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# Connecticut Department of Education

## Grades 3-6 ELA

Connecticut Department of Education  
450 Columbus Boulevard  
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# NEXT GENERATION LEARNING

# myView Literacy

## Product Overview

*myView Literacy*® ©2020 is a comprehensive, interactive literacy solution for grades K–5 that is grounded in the science of reading and provides a student-centered approach to teaching reading, writing, speaking, listening and thinking. This print and digital solution teaches all foundational skills explicitly and systematically while including authentic texts, easily managed core lessons, and a variety of flexible resources for meaningful differentiation. Competencies of 21st century thinking and social-emotional learning are taught and practiced using compelling main selection texts, highly engaging trade books, collaborative learning, and project-based inquiry. Student autonomy takes on a new meaning with a student interactive book that gives learners the power to annotate text and showcase their understanding.



All print materials are available digitally through our Savvas Realize™ online learning platform, which offers students a variety of interactive resources and provides teachers with the data they need to customize content and monitor student progress

The instructional model integrates the critical tasks of reading and writing to offer instruction that is worthy of students and their teachers by emphasizing conceptual understandings, standards-based instruction, and application through rigorous performance tasks. The solution provides materials that prepare students for authentic tasks—both assigned and self-selected—that occur in and out of school. As students work through the curriculum, they become flexible and resilient learners who read and write for pleasure and for academic tasks and real-life purposes.



The overarching themes of *myView Literacy* are Exploration (Geography), Patterns (Life Science), Expressions (Arts and Literature), Connections (History), and Our World (Earth Science). The overarching themes and the grade-level themes were developed based on standards. The following figure maps the overarching themes and grade-level themes or topics for kindergarten through grade five. Units focus on topics related to social studies, science, and humanities.

| myView Literacy Themes                     |  |                                       |   |  |  |
|--|--|---------------------------------------|---|--|--|
| Grade                                      | Unit 1                                       | Unit 2                                | Unit 3  | Unit 4                                     | Unit 5                                     |
| <b>Overarching Themes</b>                  |  |                                       |   |  |  |
|  | Social Studies<br>EXPLORATION<br>(Geography) | Science<br>PATTERNS<br>(Life Science) | Humanities<br>EXPRESSIONS<br>(Arts and<br>Literature) | Social Studies<br>CONNECTIONS<br>(History) | Science<br>OUR WORLD<br>(Earth<br>Science) |
| <b>Connected Grade-Level Themes/Topics</b> |  |                                       |   |  |  |
| <b>K</b>                                   | Going Places                                 | Living Things                         | Tell Me a Story                                       | Then and Now                               | Outside my Door                            |
| <b>1</b>                                   | My Neighborhood                              | I Spy                                 | Imagine That  | Making History                             | Beyond My World                            |
| <b>2</b>                                   | You are Here                                 | Nature's Wonders                      | Our Traditions  | Making a Difference                        | Our Incredible Earth                       |
| <b>3</b>                                   | Environments                                 | Interactions                          | Heroes  | Events                                     | Solutions                                  |
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| <b>5</b>                                   | Journeys                                     | Observations                          | Reflections   | Liberty                                    | Systems                                    |

Drawing from the literacy research of P. David Pearson, Sharon Vaughn, Ernest Morrell, and others, the architecture of this solution is based on a gradual release model that unfolds in whole-group, small-group, and independent learning environments. Skills are introduced and modeled by the teacher who then guides students through meaningful practice opportunities. Students then apply skills in either written or authentic application options.

The instructional model for *myView Literacy* integrates the critical tasks of reading and writing to offer instruction that is worthy of students and their teachers. The solution provides materials that prepare students for authentic tasks—both assigned and self-selected—that occur in and out of school. As students work through the curriculum, they become flexible and resilient learners who are able to engage in cognitively complex tasks that challenge them whether they are in a classroom or out in their daily lives. *myView Literacy* provides multiple opportunities for customizable instruction with regards to process, product and content. This allows teachers of differing populations to ensure that they are able to meet the needs of all students, regardless of their individual classroom makeup from year to year.

- The **Student Interactive** provides learners with the opportunity to annotate text and complete Reading, Writing and Bridge activities in meaningful ways as they work as a whole group, in small groups, or independently.
- Savvas Realize, our advanced learning management system, offers teachers the flexibility they need to teach what they want when they want and provides relevant data needed to customize content and monitor student progress so all students are provided with resources and intervention to lead them towards standards mastery.

Teachers use authentic texts to explicitly model, teach, and reinforce comprehension and vocabulary skills as students practice and apply competencies that characterize lifelong readers, writers, and thinkers.

## Progression of Skills/Scope and Sequence

Each unit of *myView Literacy* is vertically aligned across all grades following the overarching themes and topics at each grade level. Emergent readers learn phonological awareness, phonemic awareness, phonics, and fluency in a foundational skills segment that quickly builds competence and confidence. As students advance through the program, further word study allows them to expand and deepen these skills. Students explore vocabulary, at the unit and weekly level, using a generative approach to enhance their understanding of word meanings across content areas and to create an ongoing curiosity about how language works.

The comprehension skills and metacognitive strategies scope & sequence are based on research, with Student Interactive (SI) and Teacher's Edition (TE) instruction written to incorporate proven educational pedagogies, as well as professional input from our program authors and consultants. Skills are spiraled throughout the year which enhances competency and confidence with standards. Students practice and apply skills and metacognitive strategies in the Student Interactive and through authentic practice opportunities. Teachers provide corrective feedback and use formative assessment data to differentiate further instruction.

Students build content knowledge throughout *myView Literacy* during weekly instruction, across units within grades, and across grade levels. The text selections in the Student Interactive (SI) are rich in content-area topics, as is the Book Club selection for many units. By reading coherently structured texts that develop rich content knowledge, students build a foundation for college and career readiness. Furthermore, instruction is centered on unit themes and topics that systematically explore concepts, thereby developing the knowledge base of students within and across grade levels. By teaching the same themes across all grades, the program helps students build their knowledge base and prepares them for the following year. The instructional model integrates the critical tasks of reading and writing through emphasis on conceptual understandings, standards-based instruction, and application through rigorous performance tasks.

### Oral and Written Language Skills

The program considers the developmental levels of language skills in its design in establishing strong reading skills. Teachers in the primary grades (K–2) will engage in multisensory activities to strengthen sight word recognition and automaticity. Students will practice saying, spelling, and dictating both phonics patterns and high frequency words to build their automatic word recognition abilities. Teachers in kindergarten, first grade and second grade will notice a larger amount of the responses that they will elicit from students is oral when compared to the intermediate grades (3–5) which provide a heavier written

response format. The Weekly Main Selection text in the primary grades is highlighted with a Read Together logo. This indicator gives teachers the option of focusing on oral comprehension and oral language development in their main comprehension instruction. A read-aloud focus begins each week. Teachers have the opportunity to choose to model fluent reading with either a text selection provided in their Teacher's Editions or a suggested read aloud trade book, incorporating novels and authentic text selections. This instructional container of time ensures that students at all grade levels are gaining fluency with listening comprehension. In the Reading Block, Lesson 5 each week centers around a Reflect and Share component. This lesson targets listening and speaking skills as students respond in discussion or presentation based formats.

*myView Literacy* incorporates fluency instruction that targets oral expression and focuses on rate, accuracy, and prosody. In grades 1–5, instruction occurs in both whole group and small group settings. Instruction is found in both the Reading Routines Companion and the Teacher's Edition. Weekly assessments are differentiated for approaching, on-level and beyond and include comprehension questions with written response.

In kindergarten, fluency is modeled daily by the teacher using the program's texts. Because students in kindergarten are just beginning to read, many states do not have fluency standards. Therefore, the expectations for fluent reading at this grade are different; students are exposed to the idea of fluency and are encouraged to read with accuracy when they read chorally or individually. During Small Group instruction, teachers may record observations about rate and accuracy as they listen to students read a Decodable Reader.

## Gradual Release/Sequence of Instruction

*myView Literacy* uses a gradual release model within all areas of reading instruction to help students develop independence in skills for success in both reading and writing. Core lessons on reading skills help teachers deliver explicit instruction using the consistent routine of model, practice, and apply learning. Think-Alouds in the teacher edition provide observations to help students recognize critical information. Point-of-use guides for teachers include instructional prompts and questions designed to deepen student understanding.

Each lesson in the program follows a consistent overall Focus, Model and Practice and Apply framework. During Focus, teacher language is provided to introduce students to a skill or concept and build background knowledge. Teachers then Model the lesson's focus for students while modeling a think-aloud of ongoing thought processes. Students engage in Guided Practice with the teacher and are provided with corrective feedback to clarify misconceptions. Finally, teachers assess students with formative assessment opportunities either in the student interactive books or as authentic assessments. Teachers are then able to use these formative assessment results to provide further differentiation opportunities for students.

## Gradual Release in Reading Instruction

Comprehension lessons begin with a whole-group activity that focuses student thinking and establishes a purpose for that day's instruction. A five day sequence of instruction centers around one main selection text, ensuring that students can dive deeply into higher order comprehension skills. This routine gives students and teachers a predictability and structure around their days that allows them to focus on learning. Core lessons that include anchor charts and a read aloud time introduce essential skills and elements of the weekly genre focus. Lesson 2 of the week sees teachers taking on a shared reading of the main selection text with students.

Text specific vocabulary is introduced and built on background knowledge. Students practice "First Read Routines" like Notice, Connect, Annotate and Reflect that scaffolds them towards independence in tackling complex text. Teachers model using think aloud prompts and effective reading behaviors. Students engage with text through cooperative learning prompts and they answer recall leveled comprehension questions.

Close reading takes place in Lessons 3 and 4 where students work to dive deeper into text and analyze text dependent questions. Teachers model returning to text and citing textual evidence, scaffolding students towards independence with skills. Students focus on one comprehension skill or strategy in Lesson 3 and teachers ask related questions. In Lesson 4, a new skill or strategy is either introduced or spiraled back to and reviewed. So students are routinely learning to underline, highlight and annotate text for a variety of purposes, aligned to their grade level standards. Lesson 5 brings all of the week's lessons together with Reflect, Share and Compare activities. Students will write to sources, engage with listening and speaking prompts and share their opinions, with evidence to support claims.

## Gradual Release in Writing Instruction

The central focus in Writing is to develop independent writers. To that end, teachers are provided with the following instructional sequence within each lesson.

1. Teaching Point: Here teachers are going to introduce lesson topics. Teachers are provided with verbiage and potential misconceptions to help them adequately prepare delivery for their students.
2. Model and Practice: Teachers will model the lesson's skill, either from a mentor text, their own writing or a student piece. Students will utilize the graphic organizers and practice pages in their Student Interactive books to work through guided practice that highlights that same focus.

3. **Independent Writing:** Independent writing time takes the lesson’s focus and applies it to students’ ongoing, personalized writing pieces. This designated time allows students to practice applying skills to their writing pieces and allows teachers to differentiate for students. Teachers are provided with different levels of scaffolding support each day that they can use for differentiated writing support for their whole class, small groups or writing conferences. They are encouraged to select the level of scaffolding that applies to their students based on formative assessment data:
  - *Modeled Writing:* Teachers model skills and thought processes within a Think Aloud model. The teacher models writing for the students.
  - *Shared Writing:* Shared Writing is a collaborative time where teachers and students engage in a discussion as they collaborate on a shared piece of writing that highlights the daily skill focus. The students and teachers work together to create one piece of writing.
  - *Guided Writing:* Teachers further instruction with conferring prompts and questioning that students can apply in their writing. The teacher guides as students work on their own piece of writing.

## Foundational Skills

### Phonological Awareness, Phonics, Word Study

In *myView Literacy* for grades K–5, 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. Students explore vocabulary—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.

Phonological awareness develops over time in young students. The easiest tasks are learned first and involve larger units of sound, such as sentences and words. Following are the tasks students need to learn at each level of phonological awareness:

- **Beginning Level of Phonological Awareness**
  - Words: segment a sentence into words
  - Rhymes: recognize and produce rhyming words
  - Syllables: blend syllables into words; segment syllables
- **Second Level of Phonological Awareness**
  - Identify initial sounds in words: identify spoken words that begin with the same sound
  - Compare sounds in words: notice similarities and differences in the sounds that make up words
  - Onsets and rimes: blend onset and rime to produce a word

▪ **Third Level of Phonological Awareness: Phonemic Awareness**

- Phoneme isolation: hear individual sounds at the beginning, middle, and end of words
- Phoneme blending: listen to a sequence of spoken sounds and combine them to form a word
- Phoneme segmentation: break a word into its sounds; tap or count the sounds or use a marker for each sound
- Phoneme deletion: state the word that remains when a specific phoneme is removed
- Phoneme addition: make a new word by adding a phoneme to a word
- Phoneme substitution: make a new word by substituting one phoneme for another

In *myView Literacy*, phonological and phonemic awareness instruction occurs explicitly and systematically. When a new sound is introduced, the teacher models the sound, explains how the sound is formed with the mouth, and displays picture cards for instructional purposes. On other days, picture cards are used, as well as kinesthetic activities to engage students in practice. A page in the Student Interactive is assigned in Lessons 1 and 3 in Weeks 1–5. In Lesson 5 and in Week 6, instruction for students is a teacher led review. The Reading Routines Companion provides Phonological and Phonemic Awareness lessons that align directly to the scope and sequence found within the Teacher’s Edition but include additional Phonemic Awareness Screening Routines to help intermediate teachers identify areas of deficit with older students. These students progress through a research based scope and sequence of instruction within Phonemic Awareness to help teachers address learning gaps.

*myView Literacy* teaches phonics explicitly and systematically. As letter-sound relationships are taught in isolation, students are also taught to blend the sounds to decode words. Each week, the program provides decodable text and writing opportunities that give students practice in applying the phonics skills they are learning and show them the usefulness of what they are learning.

Explicit instruction in phonics is fully and clearly developed for the teacher. It is a structured approach to teaching, guiding students through the learning process.

A systematic approach to phonics means that instruction is developmentally sequenced, with phonics elements taught in a carefully sequenced order. This order begins with letter sound correspondence, progresses into consonant blends, consonant digraphs and vowel teams (both regular and irregular) and moves into syllabication and morphemic or structural analysis.

## Spelling

Spelling instruction is based on a developmental continuum. Instruction first focuses on sound-spelling relationships, then on word structure study (word endings, compound words, contractions), and finally on spelling and meaning relationships (such as Greek and Latin roots, homophones, and affixes).

Spelling instruction is built on the instructional principles of Sound-Spelling relationships and Word Structures in K–2 grades. See the blue bordered pages in the Student Interactive and Teacher’s Editions for Spelling instruction.

## Reading Block

In the Reading Block, students engage daily with foundational skills instruction designed to mirror the ways the brain learns to read. Explicit instruction, guided practice and corrective feedback allow teachers to make sound instructional decisions based on the needs of their unique learners. Emergent readers learn phonological and 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. The Reading Routines Companion accompanies each skill and gives teachers resources for additional differentiation and added explicitness in a multisensory lesson structure.

*In myView Literacy ©2020, phonological awareness instruction occurs three times per week in the Teacher’s Edition. The Reading Routines Companion provides lessons for each phonological awareness skill and contains a Lesson Crosswalk correlated to the Teacher’s Edition. While some teachers may find that a three day sequence is sufficient phonological awareness instruction time for their students, others will need to incorporate the additional Reading Routines phonemic awareness lessons in order to increase phonological awareness delivery to five times per week. myView Literacy provides multiple opportunities for customizable instruction with regards to process, product and content. This allows teachers of differing populations to ensure that they are able to meet the needs of all students, regardless of their individual classroom makeup from year to year.*

When a new sound is introduced, the teacher models the sound, explains how the sound is formed with the mouth, and displays picture cards for instructional purposes. On other days,

picture cards are used, as well as kinesthetic activities to engage students in practice. A page in the Student Interactive is assigned in Lessons 1 and 3 in Weeks 1–5. Students also have multiple practice opportunities through the Sound Rainforest game on Savvas Realize that aligns to each phonological awareness lessons taught and provides teachers with corresponding reports to evaluate student mastery. In the Reading Routines Companion, teachers select lessons based on a targeted skill focus. These lessons follow the same sequence of Focus, Model and Practice and Apply. Teachers use counters, clapping activities and a variety of multisensory practice opportunities to engage multiple learning modalities. Corrective Feedback opportunities allow for further differentiation. Both enrichment and remediation lessons are provided for teachers. During Small Group instruction, teachers can provide additional support using lessons from the myFocus Teacher's Guide. Throughout the year, skills within Phonological and Phonemic Awareness are continuously spiraled and revisited so that students are able to achieve increased fluency and competency along with increased complexity in each domain.

- Explicit instruction in phonics is fully and clearly developed for the teacher. It is a structured approach to teaching and guiding students through the learning process. In both the Teacher's Edition and the Reading Routines Companion, lessons follow the gradual release model. Teachers state the goal and purpose with the *lesson objective*. Individual write-in student interactive books, provide ease of use for teachers to practice phonemic awareness skills and review previous lessons. Teachers then *focus* on a new concept and provide guided *practice*. *Apply* gives students the opportunity for extended practice. Student practice includes dictation work, connections to word meanings and reading text that target phonics skills. As letter-sound relationships are taught in isolation, students are also taught to blend the sounds to decode words. Each week, the program provides decodable text and writing opportunities that give students practice in applying the phonics skills they are learning.
- Practice in reading decodable text reinforces the letter-sound patterns being learned, helps students develop fluency, and shows them the utility of what they are learning. Each word in the decodable readers contains sound and spelling patterns that have already been learned in instruction or can be recognized as high-frequency words. With the Student Interactive books, students can mark target phonics skills with grapheme mapping. The goal of this practice is to help students achieve automaticity decoding words representative of the newly taught phonics skills. Each reader provides a list of words that corresponds to the phonics element highlighted in the text. Teachers can preview words with students and encourage them to look for common phonics patterns as they read. Each reader also provides a list of high frequency words that are featured within the text. Students can continue practicing these phonics skills with digital application activities *that provide teacher reports and assignable differentiation suggestions*.

*myFocus Intervention* focuses instruction on 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-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 *myFocus Intervention*, students work from *myFocus Reader* (grades 1–5; in Kindergarten students use decodable readers). On days when instruction includes the *myFocus Reader* or the decodable reader, students are applying and practicing the skills taught during whole group instruction. *myFocus Reader* is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the *myFocus Reader* is found on our digital learning management system, Savvas Realize.

In “Word Study,” *myView Literacy* focuses on syllabication and morpheme/structural analysis. Teaching students some generalizations about syllables (a unit of pronunciation that has one vowel sound) will help them read long words by helping them see the structure of the word and recognize letter patterns, especially vowel patterns. If they can divide a word into syllables—even if the division isn’t exact—they can use the syllable patterns as a guide to decoding the word. Morphemes are the smallest meaningful parts of language. A morpheme can consist of one or more syllables: cat and elephant are each one morpheme. A morpheme can be one word or a part of a word: -est is a morpheme. A word can be made up of one morpheme (banana), or it can contain two morphemes (unhappy, outside), three morphemes (unfriendly), or more. Free morphemes are morphemes that can stand alone as words (peach, apple). Bound morphemes are morphemes that must be attached to other morphemes to make words, such as affixes and word roots (ly, ness, bio).

