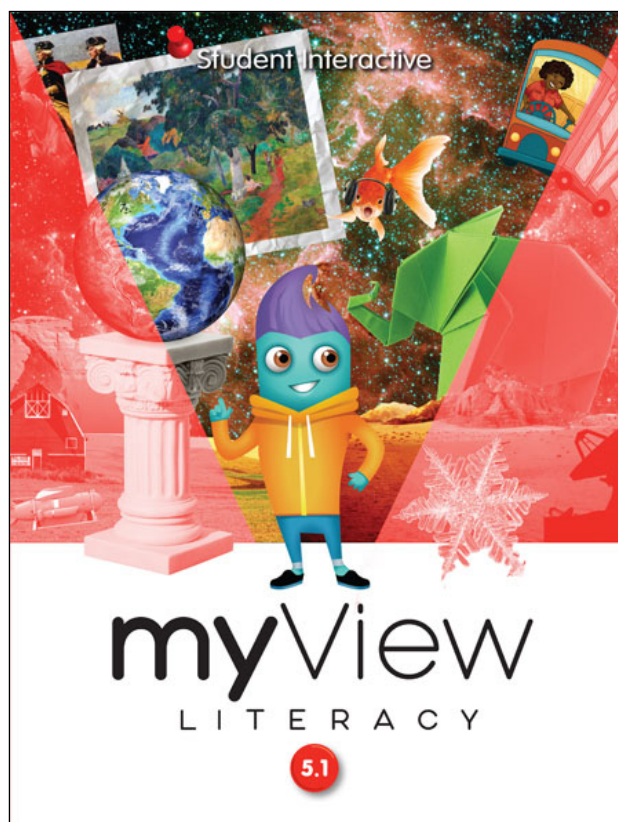


An Alignment of
myView Literacy
Grade 5, ©2020



To the
West Virginia Evaluation Criteria
Grade 5

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SUBJECT:	English Language Arts	SPECIFIC GRADE:	Fifth Grade
COURSE:	4005	TITLE	myView Literacy
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URL for Online Resources:	savvasrealize.com		
Teacher Demo Account Username:	myViewWVReview	Teacher Demo Account Password:	Welcome1
Student Demo Account Username:	WVSampleStudent1	Student Demo Account Password:	WVreview123

NON-NEGOTIABLE EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - Grade 5

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>The <i>myView Literacy</i> program includes literature selections that reflect our multicultural society. The literature selections and the illustrations and photographs represent a wide range of ethnic groups, nationalities, and cultures. The literature selections provide opportunities for students to read literature by and about people representing our culturally diverse society.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>, T32–T51; from <i>Pedro’s Journal</i>, T154–T175 Unit 3: from <i>Love, Amalia</i>, T32–T49 Unit 4: <i>The Scarlet Stockings Spy</i>, T92–T111; from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237; <i>Ezekiel Johnson Goes West</i>, T282–T230 Unit 5: from <i>Earth’s Water Cycle</i>, T100–T117; <i>Let’s Talk Trash</i> and <i>It’s Time to Get Serious About Reducing Food Waste</i>, <i>Feds Say</i>, T226–T235 Unit 1: Images, T33, T36, T37, t38, T41, T43 Unit 3: Images, T35, T37, T38, T39, T40, T42, T44, T45, T46 Unit 4: Images, T219, T221, T222, T224, T225, T227, T228, T229, T230</p>

		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p><i>myView Literacy</i> avoids stereotyping in presenting literature about groups. <i>The program</i> also avoids stereotyping of males and females by providing selections at each grade level that show both males and females in positive and constructive roles. Students also read about older people and people with physical challenges.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>, T32–T51; from <i>Pedro’s Journal</i>, T154–T175 Unit 3: from <i>Love, Amalia</i>, T32–T49 Unit 4: <i>The Scarlet Stockings Spy</i>, T92–T111; from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237; <i>Ezekiel Johnson Goes West</i>, T282–T307</p>
		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The <i>myView Literacy</i> resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-Text relate directly to daily instruction. Students and teachers have tools to annotate, circle, highlight and interact with text. Teachers can select and assign digital assets to students and provide feedback</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9</p>
		<p>4. BIAS The instructional resource is free of political bias.</p>	<p><i>myView Literacy</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Essential Question, T2, T7, T10, T450 Unit 2: Essential Question, T2, T7, T10, T458 Unit 4: from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237 Unit 5: Essential Question, T2, T7, T10, T454; from “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235</p>

		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p>myView Literacy does not reference the Common Core academic standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T22, T82, T146 Unit 4: Learning Goal, T22, T84, T208</p>
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GENERAL EVALUATION CRITERIA

2021-2027

Group II – English Language Arts

Grade 5

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills										
<i>English Language Arts Content:</i>										
<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>(Continued) Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Project-Based Inquiry, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467 Unit 2: Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 3: Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463 Unit 4: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Unit 5: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p>	<p>(Continued) 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>						
<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question. Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>						

<p>(Continued) Student Interactive for further discussion.</p> <p>Students respond to and analyze text, synthesize information to make connections, and evaluate text evidence to justify oral and written responses. They are taught to use Academic Vocabulary, the language of instruction, to engage in collaborative conversations.</p> <p>Both quantitative and qualitative measures of Text Complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection found in the Student Interactive can be found on Savvas Realize™, the digital platform for <i>myView Literacy</i>. Charts are located in the Teacher's Edition as well as online.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Essential Question, T2, T7, T10, T450; Academic Vocabulary, T18, T140 Unit 2: Text Complexity, R2–R7; Unit 4: Essential Question, T2, T7, T10; Academic Vocabulary, T18, T204 Unit 5: Weekly Questions, xvii, T139, T148, T203, T212, T213, T257</p>	<p>(Continued) 2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>					
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<p>In each lesson, there are questions and activities that promote connections to the world, such as the social studies or science cross curricular perspectives as well as reflect and share opportunities to participate in collaborative conversations with peers and adults in small and larger groups.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>, T32–T51; from <i>Pedro’s Journal</i>, T154–T175; Unit 2: <i>Let Wild Animals Be Wild</i> and <i>Don’t Release Animals Back to the Wild</i>, T284–T291; Unit 4: <i>The Scarlet Stockings Spy</i>, T92–T111; from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237; <i>Ezekiel Johnson Goes West</i>, T282–T307; Unit 5: from <i>Earth’s Water Cycle</i>, T100–T117; “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235; <i>People Should Manage Nature</i>, T280–T297</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>					
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<p>For each week, <i>myView Literacy</i> offers a launch text and anchor text. To fully comprehend any text, students must participate in discussions about the texts as they search for text-based information, relate the information to other sources, compare and contrast information with that in other reading selections, and work to understand the text. These activities lead to identifying issues and creatively exploring all aspects to solve problems.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: “The Path to Paper Son” and “Louie Share Kim, Paper Son”, T32–T51; from <i>Pedro’s Journal</i>, T154–T175; Unit 2: <i>Let Wild Animals Be Wild</i> and <i>Don’t Release Animals Back to the Wild</i>, T284–T291; Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366; Unit 4: <i>The Scarlet Stockings Spy</i>, T92–T111; from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237; <i>Ezekiel Johnson Goes West</i>, T282–T307; Unit 5: from <i>Earth’s Water Cycle</i>, T100–T117; “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235; <i>People Should Manage Nature</i>, T280–T297</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>					
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Information and Communication Skills/English Language Arts For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:

Many questions direct students to look back at the text to find support for their answer. Close Read notes provide students daily opportunities to respond in the text to further develop text meaning.

Student Edition / Teacher Edition

Examples:

Unit 2: Close Read, T34, T36; Reflect and Share, T72–T73, T136–T137, T200–T201, T260–T261, T322–T323;

Unit 4: Reflect and Share, T68–T69, T132–T133, T194–T195, T258–T259, T328–T329;

Unit 5: Close Read, T284, T286, T290, T293

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

<p>The Student Interactive provides learners with the opportunity to annotate text and complete Reading activities in meaningful ways as they work as a whole group, in small groups, or independently. Students record understandings and make connections as they close read selections. As they synthesize these understandings about how authors create engaging reads, they are preparing to apply what they learn to the task of authoring their own texts.</p> <p>Digital literacy instruction is a key component of myView Literacy. Students are taught to use search engines to conduct research and how to evaluate sources of information. They also learn how to correctly cite sources and how to avoid plagiarism.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Conduct Research: Web Sites, T456–T457 Unit 2: Conduct Research: Search Engines, T464–T465; Refine Research: Primary and Secondary Sources, T468–T469 Minilesson: Develop with Visuals and Multi Media, T378 Unit 3: Conduct Research: Databases, T452–T453 Develop Reasons and Supporting Information, T373 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Conduct Research: Graphics, T460–T461</p>	<p>6. make informed choices about sources and information; and</p>						
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<p>Strongly tied to the unit themes, Essential Questions are introduced at the beginning of each unit and help drive the instruction throughout the first five weeks of that unit. During Week 6, students can explore the unit theme and answer the Essential Question.</p> <p>Weekly Questions are also related to the unit theme. Based on the themes, topics, and content of the weekly selections, Weekly Questions narrow the Essential Question and are introduced in the Weekly Launch spread. The questions are revisited in Lesson 5, where they appear on the Reflect and Share pages in the Student Interactive for further discussion. Project-Based Inquiry allows students to use outside resources focusing on local and global issues.</p> <p><i>myView Literacy</i> provides students with opportunities to share their unit writing projects and their Week 6 projects with classmates, the school community, and through targeted and safe interactions in the broader community. Quest, an alternative Week 6 Social Studies project, and uEngineer It!, an alternative Week 6 Science project, expose students to varied issues and topics across content areas.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Conduct Research: Web Sites, T456–T457; Refine Research: Quoting and Paraphrasing, T460–T461</p> <p>Unit 2: Publish and Celebrate, T442–T443; Conduct Research: Search Engines, T464–T465; Refine Research: Primary and Secondary Sources, T468–T469</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>					
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<p>(Continued)</p> <p>Unit 3: Conduct Research: Databases, T452–T453; Refine Research: Bibliography, T456–T457</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T474–T475</p> <p>Unit 5: Conduct Research: Graphics, T460–T461; Refine Research: Bibliography, T464–T465; Extend Research: Recording Tips, T466–T467</p> <p>Digital Resources: Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p>	<p>(Continued)</p> <p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>							
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Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