Each Word Study lesson in *myView Literacy* follows the gradual release model of Focus, Model and Practice and Apply throughout a 5 day lesson sequence. Teachers are given options for review and assessment during each week and are able to use monitoring and formative assessment to determine the need for further instruction.

The Foundational Skills Kit (K–2) contains six copies of the decodable readers in the following configurations:

- Grade K: 30 individual books (30 stories)
- Grade 1: 5 volumes (60 stories)
- Grade 2: 1 volume (30 stories)

## Reading Skills

### Grades K–2 Suggested Daily Times

- Reading Foundational Skills 20–30 minutes
- Shared Reading 40–50 minutes
- Reading Bridge 5–10 minutes
- Small Group 25–30 minutes

- Total Time for Reading Block: 90–120 minutes

### Grades 3–5 Suggested Daily Times

- Comprehension and Vocabulary 35–50 minutes
- Reading Bridge 5–10 minutes
- Small Group 20–30 minutes
- Total Time for Reading Block: 60–90 minutes

## Reading Comprehension/A Variety of Texts and Genres

With *myView Literacy*, students will have a wealth of opportunities to interact with many different types of genres, including literary and informational texts. The program has five units at each grade. Each unit uses an Essential Question, theme, and multi-genre approach to reading and writing instruction. With a balance of fiction and nonfiction texts, each unit is vertically aligned across all grades following the overarching themes and topics at each grade level.

**WEEK 3 LESSON 1**  
**READING WORKSHOP** > **GENRE & THEME**

**SPOTLIGHT ON GENRE**  
**Informational Text**

**LEARNING GOAL**  
I can read informational text.

**OBJECTIVES**  
Use appropriate fluency skills, accuracy, and prosody when reading grade-level text.  
Discuss the author's purpose for writing text.

**LANGUAGE OF THE GENRE**  
As you review the Anchor Chart, check to make sure students understand the words that help them talk about informational text.  
• main idea  
• details  
• author's purpose

**FLUENCY OPTION**  
**ANCHOR CHARTS**  
Continue adding to your own anchor chart to go with this lesson.  
• Have students discuss the purpose of informational texts.  
• Ask students to suggest ways to include the main idea and details on the anchor chart.  
• Tell students to also include the author's purpose on the chart.  
• Add to the anchor chart as students learn about the genre.

**Minilesson**

**FOCUS ON STRATEGIES** Tell students that just as readers have a purpose for reading, authors have a purpose for writing. The author's purpose in writing an informational text is to inform, which means "to give information."  
• Ask yourself: What is the author's purpose, or reason, for writing this text?  
An informational text has a main idea that supports the author's purpose. The main idea is what the text is mostly about. Details in an informational text give facts about the main idea.  
• As you read, ask yourself: What is the main idea? To find the main idea, ask: What is the text mostly about? How does the main idea help me understand the author's purpose?  
• Think about the details in the text. They tell more about the text's topic. Ask yourself: How do the details tell me more about the main idea?

**MODEL AND PRACTICE** Review the Anchor Chart on p. 101 in the Student Interactive together. Point out that the roof is the main idea, and the windows are the details. Tell students that details in informational text support the main idea, much as a house supports its roof. Explain that authors of informational texts include details to inform readers about the main idea.  
Review the Read Aloud, "Animal Babies Change." Ask: What is the main idea? (point to roof) What details support that idea? (point to houses) What is the author's purpose for including that information? (point to foundation)

**ELL Targeted Support Identify Genre** Have students listen as you reread "Animal Babies Change." Use the Read Aloud to help students learn how to identify informational text.  
Ask students leading questions, such as: What is the text mostly about? (how baby animals change) Are there details about real things or made-up things? (real things) **EMERGING/DEVELOPING**  
Have students form their own questions about the Read Aloud. Then have them respond to questions developed by others. **EXPANDING/BRIDGING**

T140 UNIT 2 • WEEK 3

**FORMATIVE ASSESSMENT OPTIONS**

**Apply**  
Have students use the strategies to identify informational text.  
**OPTION 1 | TURN, TALK, AND SHARE** With a partner, have students complete the activity on p. 100 in the Student Interactive.  
**OPTION 2 | Use Independent Text** During independent reading, have students read informational text and place a sticky note on one detail on each page. Have them write down why they think the author included each detail.

**QUICK CHECK**  
**Notice and Assess** Are students able to identify informational text?  
**Decide**  
• If students struggle, revisit instruction about informational text in Small Group on pp. T146–T147.  
• If students show understanding, extend instruction about informational text in Small Group on pp. T146–T147.

**Be a Fluent Reader** Tell students that fluent readers read accurately, or read all the words without any mistakes. Read the note on p. 100 in the Student Interactive. Have partners practice reading a text accurately.  
**STUDENT INTERACTIVE**, pp. 100–101

How Do Baby Animals Grow? T141

The following examples show the range of text types and genres taught in *myView Literacy*:

| myView Literacy   |   |
|---|---|
| Text Types and Genres   |   |
| Fiction   | Nonfiction  |
| <ul style="list-style-type: none"> <li>▪ Realistic Fiction</li> <li>▪ Fiction</li> <li>▪ Folktale</li> <li>▪ Fairy Tale</li> <li>▪ Poetry</li> <li>▪ Myth</li> <li>▪ Drama</li> <li>▪ Fable</li> <li>▪ Historical Fiction</li> <li>▪ Traditional Tale</li> <li>▪ Legend</li> <li>▪ Tall Tale</li> </ul> | <ul style="list-style-type: none"> <li>▪ Informational Text</li> <li>▪ Persuasive Text</li> <li>▪ Narrative Nonfiction</li> <li>▪ Procedural Text</li> <li>▪ Biography</li> <li>▪ Magazine Article</li> <li>▪ Video</li> <li>▪ Argumentative Text</li> <li>▪ Autobiography</li> </ul> |

The instructional support for a text students read in *myView Literacy* helps to progressively develop comprehension from monitoring comprehension in the shared read to developing higher-level thinking skills through the close read. With a piece of text, students practice and apply these skills and metacognitive strategies in the Student Interactive during the Reading Workshop portion of the week.

In the Close Read Comprehension teacher notes, students are directed to cite text evidence by annotating the text, and then use that evidence to complete a graphic organizer or some other activity. Students then dig deeper into the text by following a similar routine to apply knowledge of a metacognitive strategy to the text in the next lesson. These teacher notes are labeled with Depth of Knowledge (DOK) labels.

After students read, they complete a Check for Understanding page. Students respond to questions about the text to assess their comprehension of the First Read. Question 1 is a genre question and is always DOK2; question 2 is a “Think Like an Author” question (author’s craft or purpose) and is DOK3; questions 3 and 4 are general, but rigorous, comprehension questions about the text and are DOK3 and DOK4, respectively. DOK labels are notated in the mini reproduction with answers in the Teacher’s Edition.

At the end of the unit in the Project-based inquiry, students Compare Across Texts where they use knowledge gained from Weeks 1–5 texts to answer and extend each week’s Weekly Question. Students use this information to answer the unit Essential Question.

The Project-based Inquiry (PBI) is about research and looking back across all of the texts students have read in the unit. The Project-based Inquiry project 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 product while supporting social emotional development in all learners.

## Comprehension Lessons

Comprehension lessons begin with a whole-group activity that focuses student thinking and establishes a purpose for that day's instruction. A five day sequence of instruction centers around one main selection text, ensuring that students can dive deeply into higher order comprehension skills. This routine gives students and teachers a predictability and structure around their days that allows them to focus on learning. Core lessons that include anchor charts and a read aloud time introduce essential skills and elements of the weekly genre focus. Lesson 2 of the week sees teachers taking on a shared reading of the main selection text with students. Text specific vocabulary is introduced and built on background knowledge. Students practice "First Read Routines" like Notice, Connect, Annotate and Reflect that scaffolds them towards independence in tackling complex text. Teachers model using think aloud prompts and effective reading behaviors. Students engage with text through cooperative learning prompts and they answer recall leveled comprehension questions. Close reading takes place in Lessons 3 and 4 where students work to dive deeper into text and analyze text dependent questions. Teachers model returning to text and citing textual evidence, scaffolding students towards independence with skills. Students focus on one comprehension skill or strategy in Lesson 3 and teachers ask related questions. In Lesson 4, a new skill or strategy is either introduced or spiraled back to and reviewed. So students are routinely learning to underline, highlight and annotate text for a variety of purposes, aligned to their grade level standards. Lesson 5 brings all of the week's lessons together with Reflect, Share and Compare activities. Students will write to sources, engage with listening and speaking prompts and share their opinions, with evidence to support claims.

## Writing Development and Skills

The Reading-Writing Bridge- unique to *myView Literacy* allows students to look back to what they have read and then move forward to what they will write in ways that show the interrelatedness of these skills. The pillars of the Bridge—Read Like a Writer/Write for a Reader—provide integrated support. From the perspective of a writer, students reconsider unit-level academic vocabulary they used as they read. Where they focused on a reader's view of author's craft in the Reading Workshop, students now focus on writer's craft and the process of writing in a mode that relates to the selections they've explored as readers. Language and conventions, spelling, and other word-study skills (like word relationships and word meanings) further help students prepare for and complete writing experiences successfully. Students learn effective ways to communicate based on audience and purpose. They learn the power of word choices authors use to create clear and engaging texts.

## Writing Block

In the Writing Block, teachers and students focus on the skills and practices necessary to write effectively. The writing continuum of instruction follows a Units of Study path that ensures students are meeting all writing standards and studying all writing modes throughout the course of the school year. Each week within a unit focuses on a separate piece of the writing process to help guide students through the steps needed for effective writing from beginning to end. In Week 1, students study a particular writing mode through the use of mentor texts as teachers model brainstorming and planning techniques. Week 2 focuses on developing elements of that particular mode and sees students engage in drafting their own pieces of writing. In Week 3, students focus on developing the structure of their piece, further refining their thoughts and techniques. Week 4's focus centers around the writer's craft of editing and revising. Finally, in Week 5, students will publish and celebrate their writing as a classroom community.

| Writing Block         |                  |                   |                |                                |
|-----------------------|------------------|-------------------|----------------|--------------------------------|
| Week 1                | Week 2           | Week 3            | Week 4         | Week 5                         |
| Introduce and Immerse | Develop Elements | Develop Structure | Writer's Craft | Publish, Celebrate, and Assess |

Teachers will have multiple assessment opportunities both through each student's completed piece and a performance based writing assessment that concludes each unit.

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 core lessons to tailor their instruction to students' needs. Collaborative conversations and teacher conferring prompts guide students as they work to communicate effectively for specific audiences and purposes. Conferring (both teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout instruction.

The elements of the writing process are addressed in depth through the Writing component of the program. The central focus in Writing is to develop independent writers. To that end, teachers are provided with the following instructional sequence within each lesson.

- **Teaching Point:** Here teachers are going to introduce lesson topics. Teachers are provided with verbiage and potential misconceptions to help them adequately prepare delivery for their students.
- **Model and Practice:** Teachers will model the lesson's skill, either from a mentor text, their own writing or a student piece. Students will utilize the graphic organizers and practice pages in their Student Interactive books to work through guided practice that highlights that same focus.

- **Independent Writing:** Independent writing time takes the lesson's focus and applies it to students' ongoing, personalized writing pieces. This designated time allows students to practice applying skills to their writing pieces and allows teachers to differentiate for students. Teachers are provided with different levels of scaffolding support each day that they can use for differentiated writing support for their whole class, small groups or writing conferences. They are encouraged to select the level of scaffolding that applies to their students based on formative assessment data:
  - **Modeled Writing:** Teachers model skills and thought processes within a Think Aloud model. The teacher models writing for the students.
  - **Shared Writing:** Shared Writing is a collaborative time where teachers and students engage in a discussion as they collaborate on a shared piece of writing that highlights the daily skill focus. The students and teachers work together to create one piece of writing.
  - **Guided Writing:** Teachers further instruction with conferring prompts and questioning that students can apply in their writing. The teacher guides as students work on their own piece of writing.

In each lesson, during Independent Writing, teachers are provided with Conference Prompts that allow them to personalize their conversations with students and help develop each student's unique writing needs. Conference note taking forms allow teachers to record their conversations and keep ongoing data records.

The following examples show the range of writing modes taught in the *myView Literacy* Writing Units of Study:

- Argumentative/Persuasive
- Opinion
- Informational
- Personal Narrative
- Poetry
- Procedural Texts
- Fiction

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.

Writing tasks in *myView Literacy* provide materials that prepare students for authentic tasks—both assigned and self-selected—that occur in and out of school. As students work through the curriculum, they become flexible and resilient learners who read and write for pleasure as well as for academic tasks and real-life purposes.

Authentic, teacher, and student examples of writing serve as approximations of good writing in the various stages of the writing process. Teachers select focused mini-lessons 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 (both teacher-student and peer-to-peer) is a hallmark of the program and is a recursive practice throughout the workshops.

## Speaking and Listening Development and Skills

In the Reading block, after students have read a text, they will see a Reflect and Share activity. This Activity is divided into two sections: an oral activity and a written activity. The purpose of these activities is to have students make connections between texts and other sources to emphasize making comparisons between texts and genres. Activities have students go back into texts to cite text evidence. Students will always answer the Weekly Question on this page, either through an oral discussion (to hit listening and speaking standards) or a written response (to address response standards). When the written activity is not about the Weekly Question, it will include the “Write to Sources” heading.

The Project-based Inquiry at the end of the *myView Literacy* 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 review 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.

Finally, Book Club is a feature of *myView Literacy* where students have choice to select authentic texts that appeal to their interests and ability levels. They work cooperatively with their peers during Book Club.

Book Club gives students an in-class opportunity for real-world reading enjoyment. Book Club consists of a set-aside time when students meet in small groups to discuss the trade book for the unit. It is a time for students to talk about what they are reading without having their ideas or insights overly evaluated.

Each day's lesson concludes with a Share Back time where volunteers are encouraged to share their work for the day. This time builds the classroom community and helps students develop speaking and listening skills as they provide feedback and insight to peers.

## Language Development and Skills

The pillars of the Reading-Writing Bridge—Read Like a Writer/Write for a Reader—provide integrated support. From the perspective of a writer, students reconsider unit-level academic vocabulary they used as they read. Where they focused on a reader's view of author's craft in the Reading Workshop, students now focus on writer's craft and the process of writing in a mode that relates to the selections they've explored as readers. Language and conventions, spelling, and other word-study skills (like word relationships and word meanings) further help students prepare for and complete writing experiences successfully. Students learn effective ways to communicate based on audience and purpose. They learn the power of word choices authors use to create clear and engaging texts.

*myView Literacy* focuses on integrating language and conventions instruction within authentic writing opportunities to make learning more meaningful, authentic, and concrete. Students are expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- The study and mastery of language and conventions teaches students to appreciate the writer's craft and to understand that clear and accurate writing is in service to a clear understanding of text and of an author's message.
- Instruction of language and conventions within a workshop model also allows students to express themselves clearly in collaborative conversations as they prepare to write. Lessons follow the Focus, Model and Practice and Apply structure for consistency across the entire program.
- Daily instruction in Language and Conventions takes place in the Reading Writing Bridge. In the Reading-Writing Bridge, students practice and apply language and conventions skills. This Bridge helps to connect reading and writing together and encourages students to apply the language and conventions skills within the context of their writing. Instructional plans include:
  - **Lesson 1:** Teachers begin the week with a spiral review of the previous week's skill. Teachers model and guide practice of the reviewed skill, and students apply the skill on their own or with a partner.
  - **Lesson 2:** Teachers focus, model, and guide practice of oral language. Students apply the skill using the conventions of language as they engage in collaborative conversations.
  - **Lesson 3:** Teachers focus instruction on a new skill, and they model use of the skill. Students engage in guided practice as they complete a short activity.

- **Lesson 4:** Students apply the language and conventions skill on their own in their Student Interactive. They also are reminded to pay attention to that particular skill as they engage in Writing activities for that week.
- **Lesson 5:** Students practice language and conventions by engaging in Standards Practice activities. Teachers use the Online Student Resources to assess student understanding.

## Academic Language Acquisition and Vocabulary Skills

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. Students are exposed to Tier 1, 2 and 3 vocabulary words throughout each unit.

- **General Academic Vocabulary** acquisition is critical for reading comprehension and overall academic success. These academic terms appear in a variety of situations, modes, and text types across all content areas. As a result, they are challenging for students because they are more abstract and vary by context. By focusing on academic vocabulary, *myView Literacy* instruction helps students express themselves, in speaking and in writing, using a more sophisticated language of ideas.
- **A Generative Approach** to academic vocabulary instruction helps students generate meanings of new words across unit themes and weekly texts. As students progress during the Reading Block, they explore vocabulary—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. At the beginning of each unit, students are introduced to four or five general academic vocabulary words. These grade-appropriate academic words are chosen because they have
  - a close connection to the unit theme and essential question
  - robust morphological and generative qualities
  - multiple meanings, collocations, and cognates
- Over the course of a unit, *myView Literacy* systematically builds on these academic words by *generating*, *applying*, and *synthesizing* the words within the oral instruction, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. This ensures that students’ word knowledge will be incremental, multidimensional, and interrelated.
- By the end of the fifth week, students will have built more than 50 academic words per unit, not including how these words are used in a variety of contexts. Here is the weekly breakdown of how the words are covered at each grade span:

- **Grades K–1**
  - Week 1: Related Words
  - Week 2: Synonyms and Antonyms
  - Week 3: Context Clues
  - Week 4: Word Parts
  - Week 5: Oral Language
  
- **Grades 2–5**
  - Week 1: Related Words
  - Week 2: Synonyms and Antonyms
  - Week 3: Context Clues
  - Week 4: Figurative Language
  - Week 5: Parts of Speech

In Week 6, students apply the bank of academic vocabulary words to help them answer the unit’s essential question, through collaborative conversations and a performance-based assessment.

- On the first day of each week, students will have a word practice activity that explicitly focuses on an aspect of word meaning. On subsequent days of the week, the words are explicitly used in collaborative conversations, close-read questions, core lessons, and notes that help teachers make connections between the words and the lesson content. Teachers are encouraged to have students start a Word Wall of academic words and phrases they learn as they progress through the unit. In addition to the vocabulary support in the core program, the online *Language Awareness Handbook* offers scaffolding support; routines, activities, sentence frames, and games help students explore morphological and semantic links to expand and build academic rigor.
- **Selection Vocabulary** Selection vocabulary comes from the language of the text. The words are pulled from the Students’ Reading weekly main text selection and meet the following criteria: Four to five words are chosen; the words are chosen for their richness and morphological family; the words are taught as a network of ideas rather than as single words; and the words are important for comprehending the text. These groups of words might be Tier 2 words, including instructional words, such as illustrate and preserve. Or the groups of words might be Tier 3 words— specialized, domain-specific words, such as photosynthesis or empire—since these words represent complex concepts that are new for students.
  - On Day 2 of each week, students are introduced to the selection vocabulary through the Whole Group Preview Vocabulary section. The instruction is meant to be an improvisational activity to activate prior knowledge, build background, preview and

predict the text, and/or set a purpose for reading. The activity should be quick, helping the teacher gauge the students' understanding.