<p>The Project-based Inquiry at the end of each unit of <i>myView Literacy</i> is another opportunity for formal presentations and reflection on texts read. The Project-based Inquiry students complete at the end of the unit is a culminating project that encourages students to look back at all of the texts they read in the unit and reflect on the Unit Essential Question and theme. The PBI combines inquiry and research skills to create a real-world, authentic hands-on product aligned to the standards while supporting social emotional development in all learners. Students present their research findings at the end of the project. To accompany the teacher resources, teachers will find an oral presentation rubric to help evaluate student presentations. These rubrics are also provided in student-friendly formats to help them prepare for their presentation.</p>	<p>8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>							
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 2: Project Based Inquiry: Inquire: Introduce the Project, T460–T461 (Survival Guide to a Natural Area) Explore and Plan: Informative Writing, T462–T463 Conduct Research: Search Engines, T464–T465 Collaborate and Discuss: Analyze Student Model, T466–T467 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Collaborate and Discuss: Revise and Edit, Peer Review, T472–T473 Celebrate and Reflect, T474–T475</p> <p>Unit 4: Project Based Inquiry: Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Explore and Plan: Informational Writing, T468–T469 Conduct Research: Surveys, T470–T471 Collaborate and Discuss: Analyze Student Model, T472–T473 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Collaborate and Discuss: Revise and Edit, Peer Review, T478–T479 Celebrate and Reflect, T480–T481</p>	<p>(Continued)</p> <p>8. conduct academically appropriate research, validate sources, and report ethically on findings;</p>				
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<p>Each day, at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. The program's robust digital assets augment print delivery and expand the multisensory capacity of the proven instruction. Abundant practice and authentic application can be found in multiple components in both print and digital format.</p> <p>In Writing Workshop, students are encouraged to use technology to draft and share their work as well as to publish their written work. Students learn how to incorporate media into their presentations. Through peer reviews and feedback, they learn the impact of multimodal presentations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T9 Unit 1: Conduct Research: Web Sites, T456–T457 Unit 2: Publish and Celebrate, T442–T443; Conduct Research: Search Engines, T464–T465; Extend Research: Write a Business E-mail, T471–T471 Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471; Conduct Research: Databases, T452–T453 Unit 4: Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307; Extend Research: Online Survey Tools, T476–T477 Unit 5: Leveled Readers, T222–T223, T276–T277</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>					
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<p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion.</p> <p>The focus of instruction in speaking and listening is on participating effectively in discussions (one-on-one, group, and teacher-led) with diverse partners about substantive topics, and on presenting information effectively.</p> <p>In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills. At the end of each unit, a Project-Based Inquiry assignment allows students time to collaborate with peers and share their presentations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Book Club, T468–T481; Unit 3: Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463; Unit 4: Book Club, T482–T495; Unit 5: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p>	<p>10. engage in self-directed inquiry;</p>					
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<p>The daily reading block is divided into whole group, small group, and independent learning activities. Students have multiple opportunities to participate in classroom discussions and Turn, Talk, and Share activities during whole class instruction. During Assess and Differentiate, students are working with their classmates in small strategy groups or at learning centers. During independent reading, partner reading is supported.</p> <p>Learning to work collaboratively is a tenet of myView Literacy. Students are taught how to present to a group, listen attentively, and respond appropriately. Students learn to work collaboratively with a group in both Writing Club and Book Club. Week 6 Project-Based Inquiry provides students with multiple opportunities to collaborate as they plan and develop their projects, participate in Peer Review, and practice their presentations.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T468–T481; Turn, Talk, and Share, T450–T451; Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465 Unit 2: Book Club, T476–T489; Reflect and Share: Talk About It, T72–T73, T322–T323; Writing Club, T355 Unit 3: Book Club, T464–T477; Project-Based Inquiry, T448–T463; Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461 Unit 5: Book Club, T472–T485; Project-Based Inquiry, T456–T471</p>	<p>11. work collaboratively; and</p>				
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<p><i>MyView Literacy</i> offers instruction that allows students to work together in whole group activities, in small group, in peer collaborative activities with several classmates or a partner. As students complete the activity, the activities are carefully structured to help students understand the task, complete the task, and share the information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Small Group Activities, Collaborative Activities, T57, T297; Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323; Unit 5: Book Club, T472–T485; Collaborate and Discuss, T462–T463, T468–T469</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>						
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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