- Over the course of a week, the instructional plan builds on these selection words by generating, applying, and synthesizing the words within the Preview Vocabulary, Whole Group, First Read, Close Read, Develop Vocabulary practice, collaborative conversations, and writing activities. This ensures that students' word knowledge will be incremental, multidimensional, and interrelated.

## Assessments and Reporting

### Assessments

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, 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 learning goals.

### Progress Monitoring Tools

*myView Literacy* 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.

- Test Banks are an extensive collection of assessment questions for reading, writing, and editing that are available for creating customized assessments.
- **ExamView®.** This is a test generator that allows teachers to create assessments by unit, question type, and/or standards. ExamView also allows teachers to create multiple forms of the test to ensure test reliability in class.
- **Online Testing.** This functionality within Realize allows teachers to assign a test to a student. Students take the assessment online and it is automatically scored. Using the data reports in Realize, teachers can generate a standards mastery report and monitor student performance over time.

- **Realize Scout (K–5).** A digital observation tool allowing teachers to capture audio, pictures, and video for portfolio assessments.

*myView Literacy* also offers the following assessment resources:

- **Summative Assessments (K-5).** Includes Baseline, Unit, Middle of the Year, and End of the Year Assessments
- **Progress Check Ups (K-5).** Frequent assessments to measure progress against the standards. Progress Check Ups are a great resource for teachers wanting frequent grading options
- **Cold Reads for Fluency and Comprehension (1–5).** Fresh passages to measure fluency and comprehension and to complete Running Records
- **Assessment Guide (K–5)**
  - Support for using data to inform instruction
  - Easy-to-use strategies and tools for all types of literacy assessments
  - Checklist and rubrics for capturing student performance
  - Guidance for building school-to-home connections
  - Comprehensive resource for managing assessments and interpreting results.
- **Weekly Standards Practice PowerPoints (2–5).** Project these as exit tickets to immediately assess student understanding. Includes quick, multiple-choice practice for:
  - Academic Vocabulary
  - Word Study
  - Language and Conventions
- Summative Assessments include Baseline, Unit, Middle of the Year, and End of the Year Assessments to measure student performance and progress on the standards over time. All items test content that has been taught within the unit and all items are aligned to the standards.

Test Preparation Resources include:

- **Weekly Standards Practice.** Assess student learning using quick assessments that are standards-aligned.
- **High-Stakes Practice Assessments.** Use a full assessment to practice for state assessments, including tech-enhanced items.
- **Test Item Banks:** Reading, writing, and editing test banks provide opportunities for additional practice.

## Standards-Aligned Assessments

The assessment resources that accompany *myView Literacy* include a range of formative and summative assessments available in print and digital to help monitor student performance.

With assessments delivered through Savvas Realize, our digital learning platform, teachers can easily generate standards-based mastery reports. Reporting services in Savvas Realize allow teachers to monitor standards mastery and retention over time.

*myView Literacy* offers a comprehensive and ongoing system of assessment. Formative Assessments include the Daily Formative Assessment, which integrates daily routines and informal opportunities to measure student understanding and monitor progress.

## Formative Assessments

*myView Literacy* uses a baseline test at the beginning of the year to assess students' skill competence. Items on the test are aligned to the key standards from the previous year and include key standards for the upcoming year. The baseline test also includes a fluency test.

Integrated formative assessments include the following:

- Quick Checks
- Observational Assessments
- Assess and Differentiate
- Rubrics
- Assess Prior Knowledge
- Conferring Checklists
- Assess Understanding

Weekly assessments include Progress Check-Ups, which are frequent assessments to measure progress against the standards, and Cold Reads for Fluency and Comprehension, which measure comprehension and reading rate using passages of three different levels of difficulty.

Teachers can also use Weekly Standards Practice PowerPoint presentations to immediately assess students' understanding. These feature multiple-choice practice for academic vocabulary, word study, and language and conventions.

 **QUICK CHECK**

**Notice and Assess** Can students read and write words with long and short *o*?

**Decide**

- **If students struggle**, revisit instruction for long and short *o* in Small Group on pp. T50–T51.
- **If students show understanding**, extend instruction for long and short *o* in Small Group on pp. T50–T51.

**Assessing Understanding.** Quick Checks in *myView Literacy* help teachers to identify students who understand what has been taught and guide the assignment of options to apply skills.

## Summative Assessments

Summative assessments in *myView Literacy* include the following offerings.

- **Unit Tests.** These assess the standards taught in each unit. Each item is aligned to the standards. Reading comprehension is assessed using new passages of literary and informational text, while writing is assessed with write-in responses to a prompt that uses the writing mode in the genre featured in the unit.
- **Writing assessments** at the unit level include a traditional prompt and, at Grades 2–5, options for performance-based writing that include research source articles to be used as text evidence.
- **Mid-Year and End-of-Year Tests.** These tests measure student progress in the grade-level standards.

Teachers have two options for digital assessments—the ExamView assessment suite and online assessments on Savvas Realize.

With ExamView, teachers can customize, deliver, and score tests digitally, while the online assessments on Savvas Realize allow teachers to create and customize tests by standard and view mastery of the standards and results by assignment. These tests are prescriptive—every time is tied to a *myFocus Intervention* lesson. Teachers can use the accompanying data and item analysis reports to check student progress and create small groups.

## Clear Assessment Taxonomy

*myView Literacy* assessment program uses multiple and diverse sources to help teachers understand what students know and comprehend because of the teaching and learning process. The results of these assessments provide a view into students' progress, enabling

teachers to identify problem areas, modify their instruction, and improve subsequent learning. Lessons are planned and assessed in a progression that measures standards mastery and provide a remediation pathway when needed.

Assessments taken online provide teachers with data that allows them to plan classroom instruction and target remediation. Observational Assessment Checklists that support data gathering about student progress are available on Savvas Realize.

### Daily Formative Assessment

The program provides teachers with daily routines and opportunities to measure student understanding and monitor progress. Teachers can track student learning and inform subsequent instructional pathways through integrated formative assessments. These include Quick Checks, Assess and Differentiate, Assess Prior Knowledge, and Assess Understanding. These assessment components should be used to help teachers identify those students who may need remediation or intervention. Item Analysis Charts provide correlation to *myFocus* assets for support.

### Tools and Reporting

As part of the ongoing support of assessment in the literacy classroom, *myView Literacy* provides tools and resources that help teachers gather and report comprehensive assessment data using digital and print formats. Teachers can find tools such as Conferencing Checklists, Observational Assessments, and Rubrics to help them monitor student performance. Savvas Realize reports are also available to help teachers analyze student and class results.

### Beginning-of-Year Assessment

The Baseline Assessment is administered at the beginning of the year. This test assesses student competence against items aligned to key standards in the previous year and the upcoming year. The baseline also includes a fluency test. After consulting an interpretation guide, teachers can use test results to place students into reading groups and plan differentiated instruction. Based on student results, teachers may decide to administer a diagnostic test to further identify any problems that a student may be exhibiting. There is only one baseline per grade, and none has more than 40 items.

### Weekly Assessments

Progress Check-Ups can be administered weekly to assess student progress on the standards presented during that week's instruction. High-frequency words (grades K–2) and vocabulary words (grades 3–5) from the weekly selection and Phonics/Word Study skills are tested. Each week's reading comprehension skill is assessed as students listen to or read a fresh passage. Prompt-based writing uses the mode of writing from the Writing Workshop for that week. Every item in the Progress Check-Ups is standards aligned, and selected items use the style and format of the state test. One Progress Check-Up exists for each of the 25 weeks of instruction per grade, and none has more than 15 items, plus a writing prompt.

### **Weekly Standards Practice, 2–5**

The Weekly Standards Practice provides multiple-choice practice items for Academic Vocabulary, Word Study, and Language and Conventions taught each week. These items are presented on slides, and teachers may project them as exit tickets to assess immediate student understanding.

### **Cold Reads for Fluency and Comprehension, 1–5**

These weekly tests assess student progress in targeted reading comprehension standards. Cold Reads provide teachers with new reading passages and questions. These assessments offer three different levels of passages followed by standards-based questions. Teachers can use these reading passages to measure fluency and words correctly read per minute. Each set of questions includes at least one item in test preparation format.

### **Unit Assessments**

Unit Tests assess the standards presented during each unit. The reading comprehension portion of each Unit Test uses one or more fresh passages—often a mixture of literary and informational text. In the primary grades, students are assessed on high-frequency words and phonics skills from across the unit. In the intermediate grades, Unit Tests assess Word Study skills. All students are tested on their knowledge of the unit’s convention skills. Students write in response to a prompt using the mode of writing that they have used throughout the unit. Each item in the Unit Test is standards aligned, and selected items use the style and format of the state test. One Unit Test exists for each of the five units of instruction per grade, and none has more than 30 items, plus a writing prompt.

### **Mid-Year Assessments**

The Middle of Year Assessment measures student progress in the yearly standards, following the same format as the Unit Test. One Middle-of-Year Test exists per grade, and none has more than 45 items.

### **End-of-Year Assessments**

An End-of-Year Test measures student progress in the yearly standards, following the same format as the Unit Test. One End-of-Year Test exists per grade, and none has more than 45 items.

## **Reporting**

### **Strategy for Using Realize Reports Throughout the School Year**

Realize Reports provides reports that help administrators to make data-driven decisions throughout the school year, driving insights into usage and achievement to provide perspective. This perspective comes from examining the data for students across all districts in a single report, using summary data to compare classes and schools to the district as a whole. By examining data across the district, administrators can spot schools or teachers that

are above or below the mean. Instructional coaches may dig into the data further to support teachers and students and meet achievement expectations.

Teachers and administrators can use the features in Savvas Realize to make data-driven instructional decisions:

- Users can drill-down into data points on graphs and charts to learn more about student mastery, progress, and usage. Data can be filtered by date range.
- Users can view data by Class Results by Assignment or Class Mastery by Standard.
- The Class Results by Assignment page covers class, group, and individual student test scores and shows how students mastered certain standards based on test scores.
- The Mastery by Standards report shows how a class mastered state and national standards and how individual students mastered state and national standards across assignments over time. Teachers and administrators can also use the data to understand which assessments contributed to the mastery data displayed for each student.
- The Data tab provides a complete display of classes, groups, and individual student mastery, performance, and usage statistics.
- The Usage page displays how much time students spend working on specific activities.

Teachers can view data by individual student from the class assignment list. Item-analysis and automatic-remediation tools can also be activated from within the platform.

| Reports in Savvas Realize   |  |                       |
|---|--|-----------------------|
| Teacher View  |  |                       |
| ▪ Class Mastery by Standard   | ▪ Average Mastery  | ▪ Progress by Student |
| ▪ Student Mastery   | ▪ Item Analysis  | ▪ Usage by Student    |
| Administrator View  |  |                       |
| <ul style="list-style-type: none"> <li>▪ Dashboard Charts                             <ul style="list-style-type: none"> <li>○ Logins by School</li> <li>○ Total logins</li> <li>○ Login Trends by Role</li> <li>○ Performance by Standard</li> <li>○ Standards Mastery Snapshot</li> <li>○ Scores on Assessments</li> <li>○ Scores on Assessments by Subject</li> <li>○ Scores on Assignments by Content Type</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>▪ Reports                             <ul style="list-style-type: none"> <li>○ Content Opened by Role</li> <li>○ Scores by Standard Detail</li> <li>○ Scores by Standard Summary</li> <li>○ Scores on Selected Savvas Realize Assessments</li> <li>○ Student Usage by Class and School</li> <li>○ Student Usage by Product</li> <li>○ Teacher Usage (Savvas Realize)</li> </ul> </li> </ul> |                       |

**Versatile Reporting Capabilities.** Savvas Realize provides a range of student, class, and school data. Teachers have authorization to view their classes, principals can view data from their school, and administrators can view district-level data.

## Administrators

Administrators require a summary-level view of usage and performance across all the users in the district. Because of the volume of data in these reports, the analysis takes longer, so these reports are generally run less frequently.

## Beginning of the Year

As the school year ramps up, administrators focus on teachers and whether they have set up their classes and how often they are logging on. They ask questions, such as *How many users are logging into this program by class or school?* And *Which users are logging in?*

## Program Components

*myView Literacy* components include Student Interactives, Leveled Readers and Teacher's Guide, trade books for use in Book Club Library Packages, Teacher's Editions, Small Group Guide, Dual Language Educators' Implementation Guide, Big Book of Songs and Poems (K–1), Big Books (K), Foundational Skills Kit (K–2), myFocus Intervention Teacher's Guide, myFocus Readers (1–5), Summative Assessments (K–5), Progress Check Ups (K–5), Cold Reads for Fluency and Comprehension (1–5), Assessment Guide (K–5), and various digital resources available online through Savvas Realize.

The unit themes and Essential Questions are relevant to today's students and help them to make connections between what they read and write in *myView Literacy* and transfer that knowledge to their world outside of the classroom.

The texts students read in *myView Literacy* offers diverse perspectives so that every student is represented positively:

- Texts represent a wide range of genders, cultures, and ethnicities, with a
- balance of male and female protagonists.
- Storylines promote tolerance and acceptance of others.
- Nonfiction and fiction texts meet heightened literacy expectations for
- today's students.

## Grade-Level Appropriate Text Selections

Final text selections for inclusion in *myView Literacy* were subject to numerous professional reviews to confirm the literature meets Savvas's requirements for quality, appropriateness, and sensitivity. Teachers use authentic texts during Shared Read to explicitly model, teach, and reinforce literacy goals as students practice and apply the skill competencies that characterize lifelong readers, writers, and thinkers.

The following Savvas guidelines were followed with fidelity when choosing the selections that appear in *myView Literacy*. The literature :

- is high-quality and typically well-recognized, award-winning titles, authors, and illustrators.
- is relevant, engaging, and high-interest.
- aligns with the unit Spotlight Genre and/or the unit theme.
- addresses the Essential Question and Weekly Questions.
- exemplifies the main reading skill/literary element.
- reflects appropriate qualitative and quantitative text complexity requirements, including grade span Lexile measure.
- has developmentally appropriate content.
- meets sensitivity guidelines.
- achieves author/illustrator gender and ethnicity balance.
- achieves subject/main characters gender and ethnicity balance.
- For Texas, literature meets the requirements of the TEKS, including
  - increasingly complex texts in the multiple genres specified at each grade.
  - texts that reflect the standards for author's purpose and craft.
  - texts that serve as exemplars for the reading comprehension skills.

## Differentiation and Personalized Learning

*myView Literacy* allows students to work at different levels of complexity. Paired activities, differentiation strategies, and flexible resources and tasks respect and challenge each student's learning style. Extensive teacher materials contain support for differentiation and class strategies for all components of the program.

Our programs offer extensive resources that allow for flexible teaching approaches. This support allows teachers to adapt content and accommodate a variety of learning styles and strengths. Through direct instruction, multimedia materials, and an abundance of practice activities, students have many entry points to access and apply concepts. Savvas Realize gives teachers access to hundreds of text-based and multimedia resources that can be integrated into the classroom or assigned as homework and tutorial activities.

The variety and complexity of sources that students are expected to analyze and synthesize are well represented within Savvas Realize. Through the course-management tools, teachers can require or hide resources, require students to complete individual or entire topic areas, and attach due dates to topics or activities. The instructor resource pages include additional

teaching tips, strategies to solve course challenges, and access to an array of downloadable instructor resources.

## Small Group Differentiation

The architecture of *myView Literacy* is based on a gradual release of responsibility model that unfolds in whole group, small group, and independent learning environments. Teachers use authentic texts to explicitly model, teach, and reinforce literacy goals as students practice and apply the skillful competencies that characterize lifelong readers, writers, and thinkers. Book Club completes the gradual-release model, as students explore increasingly complex texts independently.

Within the small group portion of the lesson (yellow bordered pages), teachers will find multiple small group ideas that are teacher-led or Collaborative/Independent for students.

Under Independent Activities, students have multiple choices from which to choose what they will accomplish during small group time. Options include:

- Partner reading
- Independent reading of a self-selected text
- Extra-practice activities focused on skills covered during the lesson
- Digital learning games
- Fluency practice with a peer

Options in Small Group time offer a wide range of activities to help meet the diverse needs of students related to their abilities, interests, and learning styles.

The Small Group Guide also provides professional development support to assist educators in setting up, planning, and delivering small group instruction. Helpful tips from program authors give teachers the support they might need for small group time.

To help striving students, *myFocus Intervention* 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. *myFocus Intervention* is integrated with *myView Literacy*. *miEnfoque Intervención* is integrated with *miVisión Lectura*.

*myFocus Intervention/miEnfoque Intervención* focuses instruction on 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-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 *myFocus Intervention*, students work from *myFocus Reader* (grades 1–5; in Kindergarten students use decodable readers). On days when instruction includes the *myFocus Reader* or the decodable reader, students are applying and practicing the skills taught during whole group instruction. *myFocus Reader* is an application of reading comprehension, vocabulary, and foundational skills. Teacher support for the *myFocus Reader* is found on Realize.

*myFocus Intervention* Teacher Guide, *myFocus Reader*, and online teaching support are available in English and Spanish.

For Tier 3 support, we offer *SuccessMaker*.

## Online Extensions for Advanced Learners

Options in Small Group time offer a diversity of activities to help meet the diverse needs of students related to their abilities, interests, and learning styles. In addition, extension activities for can be found on Realize.

There are four types of extension online resources to support work with Advanced Learners.

- Record Keeping Templates: Easy-to-use tool for genre reading logs, fiction and nonfiction bookmarks, tips for choosing books, and more.
- Creative Reading (Invention, divergent thinking, discovery): Creative response activities for fiction, nonfiction and vocabulary extension.
- Inquiry Reading (Conducting research in an area of interest): Develop inquiry questions, plans, documentation, and sharing of ideas.
- Critical Reading (Asking questions, making judgments, hypothesizing): Prepare questioning of the author/text, noticing and connecting, analyzing words, and more.

With *myView Literacy*, teachers also have access to over 700 leveled (Below, On, Above) center activities to offer additional practice options for students. Resources are downloadable from Realize and can be distributed to stations during small group time based on the needs of students and flexible grouping options.

## English Learners

*myView Literacy* provides embedded support for English learners (ELs). EL targeted support is embedded at point-of-use in the Teacher’s Edition. Ongoing, frequent, and consistent support for all English language proficiency levels are provided throughout the teacher

support making it possible for teachers to ensure they have the robust, in the moment, instructional tips to help reach all learners. Teachers will find support for all proficiency levels throughout the Teacher’s Edition at point-of-use in Whole Group and Small Group instruction. English learner strategies support English language acquisition during whole group minilessons or in strategy groups. Ongoing EL targeted support for vocabulary includes cognates, targeted support, and language transfer.

In addition to the in-text notes for teachers in the Teacher’s Edition, the Language Awareness Handbook is a print and digital resource. The Language Awareness Handbook offers all-in-one resource that supports scaffolded instruction through:

- Scaffolded Support Lessons
- Routines and Activities
- Scaffolded Lessons for Writing Types
- Language Learning Resources
- Contrastive Analysis Chart

## Students With Disabilities

Our digital learning platform, Savvas Realize has several tools to assist students, including highlighting, underlining, and notes. Additionally, programs on Realize feature a wide variety of content formats to meet diverse student needs. From Word documents and PDFs to interactive audio, digital tests, and videos, this variety gives students flexibility to learn in a way that will best help them retain information.

All items are designed for accessibility, including high-contrast, legible text size and supporting read-aloud audio. Text equivalents for video, audio, art, and images are included. Savvas is in compliance with the WCAG 2.0 and Section 508 standards.

The Realize platform supports full keyboard navigation, screen reader access, and alternative text, as well as the JAWS, NVDA, and VoiceOver screen readers.

Savvas supports and complies with the Individuals with Disabilities Act of 2004 and the terms and conditions of the National Instructional Materials Access Center (NIMAC). In accordance with IDEA 2004, Savvas will upload any K–12 textbook or core related student print material published after July 19, 2006, to the NIMAC. We routinely upload most eligible materials to the NIMAC at the time of the first classroom-ready printing to support instructional materials available in Braille, large print, audio, and other specialized formats.

## Additional Information

### Balanced Representation of Cultures/Diversity

*myView Literacy* 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.

Our 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.

The texts students read in *myView Literacy* offer a diverse selection of texts so that every student is represented positively:

- Texts represent a wide range of genders, cultures, and ethnicities, with a balance of male and female protagonists.
- Storylines promote tolerance and acceptance of others.

### Our Commitment to Equity and Inclusion in Learning

At the center of everything we do is the desire to help all students succeed. Expanding equity and inclusion in learning is essential to this goal.

Savvas supports teachers in creating classroom environments that encourage student voice and elevate diverse perspectives; foster student agency by providing students with choices in how they learn; and build inclusive spaces where students feel safe and heard and where differences are celebrated as assets.

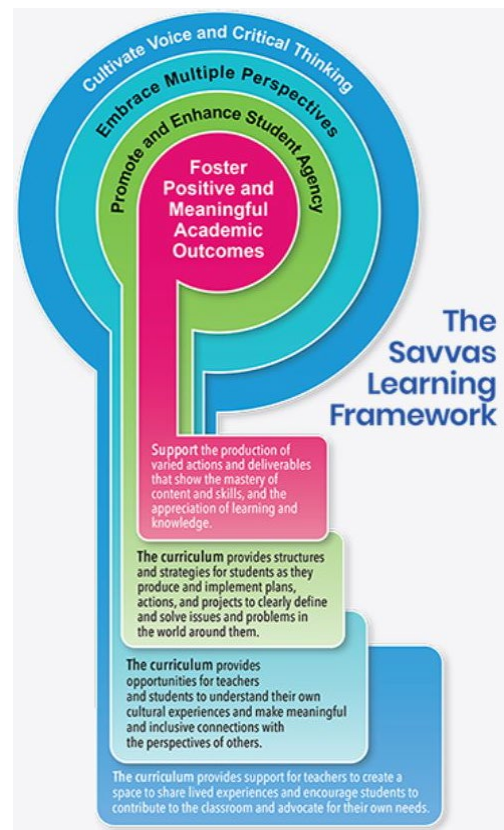
## The Best Possible Outcome for Every Student

In striving for equity in education, students must have access to rigorous, standards-aligned curriculum that challenges, engages, and inspires them. That is why we make it our mission to offer diverse, relevant content that invites students to see themselves reflected in what they learn. We develop innovative learning solutions that help teachers meet students where they are.

To ensure we are meeting the cultural needs of our customers, we developed the **Savvas Learning Framework** that shows how our programs foster positive academic outcomes by supporting teachers and engaging students through their lived experiences.

Our programs feature strategies and opportunities designed to honor all student voices, that allow students to learn from each other, and that help students develop skills they need for success.

For more on Equity and Inclusion in Learning at Savvas; our efforts to cultivate an inclusive company culture and give back to the communities we serve; and the educators, advocates, and subject matter experts who advise us on culturally responsive learning practices and how they relate to teaching strategies, see [www.savvas.com/inclusion](http://www.savvas.com/inclusion).



*“At the center of everything we do is a drive to help all learners succeed. Expanding equity and inclusion in learning is essential to this. Our work is deeply focused on developing teaching strategies that welcome individual voices, allow each child to participate in conversations, and promote student agency.”*

**Bethlam Forsa, CEO of Savvas Learning Company**

## Resources for Parents and Families

Teachers are able to assign the full *myView Literacy* curriculum digitally, including lessons, assignments, project-based inquiry, assessments, etc. All student online assignments are available for parents to review.

The *myView Literacy* Family-School Connection letters provide an overview directly to parents and guardians of the unit topic, reading goals, writing goals, and how to help their student through conversation starters. Letters are available in English and Spanish. Printable on Savvas Realize, the Home-School Connection Letter (English/Spanish) keeps families informed about upcoming topics/content, as well as an activity designed for parents to complete with their children.

## Supports Social Emotional Learning (SEL)

With the *myView Literacy* solutions, competencies of 21st century thinking and social-emotional learning are taught and practiced using authentic literature, highly engaging trade books, collaborative learning, and project-based inquiry. Teachers can help students set goals as they practice and apply the skillful competencies that characterize lifelong readers, writers, and thinkers.

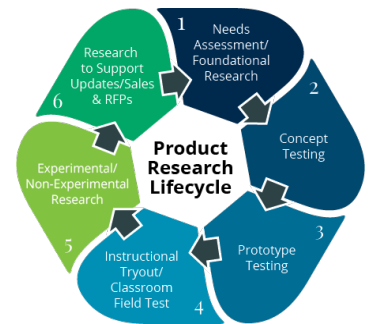
Throughout *myView Literacy*, small-group opportunities and collaborative discussions help encourage the key aspects of social-emotional learning in the classroom. This kind of learning helps empower students to develop and effectively apply the skills, attitudes, and knowledge needed to help them manage their emotions, set and attain personal goals, develop and maintain positive relationships, make good decisions, and show empathy for others.

## Highly Rated ELA Instruction

Developed for quality, efficacy, and usability, Savvas's curricula programs are based on critical foundational research and proven classroom results. Through our products, services, and partnerships, Savvas aims to make a measurable difference to learning outcomes for students and educators and to education systems. Savvas collaborates with regional education laboratories, universities, and private research companies to evaluate the effectiveness and usability of our curricula.

## Research and Efficacy

At Savvas, we're committed to ensuring that our products and services deliver positive learner outcomes. Our Research Team conducts formative and summative research that directly informs the development of pre-K–12 instructional programs, including third-party validation research. We work in collaboration with educators, students, authors, and developers to apply research-based principles to both product and user experience design. We measure a program's impact through scientific studies and trials to evaluate how well it meets the needs of users of all abilities and achievement levels.



## Research Goals and Direct Applications

- Educate product developers on the purpose, methods, and impact of research on the design and function of products and services
- Capture and interpret learner and customer needs, behaviors, and opinions
- Evaluate the impact of Savvas PreK–12 solutions on learners
- Facilitate collaboration between our users and developers

## Continuous Research on Our Products

At every stage of a product's lifecycle—from initial idea to product retirement—we embed efficacy and research activities. These activities help us understand, define, and demonstrate how a product impacts learner outcomes. Below we provide a summary of existing studies, as well as of research that is currently underway, for our K–12 literacy/ELA programs.

### myView Literacy

#### *myView Study Citation (Third-Party Researcher)*

Resendez, M. (2023). *myView Literacy Quasi-Experimental Study: An Evaluation Brief on Results from Texas*. Yuma, AZ: JEM & R, LLC.

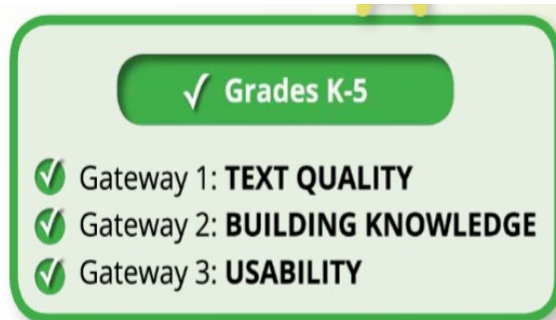
- **Summary of Research:** The study examined if *myView Literacy* is associated with higher ELA performance by comparing closely matched students who attended schools using *myView Literacy* vs. control schools using other elementary literacy programs in the state of Texas during the 2021–2022 school year. Results were analyzed for 181 *myView Literacy* and control schools and 3,334 students with matched pre-post-test scores.
- **Description of Relevant Findings:** Third and fourth grade students using *myView Literacy* significantly outperformed the comparison group on the State of Texas Assessments of Academic Readiness (STAAR) by 11 points. Additionally, economically disadvantaged *myView Literacy* students outperformed economically disadvantaged comparison students by 16 points.

- **Relevancy of Research Findings:** This quasi-experimental study, with significant results and a diverse student sample, meets ESSA Level 2 (Moderate) Evidence.
  - **Report:** We have included the research report, “*An Evaluation Brief on Results from Texas*,” in our Appendix. It is also available by clicking on the following link: [An Evaluation Brief on Results from Texas](#)

## EdReports

EdReports gave *myView Literacy* the highest rating—Meets Expectations—in all levels. For more information, please visit the following website:

<https://www.edreports.org/reports/overview/myview-literacy-2020>.



## Grounded in the Science of Reading

Developed with Dr. Sharon Vaughn, *myView Literacy* Reading Routines Companion: Practices Grounded in the Science of Reading provides additional explicit instruction to compliment the *myView Literacy* whole group minilessons and small group instruction. A systematic four-step routine introduces the skill, allows for teacher modeling, guided practice, and independent work.

### Additional Details:

- TOC and Crosswalk to specific lessons in myView.
- Focus on the Big 5 areas of Reading (Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension)
- Routines include multiple practice opportunities, corrective feedback and differentiated instruction
- Multi-Sensory Activities for Phonics
- Grades K-5 (grade-specific)

Research for the Science of Reading highlights the need for explicit instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension. *myView's*

core instruction embeds structured support throughout lessons to address a range of classroom needs. Corresponding explicit and systematic lessons can be found in the Reading Routines Companion to aid teachers in their instructional delivery. Lessons focus on phonological awareness, phonics, vocabulary, fluency, and comprehension and serve to compliment the *myView Literacy* whole group lessons and small group instruction.

Additional explicit and systematic lessons grounded in the science of reading can be found in the Reading Routines Companion. Lessons focus on phonological awareness, phonics, vocabulary, fluency, and comprehension to compliment the *myView Literacy* whole group mini lessons and small group instruction.

In the Reading Block, students engage daily with foundational skills instruction designed to mirror the ways the brain learns to read. Explicit instruction, guided practice and corrective feedback allow teachers to make sound instructional decisions based on the needs of their unique learners. Emergent readers learn phonological and 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. The Reading Routines Companion accompanies each skill and gives teachers resources for additional differentiation and added explicitness in a multisensory lesson structure.

*myView Literacy* uses instructional methods that incorporate the results of years of research around the best ways to teach phonics, which are reflected in the Science of Reading as well. For instance, research and the Science of Reading clearly show that guessing words from context is not as efficient as phonetic decoding. With *myView Literacy*, students receive direct, regular opportunities to learn skill through practice and instruction with decodable stories and readers. Explicit instruction in phonics is fully and clearly developed for the teacher. It is a structured approach to teaching, guiding students through the learning process. A systematic approach to phonics means that instruction is developmentally sequenced.

- Phonological awareness lessons include segmenting, blending, and changing of phonemes.
- Phonics lessons have a three-part, explicit process – Focus, Model and Practice, and Apply.
- Academic Vocabulary encompasses high-utility, multiple-meaning words. Content Vocabulary is selection vocabulary.
- Academic Vocabulary covered during the Unit culminates in the Week 6 project-based inquiry.
- Anchor Charts build background for the genre of study.
- Small group/individual conferring provides opportunities to check in students, monitor learning, and provide possible teaching points to guide comprehension.

- Share Back provides an opportunity to discuss strategies covered during small group instruction.
- Book Club provides an opportunity for literature discussions and extension.
- Handwriting foundations provide support for success in print and cursive.
- Students draw from multiple sources- generating questions and comparing across texts- to solidify comprehension of topics covered during the unit.
- Students have an opportunity to reflect upon and share their understanding, fostering metacognition and solidifying comprehension.
- myFocus provides additional opportunities for scaffolding instruction.

A highlight of our *myView Literacy* is the Reading Routines Companion: Practices Grounded in the Science of Reading. Developed with Dr. Sharon Vaughn, this companion provides additional explicit instruction to compliment the *myView Literacy* whole group minilessons and small group instruction. A systematic four-step routine introduces the skill, allows for teacher modeling, guided practice, and independent work.

## Research and Case Studies

*myView Literacy* is a student centered, ELA curriculum for learners in grades K–5, built around standards and with a consistent approach to improving student learning and achievement. From quality instruction and compelling literature to purposeful digital interactions, *myView Literacy* 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. *myView Literacy* 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.

In 2000 the National Reading Panel (NRP) published a report sharing the findings of their longitudinal review of existing empirical evidence regarding the most effective methods for teaching literacy. Twenty years later this existing body of evidence continues to support their findings that the following five elements are the cornerstone of literacy instruction (NRP, 2000):

1. Phonemic awareness
2. Phonics instruction
3. Fluency
4. Vocabulary
5. Text Comprehension

*myView Literacy* focuses on providing learning activities that address these needs and more by promoting meaning, inspiring thoughtful conversation and debate, and allowing students to collaborate and share ideas. For teachers, *myView Literacy* offers critical opportunities for modeling, monitoring, and providing feedback that addresses students at an appropriate literacy level and challenges them to greater achievement. The solution was designed to bring teacher expertise together with student potential to develop important life-long 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 life-long readers and writers.

## Evidence of Effectiveness

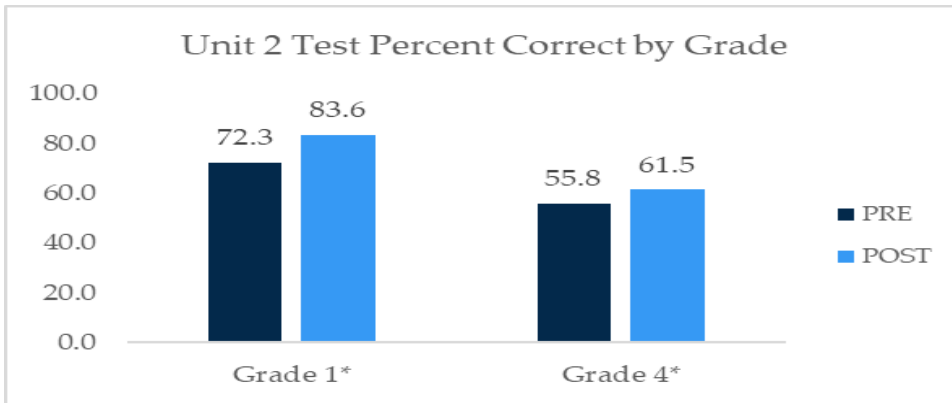
### Summary of Results from Formative Field Test

Savvas strongly believes its programs should be proven through scientific research to increase student achievement. It contracted with independent research group JEM & R to conduct a one unit formative field test of its *myView Literacy* English Language Arts program. This study was conducted in first and fourth grade classrooms during the 2018–2019 school year. Full results of the report are available upon request.

A total of two schools in two districts were recruited to participate in the study located in Illinois and Pennsylvania. The study schools were members of public school districts. The final study sample included 55 students from four classes with five teachers. The majority of the study sample was Caucasian with over half, 62%, of students qualified for free/reduced lunch. Students from all ability levels, 27% low-ability, 42% mid-ability and 31% high-ability levels were represented in the study. Ability levels were determined by pre-test scores.

The Unit 2 assessment from *myView Literacy* was administered to students at the beginning and end of the study period to obtain pre-post outcome data. The assessment consisted of 31 questions. In grade 1, the assessment included 30 multiple choice questions and one writing assignment. In grade 4, the assessment included 24 multiple choice questions and 7 other question types (matching, fill in the blank, short essay).

Students using *myView Literacy* achieved statistically significant gains in literacy achievement on the Unit Test after the implementation of Unit 2. Overall students in first and fourth grade increased by 9%. Students in first grade increased by 11.3% and students in fourth grade increased 5.7%.



**Significant gains.** Grade 1 and Grade 4 students within the field test achieved significant gains after the implementation of *myView Literacy* Unit 2.

The study indicates *myView Literacy* students were clearly learning the content taught in Unit 2 and showed significant learning gains. Teachers reported students learned important English Language Arts skills over the course of the study. Teachers also reported *myView Literacy* to be a positive impact on academic skills, including higher-order cognitive skills, grammar, spelling, vocabulary, writing, phonics, fluency and reading comprehension.

## Demo Account on Savvas Realize

For a more in-depth review of *myView*, we have created a specific demo account on Savvas Realize™, our digital learning platform. In addition to details about the *myView* program, the demo account showcases the power of the Savvas Realize platform, *myViews*' digital resources, and its online tools.

Please use the following credentials to access a *myView* demo account\*.

1. Go to [www.SavvasRealize.com](http://www.SavvasRealize.com)
2. Click “Sign In”
3. Enter the following username: CTCOREPrek-3
4. Enter the following password: Savvas2022 \*Password is case sensitive

# myPerspectives English Language Arts

## Overview

*myPerspectives® English Language Arts* ©2025 for grades 6–8 is a research-based, comprehensive literacy solution designed to support student learning and achievement.

The program’s purposeful activities develop student ownership of learning and reflect real-world scenarios, with students working in large groups, in smaller teams, and independently.

With *myPerspectives*, students will develop critical literacy skills through focused instruction around reading, writing, speaking, and listening. The program provides a variety of engagement strategies to motivate diverse learners. These include active learning, digital resources, and collaborative learning opportunities including paired activities, discussion boards, small group work and projects, and more.

Students learning with *myPerspectives* read relevant and diverse texts, have thought provoking discussions, and collaborate with their peers to hone their communication skills. This aspect of the program helps students learn and develop transferable communication strategies and learning habits to help them be successful throughout their lives.

Available in print and digital formats, the grades 6–8 program consists of five units, each featuring topic-based, multi-genre texts and Essential Questions. All readings and activities build to a unit project that allows for student choice, and a performance-based assessment that requires students to demonstrate their learning.



Each unit incorporates a gradual release instructional model consisting of whole-class learning, peer-group learning, and independent learning, with the teacher's role evolving from instructor to facilitator to advisor.