<p>In the <i>myView Literacy</i> Teacher’s Editions and Resource components, teachers will find abundant practice and authentic application in both print and digital formats. Review and assessment occur on a daily, weekly, and unit basis. Visually vibrant and compelling content with a high ratio of informational content in a multimedia array affords daily experiences for today’s digital classroom, with its high expectations for inquiry and collaboration toward CCR (College and Career Readiness).</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1-5: Unit Goals, T5, T12 Unit 1: Learning Goal, T22, T82, T146; Objectives, T126, T180, T222; Unit 4: Objectives, T22, T40</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>						
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<p><i>myView Literacy</i> provides frequent and sustained opportunities for students to practice the foundational skills to become active and engaged learners. The program uses the latest technologies to allow for regular and frequent practice of all foundational skills. Phonics and Phonological Awareness instruction is developmentally sequenced and includes practice pages, letter, word, and picture cards.</p> <p>A Foundational Skills and Word Study Scope and Sequence (English & Spanish) is provided in the myView Foundational Skills brochure pages 10–22.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Vowel Teams, T148–T149, T160, T166, T176–T177, T184–T185, T198–T199, T248–T249, T380, T384, T388, T396, T416; Unit 5: Vowel Changes, T283, T285, T274–T275, T298–T299, T306–T307, T320–T321, T432, T436, T440, T448</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>					
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<p>Students take ownership of their learning through focused instruction in relevant contexts that helps them develop independent reading, writing, speaking, listening, and thinking skills in the context of meaningful projects. In addition, the program uses the social nature of learning and collaboration to engage students and encourage active learning. Student voice and choice are present in collaborative activities, presentation opportunities, creative expression opportunities, and selection of independent reading texts that align with student interests and learning styles</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Book Club, T468–T481; Interact with Sources: Explore Maps, T140–T141; Explore Slideshows, T262–T263; Unit 2: Explore the Video, T270–T271; Unit 3: Explore Media, T260–T261; Unit 4: Refine Research: Primary and Secondary Sources, T474–T475; Extend Research: Online Survey Tools, T476–T477; Unit 5: Explore Diagrams, T212–T213</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>						
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<p>Throughout every unit, students utilize academic vocabulary as they develop knowledge about language to make connections between reading and writing. They are immersed in instruction that allows them to read like a writer and write for a reader. Language objectives are integrated with reading and writing objectives throughout the daily ELA/Reading block lessons. Fluency is addressed in Listening Comprehension, and presentation skills are an integral part of writing and research projects.</p> <p>Focused conversations are a centerpiece of the educational experience each day. Students must develop the ability to express ideas and a logical point of view. Through academic discourse, students put forth knowledge that is accurate and relevant to the issue under discussion. In addition, students use videos, songs, read alouds, Book Clubs, and games to build listening and speaking skills.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Academic Vocabulary, T12–T13; Listening Comprehension: Fluency, T20–T21; Read Like a Writer: Analyze Precise Language, T182–T183; Write for a Reader: Create Voice, T190–T191; Reflect and Share: Talk About It, T72–T73, T322–T323 Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Unit 4: Listening Comprehension: Fluency, T20; Read Like a Writer: Analyze Imagery, T56–T57 Write for a Reader: Use Imagery, T64–T65 Unit 5: Shared Read: Academic Vocabulary: Synonyms and Antonyms, T105, T109</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>				
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<p>Focused conversations are a centerpiece of the program’s daily educational experience. Each student uses his or her schema to make connections and put new information into a meaningful context. Students develop the ability to express ideas and a logical point of view. Through academic discourse, they put forth knowledge that is accurate and relevant to the issues under discussion.</p> <p><i>MyView Literacy</i> allows students to apply, develop, and expand their personal schemas through reading, listening, and viewing a variety of genres and media. First read strategies encourage students to draw on their prior knowledge to make connections to the text so their reading is more meaningful. Through think aloud strategies, students learn how active listeners make connections to improve comprehension. Robust digital assets expand the multisensory capacity of the proven instruction. Each unit begins with a theme-related video, allowing students to build initial knowledge to successfully access upcoming new content.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Introduce the Unit, T10–T11; Introduce the Text: First Read Strategies, T32–T33; Build Background Knowledge, T77 First Read: Connect, T99, !01 Unit 3: Matching Texts to Learning: Make Connections, T29 Close Read: Make Connections, T35, T39, T40, T46; Make Connections, T62–T63 Unit 5: Matching Texts to Learning: Make Connections, T29, T277</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>				
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<p><i>myView Literacy</i> provides an extensive offering of technology components to enhance and expand learning and instruction. The digital offerings are easily noted at point of use on Teacher's Edition pages. <i>myView Literacy's</i> parallel digital resources engage all students with user-friendly, interactive activities. Videos, games, animations, and e-text relate directly to daily instruction.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Interact with Sources: Explore Maps, T140–T141; Explore Slideshows, T262–T263; Unit 2: Explore the Video, T270–T271; Unit 3: Explore Media, T260–T261; Unit 4: Refine Research: Primary and Secondary Sources, T474–T475; Extend Research: Online Survey Tools, T476–T477; Unit 5: Explore Diagrams, T212–T213</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>						
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<p>Each day at every grade level, teachers are provided with lesson instruction, modeled teacher talk, and additional resources to reach the range of learning styles in the classroom. <i>MyView Literacy</i> instructional resources offer opportunities for students to build an understanding of sequencing from ordering of events to retelling, summarizing, paraphrasing, and synthesizing texts. Information such as timelines and infographics can be accessed visually as students explore the Interact with Sources feature. Students read procedural texts and learn to recognize different text structures, including chronological text structure and signal words. Cross-Curricular Perspectives for Social Studies and Science benefit students' understanding of sequencing of time and events, both across history and within a text.</p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Interact with Sources, T18–T19; Historical Fiction, T144–T145; Cross-Curricular Perspectives, T34, T38, T92, T94, T96, T100 Reflect and Share: Retelling, T66</p> <p>Unit 3: Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115; Summarize, T98; Extend Research, Add Photographs and Time Lines, pp. T458–T459</p> <p>Unit 4: Historical Fiction, T22–T23; <i>Keeping Mr. John Holton Alive</i>, T32–T45; Minilesson: Organize a Sequence of Events, T396–T397; Social Studies, T35, T39, T42, T94, T95, T98; Summarize, T161, T162, T164;</p> <p>Unit 5: Historical Fiction, T162–T163; Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T186–T187</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>				
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<p>Week 6 of each unit is a culminating Project-Based Inquiry (PBI) where the students apply their understanding of the Unit Theme and Essential Question to a collaborative project. The steps of the PBI include Compare Across Texts; Inquire; Explore and Plan Inquiry; Conduct Research; Collaborate and Discuss with Peers; Refine and Extend Research; & Celebrate and Reflect. The PBI combines inquiry and research skills to create a real-world, authentic product while supporting social-emotional development in learners. In addition, students have opportunities to connect English Language Arts instruction to the content areas with alternative inquiry projects online. Quest and uEngineer It! options feature content-area primary sources and hands-on projects designed to address social studies and science topics.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 2: Inquire: Introduce the Project, T460–T461 (Survival Guide to a Natural Area) Explore and Plan: Informative Writing, T462–T463 Conduct Research: Search Engines, T464–T465 Collaborate and Discuss: Analyze Student Model, T466–T467 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Collaborate and Discuss: Revise and Edit, Peer Review, T472–T473 Celebrate and Reflect, T474–T475 Unit 4: Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Explore and Plan: Informational Writing, T468–T469</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>				
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<p>Conduct Research: Surveys, T470–T471 Collaborate and Discuss: Analyze Student Model, T472–T473 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Collaborate and Discuss: Revise and Edit, Peer Review, T478–T479 Celebrate and Reflect, T480–T481</p>	<p>(Continued) 20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions</p>				
<p><i>myView Literacy</i> includes a balanced representation of cultures and groups in multiple settings, occupations, and lifestyles. Social diversity is integrated throughout the lessons. Using authentic texts to deliver instruction provides an engaging and relevant learning experience for students. Our goal is that readers will be able to both see themselves in the literature and see the lives of other people who don't look like them. Savvas' solutions include content that builds positive images of gender roles and special population groups. We strive to include only the highest quality literature that has been recommended by master teachers around the nation for representing the most basic democratic, moral, and economic values that all Americans embrace.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>, T32–T51 (Informational Text); Unit 3: from <i>Love, Amalia</i>, T32–T49 (Realistic Fiction); <i>The Carp The Hermit Thrush</i>, T154–T173 (Legend/Drama);</p>	<p>21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:</p> <ul style="list-style-type: none"> • Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter. • Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level. 				

<p>(continued) Unit 4: <i>The Scarlet Stockings Spy</i>, T92–T111 (Historical Fiction); from <i>The Bill of Rights</i>, T156–T173 (Informational Article); <i>Delivering Justice</i>, T218–T237 (Biography); Unit 5: <i>Let’s Talk Trash</i> and <i>It’s Time to Get Serious About Reducing Food Waste, Feds Say</i>, T226–T235 (Informational Text)</p>	<p>(Continued) 21.provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes.</p>				
<p>Students develop academic word knowledge with generative vocabulary that is content or topic-area based in myView Literacy. 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. 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><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293; Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269; Unit 4: Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307; Academic</p>	<p>22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>				

<p>(Continued) Vocabulary, T12, T24–T25, t84–T85, T148–T149, T160, T210–T211; Unit 5: Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297; Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p>	<p>(Continued) 22.include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>				
<p>During the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. As students begin putting their thoughts on the page, teachers are encouraged to create and share their own writing. These various examples of writing—authentic, teacher, and student—serve as approximations of good writing in the various stages of the writing process. Teachers select focused minilessons flexibly to tailor their instruction to students’ needs and interests. Collaborative conversations guide students as they work to communicate effectively for specific audiences and purposes. Conferring (teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the blocks.</p> <p>The elements of the writing process are addressed in depth through the Writing Block component of the program. The block’s central focus is to develop independent writers. To that end, students will progress through the following tasks:</p> <p>Modeled/Interactive Writing. Teachers model the writing and thought processes within a Think Aloud and through the Writing Minilessons. Teachers are supported with minilessons that immerse students in the genre of writing and understand the basic tenets of writing in that genre.</p>	<p>23.provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>				

<p>(Continued)</p> <p>Shared Writing. Shared Writing is a collaborative time where teachers and students engage in a discussion about the topic or text. The block minilessons help guide this shared writing activity.</p> <p>Guided Writing. Explicit instruction in the minilessons or use of the conferring prompts help with the explicit instruction to support guided writing.</p> <p>Independent Writing. Each day, time is set aside for students to write independently and practice. During this time, teachers can also conduct one-to-one conferences to review and explore student work and work on specific writing skills individual students may need. Conferring prompts and conferring checklists are provided for the teacher to help guide those important conferring opportunities.</p> <p>The following examples show the range of genres taught during the <i>myView Literacy Writing</i> blocks: <i>Fiction, Personal Narrative, Poetry, Procedural texts/how-to books, Historical Fiction, Opinion Essay, Realistic Fiction, Informational Article Writing.</i></p> <p><u>Student Edition / Teacher Edition Examples:</u></p> <p>Unit 1: Personal Narrative, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394</p> <p>Unit 2: Informational Article, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391,</p>	<p>(Continued)</p> <p>23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>					
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<p>(Continued) T394–T395, T398–T399, T402 Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342–T343, T350–T351, T354–T355, T358–T359, T362–T363, T366–T367, T374–T375, T378–T379, T382–T383, T386–T387, T390–T391, T398–T399, T402–T403, T406–T407, T410–T414, T422–T423, T426–T427, T430–T431, T434–T435, T438–T439 Unit 4: Reflect and Share: Write to Sources, T132–T133, T194–T195, T258–T259 Unit 5: Reflect and Share: Write to Sources, T138–T139, T202–T203, T256–T257</p>	<p>(Continued) 23.provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.</p>				
<p><i>myView Literacy</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Integrated formative assessments include: Quick Checks; Observational Assessments; Assess and Differentiate; Assess Prior Knowledge; Conferring Checklists; Rubrics; Progress Check-Ups; and Assess Understanding. To help striving students, <i>myFocus Intervention</i> is referenced within the Small Group pages as a Tier 2 solution. These activities provide teachers with suggested reteaching activities for students in need of more support in skill practice and application. Every lesson includes an intervention activity. <i>myFocus Intervention</i> is integrated with <i>myView Literacy</i>. <i>myFocus Intervention</i> provides focused instruction in Foundational Skills (Phonological Awareness, Phonics, Spelling, Vocabulary, and Fluency) and Reading, Writing, and Language (Reading Literature, Reading Informational Text, Writing, Language and Conventions, and Inquiry and Research). The lessons are skills-</p>	<p>24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>				

<p>(Continued) based allowing teachers to flexibly select lessons based on the needs of students. The Teacher’s Guide includes integrated student blackline masters and Checkpoint Assessments for ongoing formative assessment. To accompany the lessons in <i>myFocus Intervention</i>, students work from <i>myFocus Reader</i> (grades 1-5; in Kindergarten students use decodable readers). On days when instruction includes the <i>myFocus Reader</i> or the decodable reader, students are applying and practicing the skills taught during whole group instruction. <i>myFocus Reader</i> is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the <i>myFocus Reader</i> is found on Realize. <i>myFocus Intervention</i> TG, <i>myFocus Reader</i>, and online teaching support are available in English and Spanish.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Quick Check, T23, T51; Assess Prior Knowledge, T72, T91; Intervention Activity, T64, T120; Unit 2: Conventions: Perfect Verb Tenses, T417, T421, T425, T429; Unit 4: Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117; Unit 5: Intervention Activity, T200, T254</p>	<p>(Continued) 24.provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>						
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<p>Savvas Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on the platform provide a variety of content formats to meet diverse student needs. From Microsoft® Word documents, PDFs, interactive pieces with embedded audio, and digital tests to videos, this variety gives students flexibility to learn in a way that will help them retain information.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Leveled Readers Library, T8–T</p>	<p>25.provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>					
<p>The Small Group professional development guide(print/online) builds pedagogical knowledge along with practical classroom activities and visuals. Savvas Learning Company’s Professional Development offers the most comprehensive staff development solutions that range from product orientation to system-wide training on content, technology, skills, and issues. In partnership with your district, Savvas will provide a consistent collaborative framework to establish a customized and ongoing professional development system, utilizing a variety of formats, including on-site workshops, online programs, built-in support, video, and print-based reference materials. Our Curriculum Specialists have years of teaching and consulting experience, and each specialist is truly an expert. Savvas will provide on-site staff development after school, or in the form of half- or all-day workshops. Upon adoption, curriculum specialist presentations/trainings may be</p>	<p>26.include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>					

<p>(Continued) arranged through your local representative or regional office. Online professional development is also available through www.mysavvastraining.com. Instructor-led webinars are available for registration. Online tutorials on teaching, learning, and assessing offer teachers training that will meet their own schedule. These tutorials are available 24 hours a day, 7 days a week. In addition, myView Literacy offers program, topic, and lesson professional development videos online on SavvasRealize.com.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Expert's View, T32, T140, T456; Small Group Guide, T49, T57, T121 Unit 2: Expert's View, T224, T478; Unit 4: Expert's View, T92, T312, T484; Unit 5: Expert's View, T12, T310, T456, T490</p>	<p>(Continued) 26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>				
<p><i>myView Literacy</i> 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. 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, Trade Books and Songs and Poems Big Book. Students have access to the complete online Leveled Reader Library including online leveled support that include background</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>				

<p>(Continued) videos and interactive graphic organizers.</p> <p>For each weekly text selection, comprehension is first assessed with questions that build in cognitive rigor to check for understanding. The second read of the selection is a deeper dive; readers are guided by targeted minilessons relating to the genre of the text to focus on the information the text provides. Close Read questions guide students to annotate the text so their answers are substantiated with evidence from the text. This high-quality sequence of text-dependent questions allows students to discuss specific ideas in the text that are important to the meaning, explain and support their ideas, and transfer knowledge to analyze and compare texts and make connections to the broader world.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Shared Read: Analyze Main Ideas and Details, T34, T37, T39; Close Read: Analyze Main Ideas and Details, T50–T51; Use Text Evidence, T58–T59; Reflect and Share, T66–T67; Unit 2: Reflect and Share: Write to Sources, T200–T201 Unit 3: Shared Read: Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107; Close Read: Analyze Plot Elements, T114–T115; Reflect and Share, T130–T131; Check for Understanding, T175</p>	<p>(Continued) 27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>										
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<p>Within the <i>myView Literacy</i> program, more than 80% of the questions are high-quality text-dependent questions requiring students to rely on the text to find the answers. 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, and the Close Reading questions, in which students use text evidence as they synthesize, analyze, and evaluate the text.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Close Read, T34, T36, T94, T96; Reflect and Share, T72–T73, T136–T137, T200–T201, T260–T261, T322–T323 Unit 4: Reflect and Share, T68–T69, T132–T133, T194–T195, T258–T259, T328–T329; Unit 5: Close Read, T284, T286, T290, T293</p>	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>							
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The collections of texts in myView Literacy are organized around central themes such as Journeys, Observations, Reflections, Liberty, and Systems. Within each unit, print and digital texts have been chosen that encourage careful reading and include informational texts and literature. The Independent Reading feature guides students to self-select texts that ensure a successful reading experience, build reading stamina, and foster a love of reading.

Both quantitative and qualitative measures of text complexity were examined when selecting texts for the program, as well as respecting the teacher's role in reader and task considerations. The text complexity charts for each selection in the Student Interactive can be found on Savvas Realize™ as well as in the Teacher's Edition, print and online.

Student Edition / Teacher Edition

Examples:

Unit 1: *The Path to Paper Son* and *Louie Share Kim, Paper Son*, T32–T51 (Informational Text);

Unit 3: from *Love, Amalia*, T32–T49 (Realistic Fiction); *The Carp | The Hermit Thrush*, T154–T173 (Legend/Drama);

Unit 4: Independent Reading, T11; *The Scarlet Stockings Spy*, T92–T111 (Historical Fiction); from *The Bill of Rights*, T156–T173 (Informational Article); *Delivering Justice*, T218–T237 (Biography); Text Complexity Charts, R2–R6

Unit 5: “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235 (Informational Text)

29.achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides a variety of selections that can be used for read-aloud and read-along opportunities. These include teacher read-aloud selections that promote listening comprehension, trade books that children can read aloud, and the main selections that can be used for reading along and aloud.</p> <p><i>MyView Literacy</i> is designed to allow students to achieve visual and media literacy as they access high-quality texts by notable authors and illustrators. Every unit opens with a video to engage students in the Essential Question. Genre units of study are part of the program architecture beginning in Kindergarten allowing students to identify genre characteristics for both fiction and nonfiction texts and read across a variety of genres and subgenres. The Interact with Sources feature enhances visual and media literacy as students access information via timelines, infographics, charts and graphs, and images. Digital literacy instruction is crucial to students' success as they learn about Internet safety, how to evaluate digital sources, how to create multimedia presentations, and how to access multimodal texts.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Book Club, T468–T481; Interact with Sources: Explore Maps, T140–T141; Explore Slideshows, T262–T263; Unit 2: Introduce the Unit, T10; Explore the Video, T270–T271; Celebrate and Reflect, T474–T475 Unit 3: Explore Media, T260–T261; from <i>Love, Amalia</i>, T32–T49 (Realistic Fiction); Legend and</p>	<p>30.achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p>(Continued) Drama, T144–T145; <i>The Carp The Hermit Thrush</i>, T154–T173 (Legend/Drama); Unit 4: Refine Research: Primary and Secondary Sources, T474–T475; Extend Research: Online Survey Tools, T476–T477; Unit 5: Explore Diagrams, T212–T213; “Let’s Talk Trash” and “It’s Time to Get Serious About Reducing Food Waste, Feds Say”, T226–T235 (Informational Text) Digital Resources: uEngineer It!; Trade Books</p>	<p>(Continued) 30.achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>				
<p><i>myView Literacy</i> is a student-centered, ELA curriculum for grades K–5, grounded in the science of reading, with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature, to purposeful digital interactions, <i>myView Literacy</i> transforms the classroom of today into a dynamic learning environment for the next generation of learners. The solution is a blended, integrated curriculum that promotes student ownership of learning through goal setting, student choice, and reflection. <i>myView Literacy</i> encourages social collaboration and links together knowledge, skills, and learning behaviors while at the same time utilizing gradual release, project-based inquiry, and rigorous standards to support defined learning outcomes with learning activities, instruction, and assessments that address the needs of today’s diverse classrooms. For teachers, <i>myView Literacy</i> offers critical opportunities for modeling, monitoring, and providing guided and corrective feedback that addresses students at an appropriate literacy</p>	<p>31.achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>				