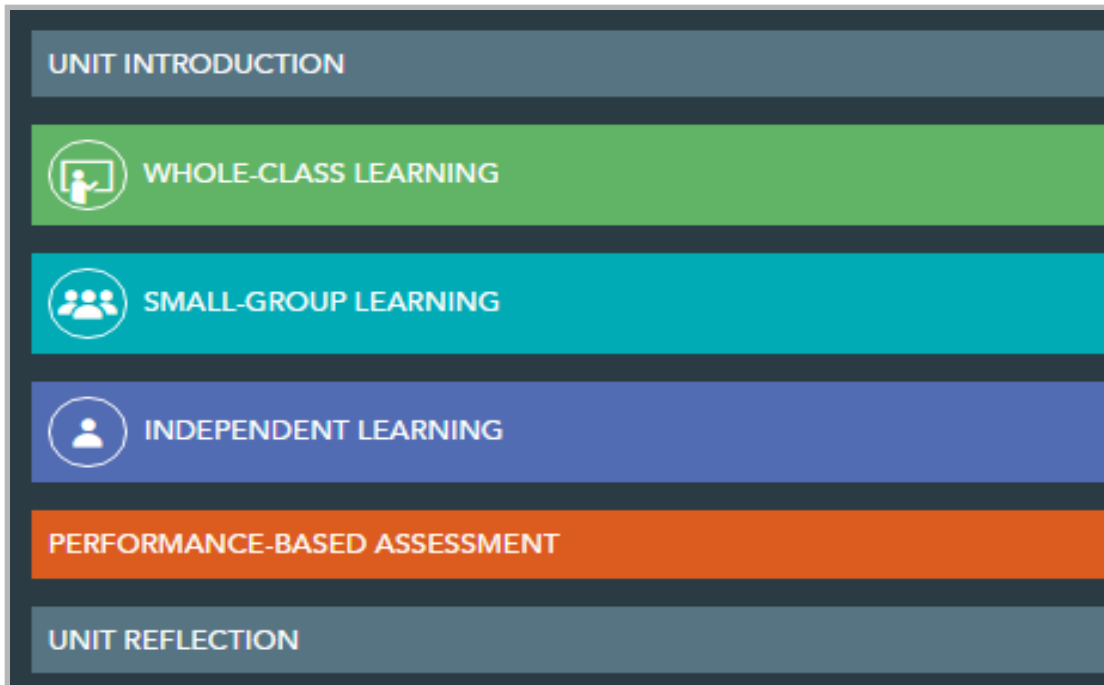
Throughout each unit, students take ownership of their learning through focused instruction that develops independent reading, writing, speaking, and listening skills in the context of meaningful activities that build on each other.

The *myPerspectives* program is unique in that it values the perspective of the learner, collectively and individually. The program purposefully creates a space for student voice and choice in which students can see themselves reflected in the stories they read and bring their own lived experiences to their learning.

With relevant texts and media, comprehensive assessments, point-of-use differentiated instruction, flexible resources, opportunities for multimodal learning, and innovative ways to engage students, *myPerspectives* is a powerful, Next Generation literacy program that focuses on the student experience while giving teachers the right tools and resources, research-based guidance, and autonomy to be able to best support each learner.

## Gradual Release Instructional Model

*myPerspectives* consists of five to six units, each featuring topic-based, multi-genre texts and an Essential Question. All readings and activities build to the end-of-unit performance-based assessment. Each unit incorporates a gradual release instructional model, illustrated in the following figure.



**Instructional Model.** The *myPerspectives* instructional model helps teachers gradually release responsibility to students to encourage student ownership of learning and independence as they strive to become college and career ready.

## Engaging, Interesting Text for Students

Texts in *myPerspectives* have been selected to provide students with a range of literary and informational texts, including narrative fiction, graphic novel excerpts, poetry, drama, foundational texts, and documents. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations and experiences, insights, readability, and diversity.

Each unit contains selections that build on a topic related to the unit’s Essential Question. Selections consist of a Launch Text, Anchor Texts, and Related Readings that range in genre. Following each reading, students are prompted to re-read the text to explore language, key ideas, structure, and merit.

Students have academic discussions about the text, research an aspect of the text, and write about the text using citations from the selection to support their conclusions. At the end of selections, students discuss the texts as a whole and, through writing, share their insights and knowledge.

## Text Complexity Rubric for Teachers

For each main selection in *myPerspectives*, a text complexity rubric in the Teacher’s Edition provides a Lexile level (a quantitative measure of complexity), as available. Selections are

ranked in terms of the three dimensions for evaluating text complexity—quantitative, qualitative, and reader-task relations.

The text complexity rubrics also provide reader-task suggestions that will enable teachers to tailor instruction for struggling, on-level, above-level, and advanced students so all students can access the same text.

Text selections from classic and contemporary literature feature the vocabulary, syntactical and structural devices, and levels of meaning or purpose required to lead students to success in reading texts of increasing complexity.

Instructional support in *myPerspectives* helps teachers at different levels of experience and expertise implement the curriculum successfully so they can continuously improve their classroom practices, which in turn will help drive student achievement.

Available in digital or print, the Teacher's Edition includes wrap-around pages that provide direct instruction and teaching suggestions designed to engage students. Easy-to-use Teaching-Learning Cycles include Lesson Planning pages to support assessment-driven instruction. Teachers can use Personalize for Learning notes throughout each text selection to respond to varying student needs, including English language support, strategic support (on level), and challenge.

Texts within each grade level provide a range of reading for students and reflect grade-level appropriate knowledge and experiences. Text complexity rubrics provide quantitative, qualitative, and reader and task suggestions to help teachers assign the appropriate text to their students.

## Scaffolding and Text Complexity

*myPerspectives* provides opportunities for students to read a rich and diverse array of literary and informational texts. The Table of Contents at the beginning of the Teacher's Edition provides a comprehensive grade listing of texts available in the Student Edition. The program is designed to engage all students and motivate them to take ownership of their own learning through student choice, goal-setting, reflection, media, social collaboration, a variety of selections that span classic and contemporary texts, and consistent learning routines and behaviors.

Students will encounter consistent unit routines throughout *myPerspectives* that build in complexity as the units progress:

- First-read routines ask students to apply strategies for active reading, understanding, and thinking.
- Close-read modeling and support shows students how to annotate text; ask questions; and further explore structure, diction, and author's craft.

- Using evidence logs, students write down ideas and evidence to describe their thinking.
- Students expand their understanding of words and syntax with language development activities in concept vocabulary and conventions practice tasks.
- Students engage in discussion, writing, and research about the Essential Question in each unit.
- Performance tasks give students practice and support on each unit's featured writing mode.

## Standards-Based Instruction and Scaffolding

*myPerspectives* features standards-based instruction and scaffolding. Students will learn independent reading, writing, speaking, and listening skills designed to prepare them for college and careers. Multiple forms of learning are provided through audio, visual, reading, and writing, giving students opportunities to express, clarify, justify, interpret, and represent their ideas and respond to peer and teacher feedback orally or in writing.

Through the social nature of learning and student collaboration, the program provides many opportunities for engagement, enabling students to interact with content, each other, and their teacher using the write-in format, student-friendly language, visually appealing graphics and images, variety of selections (including multimedia), personal goal-setting strategies, self-evaluation guides, reflection logs, and student choice in selecting their own readings as part of independent learning activities.

Teachers can use the Personalize for Learning notes throughout each selection to respond to varying student needs, including English language support, strategic support (on level), and challenge.

Each selection includes text complexity rubrics, which provide quantitative, qualitative, and reader and task suggestions to help teachers assign the appropriate text to their students. Texts within each grade level provide a range of reading and reflect grade-level appropriate knowledge and experiences.

## Writing Assignments

With *myPerspectives*, students have frequent, daily and longer-term opportunities to express, clarify, justify, interpret, and represent their ideas, and respond to peer and teacher feedback orally or in written form. The substantial scaffolds and support throughout the program will help students practice and perform so they can achieve college and career success.

One or more writing assignments accompany the text selections in *myPerspectives*, many of which fall within the three key modes—narrative, informational, and argumentative.

Students analyze and reflect on evidence from the text to support each response. Performance tasks that require writing are also presented at the end of each whole class and small group section.

The following describe student writing opportunities available in *myPerspectives*:

- **Writing to Learn** features include Quickwrites, Evidence Log, Research to Clarify and Explore, and First Read prompts that help students organize thoughts, learn content, connect ideas about the text, and deepen understanding. Students write to confirm what they do and do not know. Writing activities document student learning, and show evidence of student growth in writing ability and shifts in perspective from where a student started.
- **Writing to Sources** requires students to draw evidence from the text.
- **Writing Process** includes in-depth instruction on the unit's featured writing mode with models and a focus on conventions.
- **Writing to Different Modes** are introduced with the Launch Text and include one of the three modes of writing—argumentative, informative/explanatory, or narrative—so students have a model to reference for performance tasks and performance-based assessments. The unit also includes instruction on the other modes of writing because they build upon each other.
- **Writing for Assessment** asks students to incorporate all the skills and strategies they have learned in the unit with an end-of-unit performance-based assessment. Students see that writing is not an outcome of learning, but that it is part of the learning process.

## Speaking and Listening Opportunities

In *myPerspectives*, students read texts and engage in activities designed to inspire discussion and debate. Students encounter authors' perspectives as they read literature from across time periods and cultures, and they listen to the perspectives of their peers through discourse and collaborative activities. As students read the literature and engage in activities, they will formulate—and defend—their opinions as they develop their own perspectives.

Standards-based speaking and listening activities foster students' abilities to collaborate and perform presentation tasks. The program provides the following opportunities for meaningful academic discussions:

- Students discuss the Essential Question in the introduction of each unit.
- Speaking and listening activities after each text selection encourage students to have academic discussions. Students will receive guidelines for participating in discussions, with directions to cite textual evidence as they discuss each work. Teachers will have presentation guidelines or rubrics for listening and evaluating the performance of the student presenting and others in the class.

- Prompts direct students to use academic vocabulary in their oral responses throughout the text

## Variety of Text Types

Texts in *myPerspectives* include selections of various lengths that provide students with a wide range of literary and informational texts, including narrative fiction, graphic novel excerpts, poetry, drama, foundational texts, and documents. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations and experiences, insights, readability, and diversity, and contain rich and challenging content, ideas, and academic language worthy of close reading

Each unit contains selections that build on a topic related to the unit's Essential Question. Selections consist of a Launch Text, Anchor Texts, and Related Readings that range in genre. Following each reading, students are prompted to re-read the text to explore language, key ideas, structure, and merit.

Students will have academic discussions about the text, research an aspect of the text, and write about the text using citations from the selection to support their conclusions. At the end of selections, students will discuss the texts as a whole and, through writing, share their insights and knowledge.

## Accessible Leveled Texts for Scaffolding

To differentiate instruction and aid student comprehension, *myPerspectives* includes accessible leveled texts for all literary and informational selections that are appropriate for whole class, small group, and independent learning. The accessible leveled texts include the following features:

- Each accessible leveled text for **literary selections** is a combination of summarized bridge text and original author-written text. This approach to leveling allows students in the same class to read the same selection and get the individualized support they need, without leaving the authentic literature.
- Each accessible leveled text for **informational selections** has been revised to aid student comprehension. Revisions include simplified vocabulary and varying sentence structure, which results in a lower Lexile leveled version of the selection.

A Teacher's Guide for each grade includes implementation suggestions and a full list of Lexile levels.

## Fluency and Vocabulary Instruction

With *myPerspectives*, the goal is for students to develop fluency and vocabulary. The focus of instruction is to build their knowledge and awareness of how English vocabulary works. The features of vocabulary, the relationships among words, and the ways in which authors'

vocabulary choices influence the power and the meaning of a text are central to *myPerspectives*.

*myPerspectives* uses a generative vocabulary approach in which students have been taught that any new text is likely to have some words they have not encountered in the past. Students also know that they have a toolkit of strategies in figuring out the new vocabulary. They are developing a solid foundation in how vocabulary operates in written English. Their knowledge about the morphological and conceptual networks among words, the diverse roles that many words take on, and the different kinds of rare words in different genres will help them whenever they encounter new words in texts.

## Choice of Words

Concept vocabulary in *myPerspectives* has been chosen so students are building knowledge of words related by concept and by topic. The concept words also support in-depth lessons on morphology, polysemy, and the prominent concepts in literary and academic texts. Rare words are defined with footnotes. The concept vocabulary words are presented in relation to other words.

Forging connections among related words, as opposed to teaching the words individually, allows students to approach new words with confidence and knowledge.

## Word Networks

Also known as concept maps or word nets, word networks—a technique frequently used in *myPerspectives*—are graphic organizers that assist students in grouping words. They also help students focus on essential attributes, qualities, or characteristics of a word's meaning, which can vary depending on the type of word.

Vocabulary word networks will enable students to learn, use, and retain many useful words related to a particular concept. In addition, generating vocabulary in this way can help students appreciate the subtleties of an author's word choice and evaluate the effectiveness of an author's style.

Using vocabulary word networks also helps students choose more precise words when they write and edit. When students discuss a unit theme, they can choose from a variety of related words, each with its own connotation, to create a word network. Word networks are also useful as students write responses to texts and participate in unit performance assessments. A unique form of word network involves students collecting words that collocate (occur side-by-side).

## Words in Context

Students consistently encounter concept vocabulary in multiple contexts using *myPerspectives*. The following activities foster multiple exposures to words in context:

- **Finding Sentences in Text.** Exercises help students locate sentences that use new vocabulary, or students identify sentences where word choice truly influences the rhetorical power or meaning of the text. Locating concept vocabulary in the text is the center of discussion.
- **Writing Sentences with Concept Vocabulary.** Students are encouraged to emulate authors by writing sentences in which the concept vocabulary is used.
- **Finding Sentences in Online Vocabulary Resources.** When students are learning new words, it is useful for them to see the word used correctly in a variety of contexts. Many online dictionaries provide contemporary and cross-curricular examples to help students see the words in action.

Numerous application and practice opportunities help students learn to generate the meanings of unfamiliar words in texts. The vocabulary instruction in *myPerspectives* develops students' confidence and knowledge through gradual release of responsibility. Vocabulary instruction is designed intentionally to move from teacher's explicit modeling to guided practices, followed by independent activities.

During Whole-Class Learning, teachers provide in-depth instruction about words and vocabulary strategies through resources such as concept vocabulary lists, point-of-use definitions, pronunciations, and so forth. In the Guided Practice phase of the cycle, words are identified for students, but they use strategies to arrive at and confirm meaning.

Then, during Independent Learning, students are on their own—developing self-awareness of how well they are comprehending and analyzing the text and taking ownership of clarifying definitions and recognizing word relationships.

Students have numerous opportunities to practice reading and oral fluency with first reads and close reads that can be completed individually, whole-class, or within peer groups.

Additionally, the QReads strategic intervention program is designed to increase fluency, comprehension, and background knowledge for middle school and high school students through short, high-interest nonfiction readings. This research-based program increases comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at reading levels A to F (grades 2–6).

## Culturally Relevant Content

*myPerspectives* portrays diverse individuals and groups in a variety of settings and backgrounds. The program has been reviewed and approved for unbiased and fair representation, and includes a balanced representation of cultures and groups in multiple settings, occupations, careers, and lifestyles. The program integrates social diversity throughout its lessons. Because the program is designed to reflect diversity and be relevant in today's world, students are exposed multiple perspectives and different selections that are important for their development as thoughtful and critical thinkers.

Working with respected academic and research experts, Savvas developed the program to meet the following objectives:

- Integrating multicultural experiences into content so students see themselves as part of what is valued in the school's curriculum
- Fostering self-esteem and greater academic achievement for students with diverse backgrounds
- Empowering students to reach their full potential as responsible citizens in a democratic society
- Reducing prejudice by showing multicultural relationships and people from diverse backgrounds working, interacting, and living together

Students are exposed to multiple perspectives and timeless themes that are important for their development as thoughtful and critical thinkers. Texts were chosen based on criteria such as literary merit, author's craft, themes, gender and cultural representations and experiences, insights, readability, and diversity. The *myPerspectives* Table of Contents and balance of contemporary and classic selections are a reflection of teacher and student engagement research.

## Text-Dependent Questions

*myPerspectives* questions are rigorous and of high quality. Students will be required to rely on the text to find the answers. Every main selection is followed by post-reading questions and activities in Making Meaning, Language Development, and Effective Expression sections that require students to read the text closely, write, and practice speaking and listening. The majority of questions that follow the selections are text-dependent questions that will require students to search the text to find the answers. Questions and the majority of writing activities are highly text dependent and prompt students to provide text evidence. Writing assignments are supported with systematic guidance and well-defined criteria for success.

- All questions and the majority of writing activities are highly text dependent and require students to provide text evidence. Each question requires students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection also serve to enable students to make critical connections with the texts.
- Analyze the Text questions in the Teacher's Edition provide Norman Webb's Depth of Knowledge (DoK) levels to provide support for helping students develop higher order thinking and achieve cognitive depth.
- Performance Task and Performance-Based questions all require higher level thinking responses so that students are making connections, applying concepts, synthesizing information, critiquing perspectives, taking and defending a position, and analyzing in order to demonstrate their learning

- At the end of unit in the Performance-Based assessment, students are required to complete a substantive writing assignment focused on the thought-provoking theme or topic they have explored throughout the unit. The assignment requires students to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about unit topic.
- Additional information on preparing students for Text Dependent Analysis and Evidence-Based Selected Responses provided in the attachments.

## Helping Students to Make Text Connections

Following each selection are literary analysis questions and close reading activities that help students with Making Meaning, Language Development, and Effective Expression. Each question requires students to analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities that follow each selection enable students to make critical connections with the texts.

## Reading and Writing Connection

In *myPerspectives*, culminating tasks connect assessment with learning in the texts. Reading and writing are integrated to create an effective instructional approach that uses both activities to develop literacy skills. From the Essential Question and unit topic to reading an array of literary and informational texts and responding through writing or speaking activities, students develop literacy skills, increase their language proficiency, and build knowledge.

As students read, they are exposed to a variety of authors' craft. When they write or discuss their own perspectives throughout the unit, they can choose how to express themselves because of their exposure to different writing from their reading. Students use their Evidence Log notes to record their thinking and gather vocabulary words within their Word Network. This integrated approach helps students use their thoughts and words to inform their discussions and writing.

Writing performance tasks are not typical writing process activities that focus on instruction that teaches students to write. Instead, tasks go beyond the main focus of each performance task by asking students to demonstrate their learning and support their understanding, analysis, and claims with textual evidence gathered in their Evidence Log. Students must also demonstrate application of proper grammar conventions, use of acquired academic and concept vocabulary, and insight or knowledge gained from their readings.

Performance tasks in each *myPerspectives* unit include a writing performance task and a speaking and listening performance task that can be completed individually or collaboratively. Students focus on writing, speaking, and listening to help develop critical skills that build toward end-of-unit performance-based assessment.