<p>(Continued) level and challenges them to greater achievement. The solution was designed to bring teacher expertise together with student potential to develop important lifelong skills that increase critical thinking, knowledge building, effective communication, and the strategic use of technology in order to inspire students from all backgrounds in the pursuit of becoming lifelong readers and writers.</p> <p>The program includes literature selections that not only reflect our multicultural society, but our global society as well. Text selections from around the world introduce students to stories, histories, and issues that may be new to them. As students read about the challenges of cultures around the world and in their neighborhoods, they develop a wider perspective.</p> <p>During the Week 6 Project-Based Inquiry, students research, report on, and respond to issues that they are faced with every day, and others that may be new to them, expanding their world view.</p> <p>Student Edition / Teacher Edition Examples: Unit 1: <i>The Path to Paper Son</i> and <i>Louie Share Kim, Paper Son</i>, T32–T51; Week 6 Project-Based Inquiry, T452–T466 Unit 2: <i>Let Wild Animals Be Wild</i> and <i>Don't Release Animals Back to the Wild</i>, T284–T291; Unit 4: from <i>The Bill of Rights</i>, T156–T173; <i>Delivering Justice</i>, T218–T237; <i>Ezekiel Johnson Goes West</i>, T282–T307; Unit 5: <i>Let's Talk Trash and It's Time to Get Serious About Reducing Food Waste, Feds Say</i>, T226–T235; <i>People Should Manage Nature</i>, T280–T297</p>	<p>(Continued) 31.achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>				
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<p>During the Week 6 Project-Based Inquiry of each unit, students gather information and evidence from multiple sources (print, digital, authentic voices) as they work on a research project. Students think critically, collaborate, and interact with texts, eventually celebrating their finished work by presenting it to the class or other audiences. The instructional architecture of Writing in <i>myView Literacy</i> also addresses this requirement as students examine mentor texts, brainstorm ideas, work through the writing process, and then determine how they will publish and present their work. Finally, Talk About It activities in Reflect and Share also provide these types of opportunities in small or whole group environments.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Analyze a Personal Narrative, T330–T331 Brainstorm a Topic, T342–T343 Plan Your Personal Narrative, T346 Compose with Dialogue, T370 Develop an Introduction, T378 Unit 2: Publish and Celebrate, T442–T443 Inquire: Introduce the Project, T460–T461 (Survival Guide to a Natural Area) Explore and Plan: Informative Writing, T462–T463 Conduct Research: Search Engines, T464–T465 Collaborate and Discuss: Analyze Student Model, T466–T467 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Collaborate and Discuss: Revise and Edit, Peer Review, T472–T473 Celebrate and Reflect, T474–T475</p>	<p>32.provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>					
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<p>(Continued) Unit 3: Publish and Celebrate, T430–T431 Unit 4: Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Explore and Plan: Informational Writing, T468–T469 Conduct Research: Surveys, T470–T471 Collaborate and Discuss: Analyze Student Model, T472–T473 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Collaborate and Discuss: Revise and Edit, Peer Review, T478–T479 Celebrate and Reflect, T480–T481</p>	<p>(Continued) 32.provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>							
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Assessment

<p>Each unit begins with a Unit Launch which includes an introduction to the Essential Question. An initial self-assessment is provided to students where they can determine how well they know or are prepared for the unit objectives. The checklists are provided in student friendly language. This self-assessment will help teachers see if students have the prerequisite skills needed for the lessons in the unit. This self-assessment is referred to later on at the end of the unit to help students see how they have progressed. This encourages students to take ownership of their learning. Throughout the units, minilessons for shared reading provide a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts.</p>	<p>32.Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>(Continued) They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic learning goals. <i>myView Literacy</i> also includes a wealth of assessment resources that are available in print or digital format. Digital assessments include two delivery methods which help teachers create, deliver, score, and report against mastery of the standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit 1: Turn, Talk, and Share, T10, T450;] Unit 2: Reflect and Share, T72–T73, T136–T137, T200–T201, T260–T261, T322–T323; 4-point Research Project Rubric, T457 Unit 3: Writing Assessment Options, T319 Unit 4: Minilessons, T124, T146, T194; Weekly Standards Practice, T459 Unit 5: Reflect and Share, T76–T77, T138–T139, T202–T203, T256–T257, T318–T319</p>	<p>(Continued) 32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>myView Literacy provides an extensive collection of formative assessment opportunities. Quick Checks, Conferring Checklists, Weekly Progress Check Ups, Cold Reads for Fluency and Comprehension Assessments, and w Weekly Standards Practice to monitor progress of academic vocabulary, phonics, word study, language and conventions all provide a teacher with resources to measure student growth throughout the year.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Assessment Options for the Week, T75, T139; Unit 3: Conferring, T31, T75, T121, T195; Unit 4: Fluency, T80, T144, T171, T206, T270; Unit 5: Fluency, T20, T88, T150, T214, T268, T294</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>				
<p>The myView data-driven <i>Assessment Guide</i> provides support and resources for teachers to rely upon as they build students' portfolios throughout the year. Easy to use strategies, charts, examples and guidance from myView Literacy program authors help teacher manage useful information to foster student learning.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1-5: Assessment Overview, x–xi Unit 1: Writing Rubric, T443; Research Project Rubric, T449; Analyze Student Model, T458–T459 Unit 2: Writing Rubric, T451; Research Project Rubric, T457; Unit 3: Writing Rubric, T439; Research Project Rubric, T445; Analyze Student Model, T454–T455 Unit 5: Writing Rubric, T457; Research Project Rubric, T463</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>				

Organization, Presentation and Format

myView Literacy includes a comprehensive set of resources divided into five thematic units of study. Each unit consists of five weeks of study focusing on the Essential Question, Theme, and Genre under consideration. Week six of each unit is a culminating Project-Based Inquiry where students apply their understanding of the Unit Theme and the Essential Question. After each minilesson, there are two options for students to apply what they have just learned. Small Group instruction with teacher-led options follows the minilessons, and it is here that teachers can address the needs of students who struggle and those who show understanding. A K-5 Scope and Sequence exists at the end of each Teacher's Guide.

Student Edition / Teacher Edition

Examples:

Unit 1-5: Scope and Sequence, R8–R16;

Unit 1: Theme: Journeys: Introduction, xvi–T13; Suggested Weekly Plan, T14, T258;

Unit 2: Theme: Observations: Introduction, xvi–T13;

Unit 3: Theme: Reflections: Introduction, xvi–T13; Teacher-Led Options, T92–T93

Unit 4: Project–Based Inquiry, T466–T481;

Unit 5: Teacher-Led Options, T184–T185; Project–Based Inquiry, T456–T471

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>Students begin lessons with a whole-group activity that focuses their thinking and establishes a purpose for that day's instruction. Minilessons and read aloud-think aloud models introduce essential skills and elements of the unit genre.</p> <p>Emergent readers learn phonemic awareness, phonics, and fluency in a foundational-skills segment that quickly builds competence and confidence. As students progress, further word study allows them to expand and deepen these skills.</p> <p>Students explore vocabulary, both at the unit and weekly level, using a generative approach to maximize their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.</p> <p>Shared reading provides a time for guidance that fosters student engagement, participation, and collaboration. Teachers form small groups flexibly to provide instruction based on needs, tasks, and texts. They use Turn, Talk, and Share; Quick Checks; and Reflect and Share to inform instruction as they monitor students' progress through a variety of ongoing formative assessments. As students engage with a variety of texts, they construct meaning, consider essential questions, and work to master strategic goals.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Introduce the Unit, T10; Spotlight on Genre, T22, T80; Introduce the Text, T90, T154, T220; Unit 2: Spotlight on Genre, T22, T86;</p>	<p>36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>					
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<p>(Continued) Unit 3: Introduce the Unit, T10; Listening Comprehension, T20– T21, T82–T83, T142–T143, T208–T209, T262–T263; Unit 4: Introduce the Text, T32, T100, T226</p>	<p>(Continued) 36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.</p>							
<p>Through Realize, our online learning management system, <i>myView Literacy</i> offers a structure where students and teachers can switch between print and digital environments. Students have digital access to the program student interactive, trade books, practice activities, games, and leveled readers.</p> <p>For teachers, the digital path provides the following features: -- Intuitive search capabilities -- Customizable assessments -- Ability to upload outside resources- -- Student interactive activities -- A game-based learning environment</p> <p>Realize Reader technology: Realize offers several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize provide a wide variety of content formats to meet diverse student needs. From Word documents, PDFs, interactive pieces with embedded audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will help them retain information. All items are designed with accessibility in mind and use high contrast, legible text sizes, and supporting read aloud audio. Text equivalents for video, audio, art, and images are included.</p>	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							

<p>(Continued) Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Units 1-5: Workshop Resources, vi–vii; xii–xiii; Professional Learning, xv; Units 1-5: Savvas Realize: myView Digital, xvi Units 1-5: Watch the Unit Video, T10</p>	<p>(Continued) 37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>							
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 5, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for fifth grade in order to meet college- and career-readiness expectations. The complexity of a text includes quantitative complexity (such as Lexile), qualitative complexity (such as conceptual knowledge, text structure, and figurative language), and reader and task considerations (such as student interest/motivation and instructional goal for reading). Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of opinion, informative, and narrative writing. Students in fifth grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from fourth grade, the following chart represents the college- and career-readiness indicators that will be developed in fifth grade:

College- and Career-Readiness Indicators for Grade 5	
Literacy Foundations	
<ul style="list-style-type: none"> • Read with sufficient accuracy, rate, and expression to support comprehension. • Use knowledge of all letter-sound correspondences, syllabication patterns, roots, and affixes to accurately read unfamiliar multisyllabic words. • Write fluidly and legibly in cursive or joined italics. 	
Reading	Writing
<ul style="list-style-type: none"> • Read and comprehend a variety of complex texts including texts that fall in the high end of the 740-1010 Lexile range. • Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Compare and contrast the structures of multiple literary and informational texts. • Analyze differences in point of view and how point of view influences how events are described. 	<ul style="list-style-type: none"> • Produce clear and coherent writing appropriate to task, purpose, and audience; develop and strengthen writing with guidance and support from peers and adults. • Gather relevant information from several sources and provide a list of sources. • Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics, texts, and issues, building on others' ideas and expressing ideas clearly. • Summarize information presented in diverse formats, including the points a speaker makes and how each claim is supported by reasons and evidence. 	<ul style="list-style-type: none"> • When writing and speaking, use a variety of sentences for meaning, reader/listener interest, and style. • Demonstrate understanding of conjunctions, prepositions, interjections, and verb tenses.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
	A. Fluency							
<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Fluency</u></p> <p>Unit 1: Fluency, T20, T143, T144, T173, T208, T264 Read, T90, T154, T220, T276</p> <p>Unit 2: Fluency, T20, T84, T151, T177, T212, T272 Read, T32, T96, T160, T224, T284</p> <p>Unit 3: Fluency, T21, T82, T142, T208, T263, T287 Read, T32, T94, T164, T220, T274</p> <p>Unit 4: Fluency, T80, T144, T171, T206, T270 Read, T32, T92, T156, T218, T282</p> <p>Unit 5: Fluency, T20, T88, T150, T214, T268, T294 Read, T32, T100, T162, T226, T280</p> <p><u>Context Clues</u></p> <p>Unit 1: Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168</p>	<p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 							

<p>(Continued)</p> <p>Unit 2: Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170</p> <p>Unit 3: Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167</p> <p>Unit 4: Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p>Unit 5: Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>(Continued)</p> <p>1. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Prefixes and Suffixes</u></p> <p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p> <p>Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p>Unit 5: Word Study: Suffixes, T174</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling <i>Resource Download Center</i>> Word Study</p>	<p>B. Phonics and Word Recognition</p> <p>2. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
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	C. Handwriting					
<p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Handwriting Model, T486–T487 Publish and Celebrate, T434–T435</p> <p>Unit 2: Handwriting Model, T494–T495 Publish and Celebrate, T442–T443</p> <p>Unit 3: Handwriting Model, T482–T483 Publish and Celebrate, T430–T431</p> <p>Unit 4: Handwriting Model, T500–T501 Publish and Celebrate, T438–T439</p> <p>Unit 5: Handwriting Model, T490–T491 Publish and Celebrate, T438–T439</p>	<p>3. Write fluidly and legibly in cursive or joined italics.</p>					

Reading						
<p>This standard is met throughout the program.</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Use Text Evidence, T159, T160, T163, T167, T169, T171, T172, T188–T189 Respond and Analyze, T44–T45, T108–T109, T292–T293 Reflect and Share, T196–T197</p> <p>Unit 2: Generate Questions, T192–T193 Respond and Analyze, T178–T179</p> <p>Unit 3: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p>Unit 4: Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321 Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117 Respond and Analyze, T46–T47, T110–T111, T306–T307</p> <p>Unit 5: Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195 Respond and Analyze, T180–T181</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>D. Key Ideas and Details</p> <p>4. Quote accurately from a literary text when explaining what the text says explicitly and when drawing inferences from the text.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Explore the Poem, T146–T147 Realistic Fiction, T150–T151 Unit 3: Explore the Poem, T18–T19 Summarize, T97, T98, T100, T104 Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107 Minilesson: Realistic Fiction, T264–T265 Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Reflect and Share, T196–T197 Unit 4: Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>5. Determine a theme of a story, drama, or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Use Text Evidence, T160, T188–T189 Unit 3: Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115 Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55 Unit 4: Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53 Unit 5: Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187 Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>6. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the literary text.</p>					

<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87 Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123 Respond and Analyze, T174–T175, T230–T231 Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p>Unit 2: Respond and Analyze, T178–T17</p> <p>Unit 3: Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p>Unit 4: Respond and Analyze, T172–T173, T236–T237</p> <p>Unit 5: Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297 Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>7. Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences from the text.</p>					
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<p>Student Edition / Teacher Edition Examples: Unit 1: Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51 Unit 4: Summarize, T161, T162, T164, T166, T168, T171, T186–T187 Unit 5: Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>Digital Resources: <i>Resource Download Center</i>>Extension Activities</p>	<p>8. Determine two or more central ideas of an informational text and explain how they are supported by key details; summarize the text.</p>					
<p>Unit 1: Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51 Unit 2: Explain Relationships Between Ideas, T226–T228, T230, T231, T235, T236, T244–T245 Informational Text, T214–T215 Unit 4: Explain Relationships Between Ideas, T214, T222, T225–T226, T228–T229, T232, T234, T242–T243 Evaluate Details, T60 Biography, T208–T209 Unit 5: Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>Digital Resources: <i>Resource Download Center</i>>Extension Activities</p>	<p>9. Using an informational text, explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>					

	E. Craft and Structure				
<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Develop Vocabulary, T174–T175, T230–T231 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309</p> <p>Unit 2: Develop Vocabulary, T178–T179 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217 Figurative Language, T216–T217, T237</p> <p>Unit 3: Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213 Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287</p> <p>Unit 4: Develop Vocabulary, T46–T47, T110–T111, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211 Figurative Language, T43, T96, T210, T229, T234–T235</p> <p>Unit 5: Develop Vocabulary, T180–T181 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i> > Spelling <i>Resource Download Center</i> > Word Study</p>	<p>10. Determine the meaning of words and phrases as they are used in a literary text, including figurative language such as metaphors and similes.</p>				

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Explore the Poem, T146–T147 Unit 3: Legend and Drama, T144–T145 Explain Literary Structure, T156, T159, T161, T163, T166, T168, T170, T180– T181 Explore the Poem, T18–T19 Unit 5: Explore the Poem, T86–T87 Develop Stanzas, T386–T387 Develop Poetry with Punctuation, T390– T391 Develop a Rhyme Scheme, T394–T395</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>11.Explain how a series of chapters, scenes, or stanzas fits together in a literary text to provide the overall structure of a particular story, drama, or poem.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Historical Fiction, T144–T145 Understand Point of View, T150, T156– T158, T161, T162, T164, T166, T168, T170, T173, T180–T181 Unit 2: Possible Teaching Point: Read Like A Writer: Author's Craft, T175 Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185 Unit 4: Analyze Point of View, T118</p>	<p>12.Describe how a narrator's or speaker's point of view influences how events are described in a literary text.</p>					

<p>This objective is taught throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Develop Vocabulary, T44–T45, T108–T109, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 Domain Specific Words, T228</p> <p>Unit 2: Develop Vocabulary, T50–T51, T114–T115, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217 Domain Specific Words, T410–T411</p> <p>Unit 3: Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p>Unit 4: Develop Vocabulary, T172–T173, T236–T237 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p>Unit 5: Develop Vocabulary, T54–T55, T116–T117, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling <i>Resource Download Center</i> >Word Study</p>	<p>13.Determine the meaning of general academic and domain-specific words and phrases in an informational text relevant to a grade 5 topic or subject area.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Read Like a Writer: Explain Text Structure, T36, T52–T53 Choose a Text Structure, T60–T61 Informational Text, T78, T266–T267 Analyze Text Structure, T279, T280, T282, T284, T287, T289, T291, T298–T299 Unit 2: Informational Text, T86–T87 Close Read: Analyze Text Structure, T99, T101, T102, T103, T110, T113, T120–T121 Unit 4: Interpret Text Structure, T158, T159, T160, T165, T166, T167, T169, T178–T179 Unit 5: Analyze Text Structure, T103, T112, T124–T125 Develop Text Structure, T132–T133 Text Structure, T291</p>	<p>14. Compare and contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.</p>					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Analyze Main Ideas and Details, T50–T51 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Compare and Contrast Accounts, T228, T230, T231, T232, T240–T241 Digital Resources: <i>Resource Download Center</i> > Extension Activities</p>	<p>15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in informational texts.</p>					

<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: ELL Targeted Support: Use Visuals, T167 Visualize, T229 Unit 4: ELL Targeted Support: Visuals, T97 Visual Support, T207 Unit 5: Use Visuals, T165, T168, T175</p> <p>Digital Resources: <i>Book Club: Trade Books>Units 1–5; Leveled Readers>Levels S-W</i></p>	<p>F. Integration of Knowledge and Ideas</p> <p>16. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Compare Texts, T252–T253, T314–T315 Unit 3: Legend and Drama, T144–T145 <i>The Carp The Hermit Thrush</i>, T146–T201 Unit 4: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295</p> <p>Digital Resources: <i>Leveled Readers>Levels S-W</i></p>	<p>17. Compare and contrast stories in literary texts of the same genre on their approaches to similar themes and topics.</p>					
<p><u>Student Edition / Teacher Edition</u> Examples: Unit 1: Minilesson: Use Text Features, T124–T125 Compare Across Texts, T450–T451 Conduct Research: Web Sites, T456–T457 Unit 2: Reflect and Share, T260–T261 Introduce the Text, T284–T285, T292–T293 Respond and Analyze, T300–T301</p>	<p>18. Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>					

<p>(Continued)</p> <p>Analyze Argumentative Texts, T306–T307 Minilessons: Synthesize Information, T314–T315 Compare Across Texts, T458–T459 Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457</p> <p>Unit 4: Compare Across Texts, T464–T465 Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475</p> <p>Unit 5: Informational Text, T214–T215 Introduce the Text, T226–T227 Compare and Contract Accounts, T228, T230, T231, T232, T240–T241 Monitor Comprehension, T229, T248–T249 Reflect and Share, T256–T257 Compare Across Texts, T454–T455 Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465</p> <p>Digital Resources: <i>Resource Download Center</i>>Extension Activities</p>	<p>(Continued)</p> <p>18. Draw on information from multiple print or digital informational sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>					
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307 Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p> <p>Digital Resources: <i>Resource Download Center</i>>Extension Activities</p>	<p>19. Explain how an author uses reasons and evidence to support particular points in an informational text, identifying which reasons and evidence support which point(s).</p>				
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share, T66–T67, T130–T131 Unit 2: Write to Sources, T136–T137, T260–T261 Develop with Visuals and Multimedia, T378 Explore the Video, T270–T271 Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458 Unit 3: Explore Media, T260–T261 Unit 4: Compare Across Texts, T464–T465 Unit 5: My View, T234 Minilesson: Write to Sources, T256–T257 Reflect and Share, T318–T319</p> <p>Digital Resources: <i>Leveled Readers</i>>Levels S-W</p>	<p>20. Integrate information from several informational texts on the same topic in order to write or speak about the subject knowledgeably.</p>				