Performance tasks and performance-based questions require higher-level thinking responses, so students demonstrate learning through making connections, applying concepts, synthesizing information, critiquing perspectives, taking and defending a position, and analyzing text.

Students complete a substantive writing assignment focused on the thought-provoking theme or topic they have explored throughout the unit. Students are required to draw extensively on text evidence and to synthesize the evidence into a significant conclusion about unit topic.

In addition, the whole-class performance task includes a comprehensive writing process workshop with explicit instruction on the unit's featured writing mode, models, and a focus on conventions. Students learn the following writing process:

1. Analyzing a writing model, including the elements of the model and academic vocabulary
2. Prewriting and planning, focusing on ideas, gathering evidence, and connecting across texts
3. Creating a draft, presenting evidence, organization, language development, and using descriptive details
4. Evaluating a draft and revising for purpose, organization, evidence, and elaboration
5. Editing and proofreading for conventions and accuracy
6. Publishing and presenting
7. Reflecting on what was learned while writing the essay, improvements that can be made, and relevance or connections to the student's own learning or experiences

Strategies and learning routines in *myPerspectives* help students understand texts and apply their knowledge so they become confident learners. Integrated literacy instruction and strategies help students make meaning of texts, develop language skills, express themselves effectively, and build content knowledge:

- For each selection, students complete Making Meaning activities through first- and close-read routines and by analyzing author's craft and structure.
- Students also complete Language Development activities with concept vocabulary and conventions practice tasks.
- Effective Expression activities provide students with opportunities to share their learning through written and oral projects.

Opportunities for evidence-based discussions and writing about texts is prevalent throughout *myPerspectives*. The program embraces the social nature of learning and uses the power of collaboration (because students learn best by doing things and working with others) to engage students and help them to make connections to what they are learning. Students engage in activities that inspire thoughtful conversation, discussion, and debate. They listen

to the perspectives of their peers through discourse and collaboration and learn to formulate and defend their own opinions with evidence-based reasoning.

## Writing Instruction and Grade-Level Standards

*myPerspectives* provides many opportunities for students to express, clarify, justify, interpret, and represent their ideas; and respond to peer and/or teacher feedback orally or in written form as appropriate. The program verifies students can practice and perform by providing substantial scaffolds and supports to help them be successful.

Writing is prevalent throughout the program with practice opportunities for every selection so students are writing daily and weekly. Evidence Log notes help students develop a habit of quick notetaking that they can expand on and cite evidence in formal writing prompts presented after the selections. Performance tasks that require writing are also available at the end of each whole-class and small-group section.

Text selections in *myPerspectives* are accompanied by one or more writing assignments, most of which fall within the three key writing modes—narrative, informational, and argumentative. Students are expected to analyze and reflect on the text and to support all responses with text evidence. Performance tasks that require writing are also available at the end of each whole-class and small-group section.

Student writing opportunities include the following:

- **Writing to Learn** activities include Quick Writes, Evidence Log, Research to Clarify and Explore, and First Read prompts that help students organize thoughts, learn content, connect ideas about the text, and deepen understanding. Students write to confirm what they know and do not know. Writing activities document student learning and show evidence of student growth in writing ability and shifts in perspective from where a student started.
- **Writing to Sources** activities require students to draw evidence from the text.
- **Writing Process** activities include explicit instruction on the unit's featured writing mode, models, and a focus on conventions.
- **Writing to Different Modes** activities are introduced with the Launch Text in one of the three modes of writing—narrative, informative, or opinion—so students have a model to refer to for performance tasks and performance-based assessments. Units include instruction on the other modes of writing because they build on each other.
- **Writing for Assessment** activities require students to incorporate all the skills and strategies they have learned in the unit with an end-of-unit performance-based assessment. Students see that writing is not an outcome of learning but part of the learning process.

The Toolkit in the Student Edition features writing models with annotated exemplars to show students the elements of effective writing, including the use of text evidence to support claims. Students can also use the grammar handbook in the Toolkit for quick reference.

For additional practice, EssayScorer is available online with prompts for each mode of writing. Student essays are automatically scored with overall feedback and in most cases, feedback on the six traits of writing—ideas, organization, voice, word choice, sentence fluency, and conventions (mechanical correctness).

## Models and Exemplar Writing Resources

The Launch Text at the beginning of each unit is a mentor text and serves as a model of writing for students to refer to for the unit-focused writing mode. In addition, writing models in the Student Edition Tool Kit provide exemplar writing with annotations to show students the constituent elements of effective writing, including the use of text evidence to support claims.

*myPerspectives* writing assignments require students to write to specific tasks, purposes, and audience and focuses on writing within different writing modes.

Opportunities to practice writing are provided in the Summary, Quick Writes, Comparing Texts, and Writing to Sources unit features. In the Performance Task Writing Focus, students are given a writing prompt that outlines expectations on the task. Students analyze and reflect on the texts read and cite evidence from the texts to support their writing while structuring their essay in one of the main writing modes.

Writing to the Different Modes is introduced with the Launch Text in one of the three modes of writing—argumentative, informative/explanatory, or narrative—so students have a model to reference for the performance task and the performance-based assessment. In addition, the unit includes instruction on the other modes of writing since they build on each other.

## Writing Tools

- **Interactive Graphic Organizers** are embedded throughout the Interactive Student Edition and more than 44 additional graphic organizers are available in *myPerspectives+*
- **EssayScorer** is an online tool that provides immediate and automatic feedback so students can revise and improve their writing. EssayScorer is available for the Writing Performance Task prompts and additional prompts for writing practice. Teachers can assign writing prompts aligned to the Writing Performance Task, additional stand-alone prompts, or create their own. Students get writing feedback with instruction and examples so they can revise and improve their drafts **before** submitting their final essay.
- **Blackboard SafeAssign Plagiarism Checker** tool allows teachers to quickly check student work for proper citation and pulls from a large, frequently updated database of academic papers and the Internet.

- **Rubric Scoring** is built into Savvas Realize and lets teachers quickly score student essays. In addition, an Interactive Writing Rubric provides students with guidance as they write.

## Writing Rubrics

Rubrics are available to help with setting student expectations and for scoring student work and performance. These student-friendly rubrics are written in language that students can understand and contain clearly defined expectations for student scores. Rubrics within the Student Edition for each Performance-Based Assessment break down expectations for student writing based on four-point scale for Focus and Organization, Evidence and Elaboration, and Conventions. These are available for each Performance-Based Assessment and writing mode.

The following additional editable rubrics can be downloaded and easily customized for other modes writing (available in four- and six-point) and are on Savvas Realize within *myPerspectives+*: Argument, Autobiographical/ Biographical Narrative, Cause-and-Effect, Descriptive, Informative/ Explanatory, Multimedia Report, Narrative Explanation, Persuasive, Problem-and-Solution, Research, Response to Literature, Short Story, Summary, and Writing for Assessment.

## Embedded Grammar Instruction

As shown in the following figure, instruction and practice in grammar and English language conventions are found throughout the *myPerspectives* program. Lesson Planning pages in the Teacher’s Edition before every selection show the skills covered. Students can use the grammar handbook in the Student Edition Toolkit for quick reference.

| myPerspectives   |   |
|--|---|
| Embedded Grammar Instruction   |   |
| <p>Following each text, <b>grammar concepts</b> are taught with language development activities. This feature provides instruction; modeling; practice; and speaking, reading, and writing application of targeted grammar concepts directly from the texts students are studying.</p> <p><b>Writing to Sources assignments</b> in effective expression that follow language development activities provide an immediate opportunity to apply the grammar concept that has just been taught.</p> <p><i>myPerspectives+</i> features a <b>Conventions Center</b> with language support and instruction for students and teachers. Teachers can assign tutorials and interactive whiteboard lessons, or students can work at their own pace.</p> | <p><b>Concept vocabulary, word study, and conventions</b> appear after every selection and provide additional opportunities for students to study and apply grammar and style concepts. Students explore the diction and style within each text in the set, and they examine texts for the author’s command of grammar.</p> <p><b>Performance tasks</b> include a language development feature that explores author’s craft and style and highlights grammar concepts for immediate use in the performance task assignment.</p> <p>Each <b>assessment</b> in the program requires students to examine and apply grammar concepts in their written and oral responses.</p> |

**Embedded Grammar Instruction.** Grammar and writing instruction in *myPerspectives* meets state standards for the appropriate grade levels.

## Support and Strategies for Teaching Vocabulary

*myPerspectives* provides comprehensive support for teaching vocabulary and includes context, strategies, and practice. Students encounter and develop an understanding of figurative language, word relationships, and nuances in word meaning as they read each text, encounter works, and expand their vocabulary.

Each unit in *myPerspectives* focuses on a set of academic vocabulary words that are related to the unit's Essential Question. These words are revisited throughout the unit. Additional concept vocabulary words appear in the close reading activities that follow each text. Students are required to use these terms in post-reading activities.

High-utility selection vocabulary is also taught in conjunction with each text. Before each reading, students are presented with a listing of selection vocabulary. Students are encouraged to rate their understanding of the words before encountering them in context. After the selection, students are prompted to work with the words through written activities, enabling them to show understanding word meanings in different contexts. Students receive instruction and practice in word roots and affixes, synonyms and antonyms, and analogies. Instruction is directly related to vocabulary used in the texts under study.

Students are specifically reminded to practice learning vocabulary with Word Network strategies that help them learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading. Students are also provided an opportunity to complete a Word Study activity that explores the roots of words. This helps develop their ability to understand and use critical vocabulary words in their responses and writings.

## Integration of Speaking and Listening

In *myPerspectives*, structured standards-based speaking and listening opportunities foster students' abilities to effectively engage in collaboration and presentation tasks. The program provides the following opportunities for students to engage in speaking and listening:

- A discussion prompt at the beginning of the unit introduces the essential question.
- Speaking and listening activities after each selection encourage students to engage in academic discussions that springboard from the text. Students are provided with guidelines for taking part in collegial discussions and directed to cite textual evidence as they discuss each work.
- Media selections in the program such as interviews, film, audio, podcasts, newscasts etc. require students to listen and respond to the questions and tasks.
- Discussion activities appear in conjunction with each text. The discussion prompts are designed to verify that all students participate fully in exploration of the texts under study.

- Speaking and listening assignments after each unit are standards-based, and include speaking and presentation guidelines and/or rubrics for listening and for evaluating the performance of the student themselves or others in the class.
- Unit Goals within whole-class and small-group learning provide opportunities for monitoring student speaking and listening skills.
- Listenwise assignments require students to carefully listen to audio podcasts or recordings of a public radio story and respond to discussion questions and make connections to the unit topic.
  - Materials provide a language framework, strategies, and structures for students participation in academic conversations.

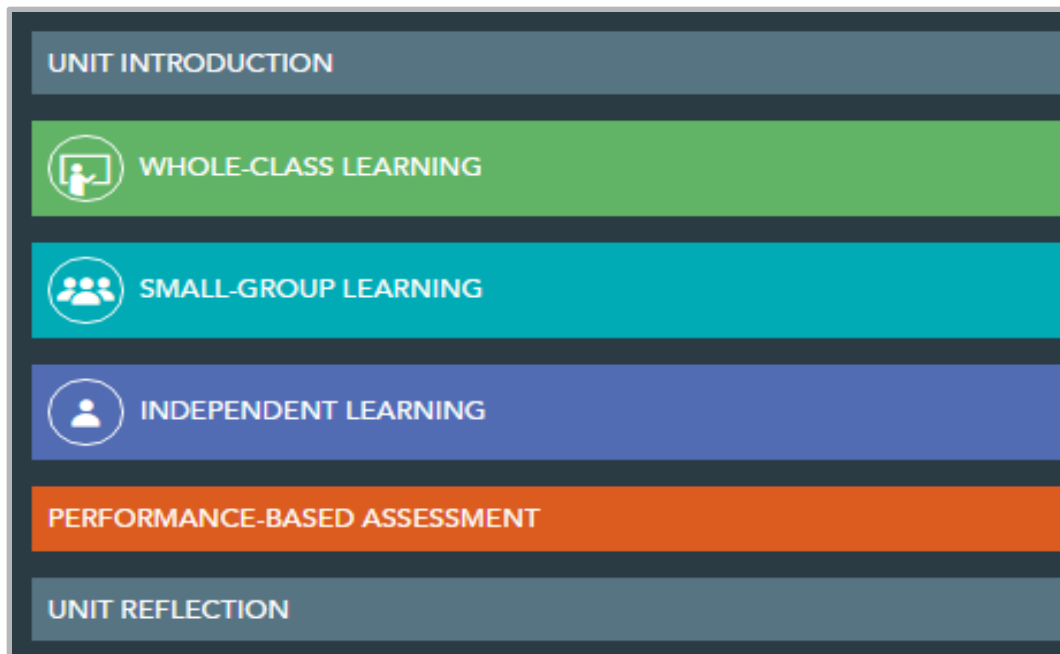
## Engagement and Collaboration Strategies

In *myPerspectives*, structured standards-based speaking and listening opportunities foster students' abilities to effectively engage in collaboration and presentation tasks. The program provides the following opportunities for students to engage in speaking and listening:

- A discussion prompt at the beginning of the unit introduces the essential question.
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- Speaking and listening assignments after each unit are standards-based, and include speaking and presentation guidelines and/or rubrics for listening and for evaluating the performance of the student themselves or others in the class.
- Unit Goals within whole-class and small-group learning provide opportunities for monitoring student speaking and listening skills.
- Listenwise assignments require students to carefully listen to audio podcasts or recordings of a public radio story and respond to discussion questions and make connections to the unit topic.

## Clear Progression of Learning

*myPerspectives* provides a visible learning progression that is consistent for each unit. The program consists of six units, each providing multi-genre texts that are topic-based and driven by an Essential Question. Each unit incorporates the following gradual release instructional model.



**Instructional Model.** The *myPerspectives* instructional model helps teachers gradually release responsibility to students to encourage their instruction as they strive to become college and career ready.

Each unit in the program incorporates the gradual release model, which is described below.

## Unit Introduction

Each unit opens with an Essential Question, which fosters student learning through exploration and discussion. Students preview the unit lesson, the performance-based assessment prompt, and the unit's academic vocabulary. A high-interest launch text is designed to provoke thought and discussion on the unit topic and assess student knowledge.

## Whole-Class Learning

Anchor texts focus on selections with rigorous cognitive load. Teachers present effective methods to interest students and involve them in interactive experiences with the texts. Assessment is based on teacher observations, formative activities, selection tests, and a performance task.

## Small-Group Learning

Supporting texts include informational and contemporary selections. Students work collaboratively in small groups to develop strategies and extend learning. Student groups have a choice in selecting activities and how they will share their learning. Assessment is based on teacher observations, selection tests, self-evaluation, and a miniature group project performance task.

## Independent Learning

Students select one or two texts from an array of four to five texts for independent exploration. Choice is key to engagement and achievement as students work independently to close read and analyze the texts. Student understanding is assessed through selection tests and student use of textual evidence in the activities provided.

## Unit Performance-Based Assessment

The performance tasks and practice in the whole group, small group, and independent sections prepare students for success on the performance-based assessment at the end of the unit, which builds on the content knowledge, process skills, and learning habits that students work on throughout the unit.

## Assessment

### Measuring Progress and Informing Instruction

*myPerspectives* assessments feature remediation support and interpretation guides to help teachers provide feedback, modify instruction, and re-teach concepts.

The Teacher's Edition offers suggestions for remediation and re-teaching that include three levels of support—core support in the Student Edition, additional on-level support tied to the reading selection (worksheets on Savvas Realize), and program agnostic practice and re-teach worksheets to review concepts and skills.

Teachers can use the following assessments to measure student progress and inform instruction:

- **Beginning-of-Year Test** assesses standards to be taught during the school year. Questions are multiple choice, which allows for immediate feedback through data reporting. Teachers can use this data or an interpretation guide to customize instruction.
- **Extension Beginning-of-Year Test** assesses standards to be taught during the school year through a combination of short-response and multiple-choice questions. Short-response items enable students to more fully demonstrate mastery of standards through writing.
- **Mid-Year Test** assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation.
- **Extension Mid-Year Test** assesses standards taught in the first half of the year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.
- **End-of-year assessments** determine mastery of standards and help place students in classes for the following school year.

- **Extension End-of-Year Test** assesses standards taught through the entire year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.
- **Performance-based assessments** are a compilation of what is expected by the standards as students use their notes, knowledge, and skills learned to complete a project. All unit activities are backwards-mapped to the performance-based assessment.
- **Next-generation assessments** provide additional program agnostic assessments students can use to practice with technology formats:
  - Technology-enhanced items help students practice next-generation formats so they are prepared to be successful with online interactive testing.
  - Sample items mirror those developed for next-generation summative assessments and include two sets of items. Each set has been individually tailored to reflect the item types that the two variations of next-generation assessments will include.
  - Students encounter various next-generation item types, including evidence-based selected response, technology-enhanced constructed response, prose constructed response, selected response, and constructed response.

*myPerspectives* also features the following assessment types:

- **Selection activities** can be used to assess student comprehension of content.
- **Selection tests** help teachers monitor student progress in the reading and language standards taught through multiple-choice questions.
- **Notes in the Teacher’s Edition** offer suggestions for formative assessments and unit introduction activities that can be used as formative checks.
- **Performance tasks** in each unit include a writing performance task and a speaking and listening performance task students can complete individually or collaboratively. These can also be used as preparation for the end-of-unit performance-based assessment.
- **Unit tests** allow students to apply standards taught in the unit and provide an opportunity for teachers to remediate. If administered online, remediation is assigned automatically.

## Differentiation Tools and Strategies

Teachers have access to strategies and tools for differentiated instruction throughout the *myPerspectives* curriculum, including formative assessments, remediation opportunities, and reading support for each text. Support suggestions are based on complexity rubrics and give teachers appropriate differentiation options for all levels of learners, including ELLs, below-level readers, and advanced students.

The program provides materials, resources, and opportunities to support and accommodate all learners. From multimedia modal learning with audio, visual, and leveled resources to

teacher flexibility in grouping students and interactive collaborative projects, all students are supported in learning. Technology resources and tools allow learning to happen outside of the classroom and built-in parent/family support, such as Home Connection Letters in English and Spanish to help guardians stay current on their child's learning.

Additionally, Savvas Realize customization tools allow teachers to make appropriate adaptations, accommodations, and modifications to instruction and activities for students. Teachers can add customized lessons and assessments easily; group students; pull in and assign out documents, readings, activities, links, and multimedia; and upload their own resources to the platform.

## Differentiating Instruction

*myPerspectives* is designed to engage all students and motivate them to take ownership of their own learning through student choice, goal-setting, reflection, media, social collaboration, a variety of selections that span classic and contemporary texts and consistent learning routines and behaviors.

Students will encounter consistent unit routines throughout *myPerspectives* that build in complexity with the progression of units:

- First-read routines ask students to apply strategies for active reading, understanding, and thinking.
- Close-read modeling and support shows students how to annotate text; ask questions; and further explore structure, diction, and author's craft.
- Using evidence logs, students write down ideas and evidence to describe their thinking.
- Students expand their understanding of words and syntax with language development activities in concept vocabulary and conventions practice tasks.
- Students engage in discussion, writing, and research about the Essential Question in each unit.
- Performance tasks give students practice and support on each unit's featured writing mode.
- Meeting the Needs of All Learners
- *myPerspectives* is designed to engage all different types of students and motivate them to take ownership of their own learning through use of student choice, goal setting, reflection, media, social collaboration, a variety of selections that span classic and contemporary texts, and the promotion of consistent learning routines and behaviors. The program supports the Multi-Tiered System of Supports (MTSS) framework with instructional resources. Built-in features are designed to increase student academic growth and achievement.
- Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their

learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and make choices in selecting their own readings as part of independent learning activities.

- Teachers can use the Personalize for Learning notes throughout each selection to respond to varying student needs, including English language support, strategic (on-level support), or challenge.
- Additional program materials can be used to help different students populations, including Accessible Leveled Texts; *myPerspectives+* with video tutorials; interactive lessons for grammar, writing, and research; QReads; Reality Central; interactive sentence combining activities; and Grammar Grabs.

## Intervention Resources

*myPerspectives* is designed to engage different types of students and motivate them to take ownership of their own learning through choice, goal-setting, reflection, media, social collaboration, selections that span classic and contemporary texts, and promotion of consistent learning routines and behaviors. The program supports the Multi-Tiered System of Supports (MTSS) framework with instructional resources. Built-in features are designed to increase student academic growth and achievement.

Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and select their own readings as part of independent learning activities. Teachers can use the Personalize for Learning notes throughout each selection to respond to varying student needs, including English language support, strategic (on-level support), or challenge.

Targeted support in *myPerspectives* includes Accessible Leveled Texts, English and Spanish audio summaries that teachers can assign, English language support lessons, Teacher's Edition highlighted passages, and additional remediation resources to provide opportunities for students to practice and learn skills taught in the core program.

Additional *myPerspectives+* supplemental resources offer support, remediation, and flexibility for teachers with grammar tutorials, interactive lessons, and worksheets to help student access grade-level texts and skills:

- QReads is a research-based program that helps increase student comprehension of complex text with an instructional routine proven to build content area vocabulary, background knowledge, and fluency at each student's reading level:
  - Students read increasingly challenging literary and informational content.

- All students have access through scaffolded instruction.
- Weekly opportunities for close reading and performance tasks are included.
- Students can access a variety of graphic organizers and rubrics.
- Reality Central is designed to help students who need intensive work in vocabulary, reading, and writing. Beginning units feature high-interest nonfiction written two to three levels below grade level. Later units are written to one to two levels below grade level.
- Every Teacher's Toolkit includes strategies and minilessons focused on reading, writing, critical thinking skills, vocabulary, grammar and spelling, listening and speaking, and newcomers.
- Reading Street Sleuth (also available in Spanish) provides weekly selections to help students have success with complex text:
  - Selections are short, with higher, grade-level readability.
  - Students read increasingly challenging literary and informational content.
  - All students have access through scaffolded instruction.
  - Weekly opportunities for close reading and performance tasks are included.
- Students can access a variety of graphic organizers and rubrics.

## Assistive Technology Support

*myPerspectives* on Savvas Realize, the digital platform for the program, includes built-in accessibility features for content and design. As shown in the following figure, students can use the following technology to choose how content is presented:

- Layouts and page features allow students to easily adjust page view, font size, and images for optimal viewing.
- Students can adjust colors and background colors using built-in manufacturer settings or built-in browser settings (such as brightness of tablets, dimming of screens, color of fonts, and background color).
- Text-to-speech tools and software can be used.
- Videos feature English captions that can be turned on or off as needed.
- Grammar tutorial videos include full or partial texts.
- Digital resources such as assessments and worksheets can be printed for student use.

*myPerspectives* provides assistive technology-ready content that enables a variety of assistive technology software to run in the background. Support includes text-to-speech and on-screen keyboarding. Different content formats are being tested on specific devices.

## Technology Support on Savvas Realize

Instructional materials on Savvas Realize include the following navigation features:

- Non-text navigation elements such as buttons, icons, and arrows can be adjusted in size using eText page view controls and built-in or browser options on devices in use.
- Navigation elements are keyboard navigable.
- Navigation information from the Accessible Student Edition can be sent to refreshable braille displays.

## Support for English Language Learners

*myPerspectives* serves the needs of ELLs at the emerging, expanding, and bridging levels. Various types of print and online support can be used to meet individual needs for students.

The program offers suggestions for scaffolding instruction to help teachers accommodate ELLs at all language levels, including Personalize for Learning notes, formative assessment If/Then notes, Text Complexity Rubrics, and Accessible Leveled Texts.

Supplemental materials are also available to support multilingual learners. These materials include a Teacher’s Toolkit for ELLs and *Reading Street Sleuth* (in English and Spanish) for help with complex text. The Student Edition features audio summaries in English and Spanish. Personalize for Learning notes appear in selections that focus on ELLs. Videos, which are core to the program, provide English captions that can be turned on or off, as needed. Glossary terms are defined at point of use, including English audio for all terms and Spanish audio for select terms (digital).

The program includes an embedded interactive Student Edition glossary in English and Spanish, plus nine additional languages—Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese.

- Spanish resources are teacher-facing and assignable, and include the following
- Translations of the texts/media in Peer-Group and Independent Learning
- Point-of-use multilingual glossary (audio and text) in the Interactive Student Edition and the Print Student Edition
- Home Connection Letter (English/Spanish) for each unit
- Spanish Audio summary for each selection
- Spanish Grammar Worksheets
- Realize Navigation and Directions Spanish settings

The Interactive Student Edition works with Google™ Translate, which can translate into more than 100 languages, including Vietnamese and Tagalog. The text can be read to students in more than 40 different languages using a text-to-voice audio reader.

## Support for Students with Special Needs

*myPerspectives* is designed to optimize learning for all students. The program adheres to the Universal Design for Learning (UDL) framework for providing multiple means of representation, multiple means of action and expression, and multiple means of engagement. Digital tools and features on Savvas Realize provide content accessibility of content for all students.

Materials, resources, and activities support and accommodate students with special needs. From multimedia modal learning with audio, visual, and leveled resources to teacher flexibility in grouping students and interactive collaborative projects, all students are supported in learning. Technology resources and tools allow learning to happen outside of the classroom. Parent and family support built into the program, such as Home Connection Letters in English and Spanish for each unit, help guardians keep up with what their child is learning.

In addition, Savvas Realize customization tools allow teachers to make appropriate adaptations, accommodations, and modifications to instruction and activities. Teachers can add customized lessons and assessments; group students; retrieve and send documents, readings, activities, links, and multimedia; and upload their own resources into Savvas Realize.

## Enrichment Opportunities for Gifted Students

*myPerspectives* provides instruction and materials to enrich student learning. In the Teacher's Edition, Personalize for Learning Notes provide support to extend learning for advanced students.

In addition, teachers can assign additional projects and activities for enrichment and independent student work with *myPerspectives+*, which includes a digital library of more than 140 full-length novels and additional trade book lessons and assessments. To promote self-directed learning, many of these resources are available for students to work through at their own pace.

## Parental and Home Resources

Digital access to *myPerspectives* is provided through Savvas Realize. Access is browser-based, so program materials are available for students to use at home. Students can practice at home with activities aligned to the program, allowing them to work independently or involve parents, guardians, or others in their learning.

## Offline Access

The *myPerspectives* Student Edition is available offline as downloadable PDFs for students to work at home, even without an Internet connection. Offline access to the interactive eText is available on an app for Windows 10, iOS, and Chromebook devices. Synchronization is provided for Windows, iOS, and Chrome mobile apps. The Realize Reader app allows for

downloading the entire interactive Student Edition or just units, and student work is synchronized.

## Ongoing Practice Activities

*myPerspectives* features activities for ongoing practice in class or at home via Savvas Realize. Students have access to more than 140 full-length eBooks; grammar tutorials; vocabulary exercises; interactive writing and research lessons; and other tools to help with mastering skills, concepts, and standards.

## Home Connection Letter

Parent and family are support built into the program. Home Connection Letters for each unit in English and Spanish, help guardians keep up with what their child is learning. The letter provides the following summary for parents and guardians:

- Unit topic and Essential Question with suggested talking points
- Selection titles, authors, and genres that will be read
- Performance tasks and performance-based assessments
- Standards covered in each unit

In addition, Savvas provides a robust *Parents' Corner* with resources and support, including user's guides, help topics, tips, and how-to videos. This site is open to all parents and guardians and is available at <https://parents.savvas.com/>.

## Research

*myPerspectives* materials incorporate evidence-approaches, strategies, and resources to help all learners access content and develop critical literacy and communication skills required for college and career readiness. This is achieved through the program's student-centered design, gradual release instructional model, relevant texts, purposeful tasks, built-in differentiated instruction and scaffolding, guidance, support, and evidence-based instruction.

A significant amount of research informed the *myPerspectives*' pedagogy, unit structure, and approaches to learning. During program development, research activities included collaboration with educators in focus groups, teacher advisory boards, usability testing, and teacher feedback.

For details about the *myPerspectives* research base, efficacy research, and outside evaluation in general, please see the following links:

- *myPerspectives* [ESSA Evaluation Brief on State Assessments](#): This QED report that shows how *myPerspectives* meets the "Moderate" evidence criteria for the Every Student

Succeeds Act (ESSA). ESSA emphasizes four levels of evidence-based approaches that have demonstrated a statistically significant positive effect on student outcomes. The levels—strong, moderate, promising, and evidence that demonstrates a rationale—are defined by research study design.

- [myPerspectives Research Base](#). *myPerspectives* is founded on research and employs an evidence-based learning model. The program is designed to drive student-centered learning, foster student engagement and ownership, and facilitate the development of independent reading, writing, speaking, and listening skills by integrating the following research-based concepts:
  - **Student-Centered Learning.** *myPerspectives* encourages student ownership of learning with a gradual release instructional model. Each unit is made up of whole-class, peer-group, and independent learning that helps students develop transferable skills and strategies such as critical reading, writing, speaking, and listening. Students work in real-world learning environments of large groups and smaller teams as well as independently.
  - **Supporting the Role of Collaborative Educators.** Teachers receive the tools they need to support student learning while allowing students to maintain a level of choice and freedom in their literary pursuits.
  - **Generative Vocabulary.** Close reading activities at the end of each selection ask students to analyze the author’s craft and structure. Language development activities provide a foundation that promotes students’ ability to comprehend increasingly complex texts.
  - **Integrated Writing.** Text selections are accompanied by one or more writing assignments, the majority of which are text-dependent and require students to draw evidence from the text.
  - **Differentiated Support.** Teachers have access to strategies and tools for differentiated instruction throughout the *myPerspectives* curriculum, including formative assessments, remediation opportunities, and reading support for each text. Support suggestions, based on the complexity of rubrics, give teachers appropriate differentiation options for all levels of learners, including English learners, below-level readers, and advanced students.
- [myPerspectives Summative Field Study Results](#). An efficacy study in 2016–2017 showed that *myPerspectives* helped students achieve statistically significant gains in reading comprehension and language use achievement on the Measure of Academic Progress (developed by Northwest Evaluation Association) after one year of program implementation.
- [EdReports](#). The previous edition of *myPerspectives* was evaluated by EdReports and received “All Green” scores. The program fully meets the expectations of EdReports’ alignment to Gateways 1, 2, and 3 for (Text Quality, Building Knowledge, and Usability) criteria. The new 2025 edition is being evaluated and results will be posted in the upcoming year.

## Program Authors

*myPerspectives* is informed by a team of authors/experts whose experiences working with students and study of instructional best practices have positively impacted education. White papers from the authorship team can be accessed at [www.Savvas.com/myPerspectives-authors](http://www.Savvas.com/myPerspectives-authors).

## Digital Resources

Savvas Realize, our online platform that provides digital delivery for *myPerspectives*, features a range of technology resources to guide and engage students. The available tools give teachers flexibility to use a digital, print, or blended format in their classrooms and to modify content.

Millions of students and teachers nationwide use Savvas Realize for engaging and immersive learning experiences. It supports eight of the 10 largest school districts in the country. Furthermore, the platform is the winner of the Tech & Learning 2021 Award of Excellence for Best Remote and Blended Learning Tools for grades K–12. For more information about this award, visit <https://www.savvas.com/index.cfm?locator=PS3gWk>.



Savvas Realize is accessible through the common browsers found in most school settings and is compatible with Chrome™ OS devices.

## Resources for Teachers

Teachers can use Savvas Realize to manage their classrooms; create assessments; access data; and personalize learning with multimedia features, assessments, and discussion boards. Program-specific resources, flexible agnostic resources, and assessments are available in one location for easy lesson planning and presentation.

To meet the needs of the students in their classroom, teachers can customize or rearrange content, upload their own content, add links to online media, and edit resources and assessments. Detailed mastery, usage, and progress reports help teachers target their instruction to improve student outcomes.

Teachers can use the following platform features to enhance their instructional materials:

- **Versatile search tools** help teachers search by keyword, skills, or topic. Teachers can quickly find lessons, lesson plans, and instructional resources.
- With **customizable curriculum options**, teachers can reorder the table of contents, upload files and media, add links, and create custom lessons and assessments.
- Using the **class management tools**, teachers can create classes, organize students by groups, and create assignments targeted to groups, individual students, or the entire class.

- Teachers have **real-time access to student and class data** showing mastery on assessments, overall progress, and the length of time students spend on assessments.

Professional learning videos on Savvas Realize include lesson previews; teaching strategies; and differentiation support for special education students, ELLs, and students above or below grade level.

## Student Features

For students, the interactive features on Savvas Realize are designed to promote learning and engagement with content through interactive exercises, personalized practice and feedback, animation, games, and videos. Technology-enhanced items allow students to experience next-generation assessment formats, including drag-and-drop, fill-in-the-blank, open response, on-screen tools, and tables.

## Savvas Realize System Requirements

The following figure shows operating system and browser requirements for Savvas Realize.

| Savvas Realize System Requirements  |                                     |
|---|-------------------------------------|
| Operating Systems   | Browsers                            |
| Microsoft® Windows® 10  | Edge 90, Firefox® 88, and Chrome 90 |
| Mac® OS 10.15   | Safari™ 13, Chrome 90               |
| Apple® iPad OS 13.7 (iPad 5th Generation and later)   | Safari                              |
| Apple® iPad OS 14.5.1 (iPad 5th Generation and later)   | Safari                              |
| Android™ 10x devices (768 pixels or larger)   | Chrome 89                           |
| Chrome OS devices   | Chrome 90                           |
| Devices   |                                     |
| Savvas Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 5th Generation and later and Android Tablets are supported.  |                                     |
| The platform also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 10.   |                                     |
| Internet Connection   |                                     |
| For Internet use, we recommend the following bandwidth:   |                                     |
| <ul style="list-style-type: none"> <li>▪ <b>School:</b> The Savvas Realize application is a modern web application; the user's web browser will cache Savvas Realize for 30 days or until a new version becomes available. An estimated average of 12 megabytes of data is transmitted per student per day, based on a student usage session of seven page hits and one content item downloaded.</li> <li>▪ <b>Home:</b> Broadband should be through cable modem, Digital Subscriber Line (DSL), or another high-speed Internet connection. Users should check web cache settings. When properly configured, web caching may result in improved performance.</li> </ul> |                                     |

**Providing Favorable, Effective Usage.** Savvas Realize system requirements are designed to deliver a reliable user experience for students and teachers.

### Learning Tools Interoperability

Savvas Realize is IMS certified and an LTI 1.2 Thin Common Cartridge provider. We can provide content interoperability with most third-party learning management systems. Additionally, we can provide LTI-A 1.3 integration with Canvas.

### Systems Integration with Savvas EasyBridge

Savvas EasyBridge offers a variety of solutions to help teachers roster classes, perform bulk uploads, and even provide single sign-on (SSO), depending on your needs and technology readiness.

Savvas EasyBridge Plus can provide nightly automatic roster synchronization with SSO integration from and Student Information System (SIS) with a Security Assertion Markup Language (SAML) 2.0 Identity Provider, which is also established by the customer. Our integrated solution allows the management of user and class roster data to occur within your SIS and synchronize it into the Savvas digital learning platforms.

An SSO user experience allows students, parents, and teachers to have centralized, easy access to all of their curriculum resources and reports through one username and password.

Savvas EasyBridge offers the following benefits:

- Each teacher can save more than 50 hours per year in managing classes and rosters on one digital platform.
- Administrators save an average of three weeks or more per year without having to manage multiple rosters for SIS and learning platforms.
- Savvas EasyBridge eliminates the need for bulk uploading to multiple learning platforms, saving time.
- Early research shows that districts that integrate their data on average have 10 percent more active users than districts that do not integrate.
- Integrations remove barriers of entry and promote and enable fidelity of use, which, in turn, improves the efficacy and outcomes for learners.
- Using a single source for roster sharing and synchronization preserves data accuracy and consistency.

The Savvas EasyBridge family of offerings makes it easy for Savvas customers to update class rosters across their SIS and different Savvas learning management systems. Standard services are provided at no additional charge and are included in your Savvas product adoptions.

With its cross-platform roster sharing capabilities, Savvas EasyBridge Basic drastically reduces time spent updating roster data across multiple learning platforms. Administrators only need to upload class rosters once to see them reflected across all of the designated Savvas learning platforms.

Teachers can make roster changes and see them reflected across platforms. The EasyBridge Basic solution provides centralized customer administrator tools for managing user accounts and uploading classes and rosters.

With its nightly automated roster synchronization capabilities, Savvas EasyBridge Auto brings together essential student information in one place so you spend less time managing class rosters and more time teaching. Enrollment data automatically flows from your SIS to designated Savvas learning platforms so you always have access to the most accurate, up-to-date student information.

In addition to the automatic roster synchronization provided with Savvas EasyBridge Auto, Savvas EasyBridge Plus further helps provide districts with easy access to student information through single sign-on where students and teachers only need to remember one set of credentials. Users can easily move between systems without re-entering their username and password.

Savvas follows IMS Global Learning Consortium standards to enable better digital learning experiences. Savvas is a contributing member of the IMS Global Learning Consortium and active in the Learning Tools Interoperability® (LTI) and Learning Information Services (LIS) OneRoster working groups. We have made significant investments to our K–12 solutions to support continued interoperability. Savvas Realize is an LTI Certified Tool Provider ( v1.2 and 1.3 LTI-Advantage with Canvas), while Savvas EasyBridge supports LIS OneRoster CSV files.

Savvas Realize supports Active Directory Federation Services (ADFS), Google™, and SAML 2.0. If a district implements EasyBridge Plus, the EasyBridge SSO link can be placed in the Clever portal.

The Savvas Implementation Services team will help the district with EasyBridge options to assess its system’s readiness and with the overall installation and set-up process.