<p>This objective is practiced throughout all units in myView. <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 3 Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Unit 4 Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495 Digital Resources: <i>Leveled Readers:</i> (Literary Texts) >Levels S-W Book Club: Trade Books: Unit 3, 4</p>	<p>G. Range of Reading and Text Complexity</p> <p>21. By the end of the year, read and comprehend literary texts at the high end of the grades 4–5 text complexity range independently and proficiently.</p>				
<p>This objective is practiced throughout all units in myView. <u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1 Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Unit 2 Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489 Unit 5 Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485 Digital Resources: <i>Leveled Readers:</i> (Informational Texts) >Levels S-W Book Club: Trade Books: Unit 1, 2, 5</p>	<p>22. By the end of the year, read and comprehend informational texts, including social studies, science, and technical texts, at the high end of the grades 4–5 text complexity range independently and proficiently.</p>				

Writing						
<p>Student Edition / Teacher Edition Examples:</p> <p>Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366</p> <p><u>Detailed Points for Bulleted Items</u></p> <p>Unit 1: Write to Sources, T196–T197 Explore and Plan: Argumentative Writing, T454–T455 Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465</p> <p>Unit 3: Develop an Opinion, T349, T350–T351 Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T378–T379 Explore and Plan: Argumentative Writing, T450–T451 Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461</p> <p>Unit 4: Write to Sources, T132–T133</p> <p>Unit 5: Minilesson: Write to Sources, T202–T203 Explore and Plan: Argumentative Writing, T458–T459</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i> <i>Resource Download Center</i>>Writing Workshop Peer Evaluation Rubrics; <i>Resource Download Center</i>>Writing Workshop Conference Notes</p>	<p>H. Text Types and Purposes</p> <p>23. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently and specifically). • Provide a concluding statement or section related to the opinion presented. 					

<p>Student Edition / Teacher Edition Examples: Unit 2: Informational Article, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402</p> <p><u>Detailed Points for Bulleted Items</u> Unit 2: Analyze a Lead Paragraph, T342–T343 Set a Purpose, T350–T351 Plan Your Informational Article, T354–T355 Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop an Engaging Idea, T362–T363 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375 Minilesson: Develop with Transitions, T385, T394–T395 Develop and Compose an Introduction, T386–T387 Minilesson: Develop with Visuals and Multi Media, T378 Develop with Related Information, T390–T391 Develop and Compose a Conclusion, T402–T403</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons;</i> <i>Resource Download Center>Writing Workshop Peer Evaluation Rubrics;</i> <i>Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>24. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, provide a general observation, and focus and group related information logically; include formatting, illustrations, and multimedia when useful to aid comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast and especially). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented. 					
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Personal Narrative, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394</p> <p>Unit 4: Science Fiction, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408</p> <p><u>Detailed Points for Bulleted Items</u></p> <p>Unit 1: Minilesson: Plan Your Personal Narrative, T346–T347 Minilesson: Develop an Engaging Idea, T356–T357 Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363 Minilesson: Develop Point of View, T366–T367 Draft with Transitions, T377, T386–T387 Minilesson: Develop an Introduction, T378–T379 Minilesson: Develop a Sequence of Events, T382–T383 Revise to Include Important Events, T390–T391 Revise by Combining Ideas, T425 Revise by Rearranging and Combining Ideas, T426–T427 Prepare for Assessment, T438</p>	<p>25. Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transition words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 					
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<p>(Continued)</p> <p>Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop Setting, T372–T373 Develop the Conflict, T376–T377 Develop the Resolution, T380–T381 Minilesson: Develop Dialogue, T384 Organize a Sequence of Events, T391 Develop the Plot, T391 Organize an Introduction, T392–T393 Minilesson: Organize a Sequence of Events, T396–T397 Choose Pacing of Events, T400–T401 Minilesson: Revise by Adding and Deleting Ideas for Clarity, T439, T440–T441</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons; Resource Download Center>Writing Workshop Peer Evaluation Rubrics; Resource Download Center>Writing Workshop Conference Notes</i></p>	<p>(Continued)</p> <p>25. Write a narrative to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • Use a variety of transition words, phrases, and clauses to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 							
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	I. Production and Distribution of Writing							
<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394 Unit 2: Informational Article, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366 Unit 4: Science Fiction, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Unit 5: Poem, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>26. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>							

<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394 Unit 2: Informational Article, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366 Unit 4: Science Fiction, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Unit 5: Poem, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398 Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>27. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of Language standards up to and including grade 5.</p>							
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Unit 1: Publish and Celebrate, T434–T435 Conduct Research: Web Sites, T456–T457 Celebrate and Reflect, T466–T467</p> <p>Unit 2: Publish and Celebrate, T442–T443 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471 Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481</p> <p>Unit 5: Publish and Celebrate, T438–T439 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Writing Anchor Charts and Minilessons</i></p>	<p>28. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>							
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	J. Research to Build and Present Knowledge							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Project-Based Inquiry, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467 Unit 2: Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475 Unit 3: Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463 Unit 4: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Unit 5: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471 Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>	<p>29. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>							

<p>Student Edition / Teacher Edition Examples: Unit 1: Conduct Research: Web Sites, T456–T457 Refine Research: Quoting and Paraphrasing, T460–T461 Extend Research: Write a Business Letter, T462–T463 Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457 Extend Research: Add Photos and Time Lines, T458–T459 Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Unit 5: Explore and Plan: Argumentative Writing, T458–T459 Conduct Research: Graphics, T460–T461 Refine Research: Bibliography, T464–T465 Extend Research: Recording Tips, T466–T467 Digital Resources: <i>Resource Download Center</i>> Inquiry-Based Project Rubrics and Checklists</p>	<p>30. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Literary Texts</u> Unit 1: Reflect and Share: Write to Sources, T196–T197, T252–T253 Unit 3: Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251 Unit 4: Reflect and Share: Write to Sources, T132–T133 Unit 5: Reflect and Share: Write to Sources, T138–T139</p> <p><u>Informational Texts</u> Unit 1: Reflect and Share: Write to Sources, T130–T131 Unit 2: Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261 Unit 4: Reflect and Share: Write to Sources, T194–T195, T258–T259 Unit 5: Reflect and Share: Write to Sources, T202–T203, T256–T257</p>	<p>31. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.</p>					
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	K. Range of Writing					
<p>Student Edition / Teacher Edition Examples: Unit 1: Personal Narrative, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394 Reflect and Share: Write to Sources, T130–T131, T196–T197, T252–T253 Unit 2: Informational Article, T338–T339, T342–T343, T346–T347, T350–T351, T354, T361, T362–T363, T366–T367, T370–T371, T374–T375, T378, T385, T386–T387, T390–T391, T394–T395, T398–T399, T402 Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261 Unit 3: Opinion Essay, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366 Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251 Unit 4: Science Fiction, T344–T345, T348–T349, T352–T353, T356–T357, T360, T367, T368–T369, T372–T373, T376–T377, T380–T381, T384, T391, T392–T393, T396–T397, T400–T401, T404–T405, T408 Reflect and Share: Write to Sources, T132–T133, T194–T195, T258–T259</p>	<p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>					

<p>(Continued)</p> <p>Unit 5: Poem, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398</p> <p>Reflect and Share: Write to Sources, T138–T139, T202–T203, T256–T257</p> <p>Digital Resources: <i>Workshop Anchor Charts and Minilessons</i></p>	<p>(Continued)</p> <p>32. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>					
<p>Speaking & Listening</p>						
<p>Student Edition / Teacher Edition</p> <p>Examples: Students are encouraged to participate in collaborative discussions throughout the year. For examples see:</p> <p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315 Turn, Talk, and Share, T450–T451</p> <p>Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323 Turn, Talk, and Share, T458–T459</p>	<p>L. Comprehension and Collaboration</p> <p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others’ ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 					

<p>(Continued)</p> <p>Unit 3: Listening Comprehension, T20– T21, T82–T83, T142–T143, T208–T209, T262–T263 Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311 Turn, Talk, and Share, T466–T467</p> <p>Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270– T271 Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329 Turn, Talk, and Share, T464–T465</p> <p>Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p>Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319 Turn, Talk, and Share, T454–T455</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>	<p>(Continued)</p> <p>33. Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small group, and teacher-led on grade 5 topics and texts, building on others' ideas and expressing ideas clearly.</p> <ul style="list-style-type: none"> • Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 					
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<p>Student Edition / Teacher Edition Examples: Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Respond and Analyze: Discuss (Summarize Images), T202–T203 Conduct Research, T456–T457 Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Interact with Sources, T18–T19, T146–T147, T270–T271 Respond and Analyze: Discuss (Summarize Diagram), T50–T51 Unit 3: Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263 Reflect and Share, T70–T71 Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271 Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>	<p>34. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>							
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 3: Reflect and Share: Talk About It, T70–T71 Unit 4: Reflect and Share: Talk About It, T68–T69, T328–T329 Conduct Research: Surveys, T470–T471 Unit 5: Reflect and Share: Talk About It, T76–T77</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>	<p>35. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>					
M. Presentation of Knowledge and Ideas						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Reflect and Share: Talk About It, T66–T67, T314–T315 Celebrate and Reflect, T466–T467 Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323 Celebrate and Reflect, T474–T475 Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Celebrate and Reflect, T462–T463 Unit 4: Reflect and Share: Talk About It, T68–T69, T328–T329 Celebrate and Reflect, T480–T481 Unit 5: Reflect and Share: Talk About It, T76–T77, T318–T319 Celebrate and Reflect, T470–T471</p> <p>Digital Resources: <i>Resource Download Center</i>> Speaking and Listening</p>	<p>36. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>					

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit 1: Celebrate and Reflect, T466–T467 Unit 2: Celebrate and Reflect, T474–T475 Unit 3: Extend Research: Add Photos and Time Lines, T458–T459 Celebrate and Reflect, T462–T463 Unit 4: Celebrate and Reflect, T480–T481 Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p>	<p>37. Include multimedia components and visual in presentations when appropriate to enhance the development of main ideas or themes.</p>						
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<p>Student Edition / Teacher Edition Examples: Unit 1: Reflect and Share: Talk About It, T314–T315 Celebrate and Reflect, T466–T467 Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323 Celebrate and Reflect, T474–T475 Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Celebrate and Reflect, T462–T463 Unit 4: Reflect and Share: Talk About It, T68–T69, T328–T329 Celebrate and Reflect, T480–T481 Unit 5: Reflect and Share: Talk About It, T76–T77, T318–T319 Celebrate and Reflect, T470–T471 Digital Resources: <i>Resource Download Center</i> > Speaking and Listening</p>	<p>38. Adapt speech to a variety of contexts and tasks, demonstrating command of grade 5 Language standards and using formal English when appropriate to task and situation.</p>					
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Language					
<p>Student Edition / Teacher Edition Examples: <u>Conjunctions, Prepositions, and Interjections</u> Unit 2: Edit for Prepositions and Prepositional Phrases, T426 Unit 3: Prepositions and Prepositional Phrases, T333, T337, T341, T345 Unit 4: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Prepositions and Prepositional Phrases, T416–T417 Unit 5: Minilesson: Use Interjections, T374</p> <p><u>Perfect Verb Tenses</u> Unit 2: Perfect Verb Tenses, T417, T421, T425, T429</p> <p><u>Verb Tense</u> Unit 2: Language and Conventions: Principal Parts of Regular Verbs, T369, T370, T373, T377, T381, T389 Language and Conventions: Perfect Verb Tenses, T417, T421, T425, T429 Use Correct Verb Tense, T414–T415</p> <p><u>Correct Inappropriate Shifts in Verb Tense</u> Unit 2: Use Correct Verb Tense, T414 Also see: Unit 1: Subject-Verb Agreement, T430–T431 Unit 2: T345, T349, T353, T357, T365</p>	<p>N. Conventions of Standard English</p> <p>39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions. 				

<p>(Continued) <u>Correlative Conjunctions</u> Unit 4: Correlative Conjunctions, T399, T427, T431, T435, T443</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>	<p>(Continued) 39. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. • Form and use the perfect verb tenses. • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Use correlative conjunctions. 					
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Punctuation to Separate Items in a Series</u> Unit 2: Edit for Punctuation Marks, T434–T435 Unit 4: Minilesson: Edit for Punctuation Marks, T432 Unit 5: Commas and Semicolons in a Series, T341, T345, T349, T361</p> <p><u>Comma to Separate an Introductory Elements</u> Unit 4: Minilesson: Edit for Punctuation Marks, T432 Unit 5: Commas and Introductory Elements, T365, T369, T373, T377, T385</p> <p><u>Comma to Set Off Words</u> Unit 2: Edit for Punctuation Marks, T434–T435 Unit 4: Minilesson: Edit for Punctuation Marks, T432 Unit 5: Commas and Introductory Elements, T365, T369, T373, T377, T385</p>	<p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed. 					

<p>(Continued) <u>Spell Correctly</u> All units include spelling lessons. For examples see: Unit 1: Spelling, T332, T336, T340, T344, T348, T356, T360, T364, T368, T372, T38, T384, T388, T396 Unit 2: Spelling, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T388, T392, T396, T400 Unit 3: Spelling, T329, T332, T336, T340, T344, T352, T356, T360, T364, T368, T376, T380, T384 Unit 4: Spelling, T370, T374, T378, T382, T386, T394, T398, T402, T406, T410 Unit 5: Spelling, T336, T340, T360, T364, T368, T372, T376, T408, T412, T416, T420, T424</p> <p>Digital Resources: <i>Language Awareness Handbook</i> <i>Resource Download Center</i>>Language and Conventions</p>	<p>(Continued)</p> <p>40. Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.</p> <ul style="list-style-type: none"> • Use punctuation to separate items in a series. • Use a comma to separate an introductory element from the rest of the sentence. • Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. • Use underlining, quotation marks, or italics to indicate titles of works. • Spell grade-appropriate words correctly, consulting references as needed. 						
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Expand, Combine, and Reduce Sentences</u> Unit 1: Compound and Complex Sentences, T163, T382, T385, T389, T393, T397 Simple Sentences, T337, T341, T345, T349, T357 Unit 4: Language and Conventions: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Subordinating Conjunctions, T428 Unit 5: Edit for Subordinating Conjunctions, T405, T414</p> <p><u>Compare and Contrast the Varieties of English</u> Unit 4: Dialect, T36, T40, T54–T55, T62–T63</p>	<p>O. Knowledge of Language</p> <p>41. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. • Compare and contrast the varieties of English used in stories, dramas, or poems. 							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> <u>Context Clues</u> Unit 1: Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168 Unit 2: Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170 Unit 3: Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167</p>	<p>P. Vocabulary Acquisition and Use</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 							

<p>(Continued)</p> <p>Unit 4: Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p>Unit 5: Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p><u>Affixes and Roots</u></p> <p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 (Continued) Base Words and Endings, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p> <p>Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331</p>	<p>(Continued)</p> <p>42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. • Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 					
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<p>(Continued) Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150– T151, T174–T175, T182–T183, T196– T197, T394, T398, T402, T410, T254– T255, T430 Unit 5: Word Study: Suffixes, T174</p> <p><u>Consult Reference Materials</u> Unit 1: Using a Dictionary in Activities, T24–T25, T82–T83 How to Use a Glossary, T482–T483 Unit 2: Academic Vocabulary, T24–T25 Develop Vocabulary, T238–T239 Using a Dictionary in Activities, T154, T188, T202, T238–T239, How to Use a Glossary, T490–T491 Unit 3: Academic Vocabulary, T24–T25, T86–T87 Develop Vocabulary, T174–T175 How to Use a Glossary, T478–T479 Unit 4: Academic Vocabulary, T84–T85, T99 Unit 5: Academic Vocabulary, T92–T93 How to Use a Glossary, T486–T487</p>	<p>(Continued) 42. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>					
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<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Figurative Language</u></p> <p>Unit 1: Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309</p> <p>Unit 2: Figurative Language, T216–T217, T237</p> <p>Unit 3: Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287</p> <p>Unit 4: Figurative Language, T43, T96, T210, T229, T234–T235</p> <p>Unit 5: Figurative Language, T173, T178</p> <p><u>Idioms, Adages, and Proverbs</u></p> <p>Unit 1: Idioms, T212–T213</p> <p>Unit 3: Anecdotes, T157, T169, T182–T183, T190–T191</p> <p>Unit 4: Analyze Adages, T210–T211 Adages and Proverbs, T314–T315, T322–T323 Anecdotes, T226</p> <p><u>Relationship Between Particular Words</u></p> <p>Unit 1: Synonyms and Antonyms, T82–T83, T99</p> <p>Unit 2: Synonyms, T88–T89 Figurative Language: Analogies, T216–T217</p>	<p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs). 					
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<p>(Continued)</p> <p>Unit 3: Synonyms and Antonyms, T86–T87, T103, T105</p> <p>Unit 4: Synonyms and Antonyms, T84–T85, T99</p> <p>Unit 5: Synonyms and Antonyms, T92–T93, T105, T109 Academic Vocabulary: Analogies, T218–T219, T232</p>	<p>(Continued)</p> <p>43. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figurative language, including similes and metaphors, in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Use the relationship between particular words to better understand each of the words (e.g., synonyms, antonyms, and homographs). 						
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<p>This standard is met throughout the program.</p> <p><u>Student Edition / Teacher Edition</u></p> <p><u>Examples:</u></p> <p>Unit 1: Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269</p> <p>Unit 2: Develop Vocabulary, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217</p> <p>Unit 3: Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p>Unit 4: Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p>Unit 5: Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Digital Resources: <i>Resource Download Center</i>> Spelling; <i>Resource Download Center</i>> Word Study</p>	<p>44. Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, and in addition).</p>					
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