Savvas Realize is a cloud-based application. The system is hosted in Amazon Web Services (AWS) data centers, as defined by the AWS Security Whitepaper at <https://d0.awsstatic.com/whitepapers/aws-security-whitepaper.pdf>.

## Demo Account on Savvas Realize

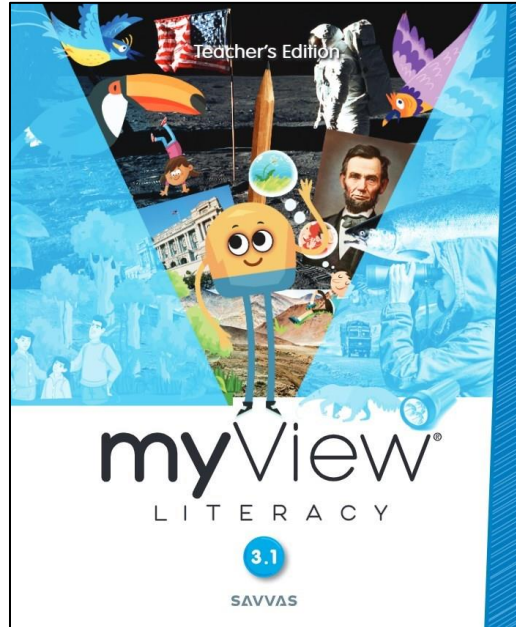
For a more in-depth review of *myPerspectives*, we have created a specific demo account on Savvas Realize™, our digital learning platform. In addition to details about the *myPerspectives* program, the demo account showcases the power of the Savvas Realize platform, *myPerspectives*’ digital resources, and its online tools.

Please use the following credentials to access the *myPerspectives* demo account\*.

1. **Go to** [www.SavvasRealize.com](http://www.SavvasRealize.com)
2. **Click “Sign In”**
3. **Enter the following username:** CTCOREPrek-3
4. **Enter the following password:** Savvas2022 \*Password is case sensitive

A Correlation of

***myView<sup>®</sup> Literacy, Grade 3***



© 2020

To the

**Connecticut  
English Language Arts Model for Grade 3  
2023**

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Connecticut Model English Language Arts Model Curriculum Alignment  
Resource Name: *myView*<sup>®</sup> Literacy, Grade 3

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**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy**

| Alignment Grade 3   |   |  |   |  |
|---|---|--|---|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |  |
|   |   | Unit Numbers   | Lessons   | Pacing   |
| <i>This is the title of the unit in the ELA model curriculum.</i> | <i>These are the Overarching, Priority, and Supporting Standards addressed in the unit. (Definitions for Standards)</i>   | <i>These are the publisher's aligned units.</i>                                  | <i>These are the lessons from the publisher's identified units that align with the priority standards within the model unit.</i>  | <i>This is the publisher's expected number of days for instruction.</i>  |
| <b>Unit 1: Character Analysis and Memoir Writing</b>              | <b>Overarching Standards:</b><br><b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. |  |   |  |
|   | <b>Priority Standards:</b><br>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  |  |   |  |
|   |   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | Plot, T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63<br>Analyze Characters, T160, T166, T167, T169–T171, T174, T178, T86–T87<br><br>Retell Texts, T21<br><br>Plot, T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371<br>Analyze Characters, T98, T107, T109, T110, T112, T115, T122–T123<br>Minilesson: Plot: Establish a Problem, T366<br><br>Identify Play Elements, T288, T290, T292, T298, T301, T308–T309 | <b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*<sup>®</sup> Literacy**

| Alignment Grade 3   |   |   |   |   |
|---|---|---|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>(Cont'd)</b><br>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | <b>(Cont'd)</b><br><b>Digital Resources</b>                             | <i>Grade 3 Table of Contents</i> >Professional Development Center>Comprehension & Assessment  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.  | <b>Unit 4:</b><br><br><b>Unit 5 :</b><br><br><b>Digital Resources:</b>  | Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247<br>Point of View, T212, T219, T220, T223, T226, T227, T230, T235, T237, T244–T245<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |
|   | RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).      | <b>Unit 3:</b><br><br><br><br><br><br><br><br><b>Digital Resources:</b> | Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193<br>Respond and Analyze, T178–T179<br>Reflect and Share, T200–T201<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment                                   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*<sup>®</sup> Literacy**

**Alignment Grade 3**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|---|---|---|---|---|
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>Overarching Standards:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   |   | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | <b>Priority Standards:</b>  |   |   |   |
|   | RF.3.3.c Decode multisyllable words.  | <b>Unit 1:</b>  | Students have opportunities to decode multisyllabic words throughout the text. For examples, see:<br><br>Syllable Pattern VC/CV, T54, T356<br>Vowel Digraphs, T220–T221, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440<br>Diphthongs, T448, T452, T460, T464 |   |
|   |   | <b>Unit 2:</b>  | Syllable Patterns, T26, T210–T211, T219, T229, T234–T235, T242–T243, T256–T257, T312–T313<br>r-Controlled Vowels, T88–T89, T112–T113, T120–T121, T134–T135, T188–T189, T358, T366   |   |
|   |   | <b>Unit 3:</b>  | Spell Vowel Teams, T408, T412, T416, T424, T444   |   |
|   | <b>Unit 4:</b>  | r-Controlled Vowels, T26–T27, T52–T53, T60–T61, T128–T129, T342, T346, T350, T358, T378 |   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*<sup>®</sup> Literacy**

| Alignment Grade 3  |   |  |  |  |
|--|---|--|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |  |
|  |   | Unit Numbers   | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1:<br/>           Character Analysis and Memoir Writing</b></p>                    | <p><i>(Cont'd)</i><br/>           RF.3.3.c Decode multisyllable words.</p>                                      | <p><b>Unit 5:</b></p>  | <p>Vowel Patterns, T26–T27, T54–T55, T62–T63, T76–T77, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T188–T189, T348, T372<br/>           Words with Suffix, T150–T151, T172–T173, T180–T181, T194–T195</p> | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|  | <p><b>Digital Resources:</b></p>  |  | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Spelling<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p>   |  |
|  | <p><b>Overarching Standards:</b> RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p> |  |  |  |
|  | <p><b>Priority Standards:</b></p>   |  |  |  |
| <p>RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><b>Unit 1:</b></p>   | <p>Opportunities exist throughout Grade 3 to use context clues. For examples, see:</p>                         |  |  |
|  | <p><b>Unit 2:</b></p>   | <p>Context Clues, T156–T157, T169, T171, T176<br/>           Vocabulary in Context, T105, T110, T240, T305</p> |  |  |
|  | <p><b>Unit 3:</b></p>   | <p>Context Clues, T148–T149, T159, T165<br/>           Vocabulary in Context, T103, T228, T288</p>             |  |  |
|  |   | <p>Context Clues, T154–T155, T167<br/>           Vocabulary in Context, T36, T106, T175, T276, T228</p>        |  |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*<sup>®</sup> Literacy**

| Alignment Grade 3   |   |   |  |   |
|---|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |  |   |
|   |   | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> |   | <b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Context Clues, T148–T149, T165, T167, T168<br>Vocabulary in Context, T36, T101, T106, T160, T226<br><br>Context Clues, T148–T149, T158, T161<br>Vocabulary in Context, T42, T103, T162, T229, T232<br><br><i>Table of Contents</i> >Professional Development Center>Vocabulary | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | <b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |   |  |   |
|   | <b>Supporting Standards:</b>  |   |  |   |
|   | W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.                       |   |  |   |
|   | W.3.3.c Use temporal words and phrases to signal event order.   | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Digital Resources:</b> | Setting and Sequence of Events, T349<br>Develop an Event Sequence, T402–T403<br><br>Draft an Event Sequence, T386–T387<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes                |   |

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| Alignment Grade 3   |  |  |  |  |
|---|--|--|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |  |  |
|   |  | Unit Numbers   | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1:<br/>           Character Analysis and Memoir Writing</b></p> | W.3.3.d Provide a sense of closure.  | <p><b>Unit 1:</b></p> <p><b>Unit 3:</b></p> <p><b>Digital Resources:</b></p> | <p>Compose a Conclusion, T414</p> <p>Minilesson: Plot: Plan a Resolution, T370–T371</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics<br/>&gt;Writing Workshop Conference Notes</p>  | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|   | <p><b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <p><b>Priority Standards:</b></p> |  |  |  |
|   | SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p>                                  | <p>Minilesson: Ask and Answer Questions, T104, T106, T109, T116, T132–T133<br/>           Reflect and Share: Talk About It, T78–T79, T334–T335<br/>           Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> <p>Reflect and Share: Talk About It, T70–T71, T316–T317<br/>           Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p> |  |

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| <b>Alignment Grade 3</b>  |  |                             |  |   |
|---|--|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>(Cont'd)</b><br>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  | <b>Unit 3:</b>              | Reflect and Share: Talk About It, T78–T79, T318–T319<br>Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 4:</b>              | Reflect and Share: Talk About It, T72–T73, T324–T325<br>Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275   |   |
|   |  | <b>Unit 5:</b>              | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273   |   |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |   |
|   | SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <b>Unit 1:</b>              | Listening Comprehension, T20–T21<br>Plan Your Personal Narrative, T366<br>Reflect and Share: Talk About It, T78–T79, T334–T335<br>Celebrate and Reflect, T486–T487<br>Publish and Celebrate, T454–T455 |   |

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**Alignment Grade 3**

| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |  |
|--|--|-----------------------|--|--|
|  |  | Unit Numbers          | Lessons  | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1:</b><br/> <b>Character Analysis and Memoir Writing</b></p> | <p><b>(Cont'd)</b><br/>           SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <p><b>Unit 2:</b></p> | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Celebrate and Reflect, T468–T469<br>Publish and Celebrate, T436–T437   | <p><b>(Cont'd)</b><br/> <b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|  |  | <p><b>Unit 3:</b></p> | Listening Comprehension, T20–T21<br>Plan Your Historical Fiction Story, T350<br>Reflect and Share: Talk About It, T78–T79, T318–T319<br>Celebrate and Reflect, T470–T471<br>Publish and Celebrate, T438–T439 |  |
|  |  | <p><b>Unit 4:</b></p> | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T72–T73, T324–T325<br>Celebrate and Reflect, T476–T477<br>Publish and Celebrate, T444–T445   |  |
|  |  | <p><b>Unit 5:</b></p> | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T74–T75, T322–T323<br>Celebrate and Reflect, T474–T475<br>Publish and Celebrate, T442–T443   |  |

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| <b>Alignment Grade 3</b>  |  |   |  |
|---|--|---|--|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>   |  |
|   |  | <b>Unit Numbers</b>   | <b>Lessons</b>   |
|   |  |   | <b>Pacing</b>  |
|   | <p><b>(Cont'd)</b><br/>           SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |
|   | <b>Supporting Standards:</b>   |   |  |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                   | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | My Turn, T390<br><br>Listening Comprehension, T150<br><br>Listening Comprehension, T144, T274<br><br>Listening Comprehension, T272<br><br><i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |
|   | SL.3.6 Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b>  | Reflect and Share: Talk About It, T78–T79, T334–T335<br>Celebrate and Reflect, T486–T487<br><br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Celebrate and Reflect, T468–T469<br><br>Reflect and Share: Talk About It, T78–T79, T318–T319<br>Celebrate and Reflect, T470–T471 |
|   |  |   |  |

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|---|---|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |  |
|   |   | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br>Unit 1:<br>Character Analysis and Memoir Writing | <b>(Cont'd)</b><br>SL.3.6 Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification. | <b>Unit 4:</b>            | Reflect and Share: Talk About It, T72–T73, T324–T325<br>Celebrate and Reflect, T476–T477           | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day. |
|   |   | <b>Unit 5:</b>            | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Celebrate and Reflect, T474–T475           |  |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening                          |  |
|   | <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.              |                           |  |  |
| <b>Priority Standards:</b>  |   |                           |  |  |
|   | L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.                 | <b>Unit 1:</b>            | Pronouns, T430–T431<br>Adverbs, T434–T435<br>Common and Proper Nouns, T453, T457, T461, T465       |  |
|   |   | <b>Unit 2:</b>            | Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413<br>Adverbs, T416–T417 |  |
|   |   | <b>Unit 3:</b>            | Verb Tenses, T389, T393, T397, T401, T409<br>Pronouns, T437, T441, T445, T449                      |  |
|   |   | <b>Unit 4:</b>            | Adverbs, T443, T447, T451, T455  |  |

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|---|--|-----------------------------|---|---|
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|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>(Cont'd)</b><br>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <b>Unit 5:</b>              | Precise Verbs, T288, T289, T296, T316–T317<br>Adverbs, T341, T369, T373, T377, T389, T438–T439<br>Adjectives, T345, T349, T353, T357, T365, T438–T439 | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                          |   |
|   |  | <b>Unit 3:</b>              | Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384  |   |
|   |  | <b>Unit 5:</b>              | Pronoun-Antecedent Agreement, T417, T421, T425, T429, T437  |   |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                          |   |

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| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|---|---|---|---|---|
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | L.3.1.i Produce simple, compound, and complex sentences.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Simple Sentences, T356, T361, T365, T369, T377<br><br>Compound Sentences, T429, T433, T437, T441, T449<br><br>Compound Sentences, T420<br><br>Compound Sentences, T291<br><br>Complex Sentences, T393, T397, T401, T405, T413<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit 1:</b>  | Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368<br>Spelling: Inflected Endings, T376, T380, T384, T392<br>Spelling: Base Words and Endings, T400, T404, T408, T416<br>Spell Words with Vowel Digraphs, T424, T428, T432, T440<br>Spelling: Diphthongs, T448, T452, T456, T464  |   |

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|---|--|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>(Cont'd)</b><br>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit 2:</b>              | Spell Syllable Patterns, T334, T338, T342, T350<br>Spelling r Controlled Vowels, T358, T362, T366, T374<br>Spelling: Spell Compound Words, T382, T386, T390, T398<br>Spell Words with Syllable Patterns, T406, T410, T414, T422<br>Spell Contractions, T430, T434, T438, T446                                   | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 3:</b>              | Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352<br>Spell Abbreviations, T360, T364, T368, T376<br>Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400<br>Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424<br>Spell Irregular Plural Nouns, T432, T436, T440, T448 |   |
|   |  | <b>Unit 4:</b>              | Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358<br>Spell Words with the VCCCV Pattern, T366, T370, T374, T382<br>Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406  |   |

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| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | <b>(Cont'd)</b><br>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit 5:</b>              | Spelling: Words That Are Homographs, T414, T418, T422, T430<br>Spell Homophones, T438, T442, T446, T454<br>Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356<br>Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372<br>Spelling Words with Suffix -en, TT388, T392, T396, T404<br>Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428<br>Spelling: Spell Final Stable Syllables, T436, T440, T444, T452 | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | <b>Digital Resources:</b>  |                             | <i>Table of Contents</i> >Resource Download Center>Spelling   |   |
|  | <b>Supporting Standards:</b>   |                             |   |   |
|  | L.3.1.e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.   | <b>Unit 3:</b>              | Simple Verb Tenses, T164, T389, T393, T397, T401, T409<br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  |   |
|  |  | <b>Digital Resources:</b>   |   |   |

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|--|--|---------------------------|--|---|
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <b>Cont'd)</b><br><b>Unit 1:</b><br><b>Character Analysis and Memoir Writing</b> | L.3.2.d Form and use possessives.  | <b>Unit 2:</b>            | Language & Conventions: Singular Possessive Nouns, T387, T388, T391, T395, T399, T407  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
|  | L.3.2.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i> ) verb tenses. | <b>Unit 3:</b>            | Simple Verb Tenses, T164, T389, T393, T397, T401, T409   |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |

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| Model Unit Name                                  | Model Unit Standards  | Publisher's Resource      |  |        |
|  |   | Unit Numbers              | Lessons  | Pacing |
| <b>Unit 2: Informational Reading and Writing</b> | <b>Overarching Standards:</b> RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |                           | <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>   |        |
|  | <b>Priority Standards:</b>  |                           |  |        |
|  | RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.   | <b>Unit 2:</b>            | Main idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362 |        |
|  |   | <b>Unit 3:</b>            | Summarize Informational Text, T229, T230, T235, T236, T252–T253  |        |
|  |   | <b>Unit 4:</b>            | Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417   |        |
|  |   | <b>Unit 5:</b>            | Synthesize Details/Information, T101, T102, T105, T109, T124–T125<br>Evaluate Details, T286, T288, T290, T297, T314–T315                                       |        |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |        |

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|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | <b>Unit 1:</b>              | Interact with Sources: Explore the Diagram & Infographics, T150–T151, T212–T213<br>Explore Maps, T18–T19<br>Explore Media, T282–T283<br>Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257 | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   |   | <b>Unit 2:</b>              | Interact with Sources: Explore the Diagram & Infographics, T18–T19, T80–T81, T142–T143, T264–T265  |   |
|   |   | <b>Unit 3:</b>              | Interact with Sources: Explore the Infographics, T148–T149, T270–T271  |   |
|   |   | <b>Unit 4:</b>              | Interact with Sources: Explore the Infographics, T142–T143   |   |
|   |   | <b>Unit 5:</b>              | Interact with Sources: Explore the Infographics, T142–T143<br>Explore Maps, T84–T85<br>Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59  |   |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Profes-<br>sional Development Cen-<br>ter>Comprehension & As-<br>sessment  |   |

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|---|--|----------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |  |   |
|   |  | Unit Numbers         | Lessons  | Pacing  |
|   | <b>Supporting Standards:</b>   |                      |  |   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <b>Unit 1:</b>       | First-read Strategies: Generate Questions (examples), T226, T229, T237, T249   | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 2:</b>       | Evaluate Details, T96, T100, T105, T106, T108, T124–T125<br>First-read Strategies: Generate Questions (examples), T38, T40, T106, T110, T112, T175, T226, T229, T233, T237, T241, T299, T303, T307   |   |
|   |  | <b>Unit 3:</b>       | First-read Strategies: Generate Questions (examples), T224, T226, T230, T232, T235   |   |
|   |  | <b>Unit 4:</b>       | Make Inferences, T93, T98, T100, T103, T105, T107, T124–T125<br>Ask and Answer Questions, T158, T163, T165, T168, T170, T172, T188–T189<br>First-read Strategies: Generate Questions (examples), T32, T35, T99, T104, T107, T171, T220, T224, T228, T232 |   |
|   |  | <b>Unit 5:</b>       | First-read Strategies: Generate Questions (examples), T32, T36, T41, T156, T159, T165, T167  |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy**

**Alignment Grade 3**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|---|---|---------------------------|--|---|
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Profes-<br>sional Development Cen-<br>ter>Comprehension & As-<br>sessment  | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   | RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | <b>Unit 1:</b>            | Cross-Curricular Perspec-<br>tives: Social Studies, T36,<br>T39, T40, T43, T50, T55,<br>T105, T108, T111, T115,<br>T166, T174, T175, T230,<br>T235, T238, T245, T301,<br>T307, T311                  |   |
|   |   | <b>Unit 2:</b>            | Evaluate Details, T208<br>Analyze Text Structure, T116<br>Analyze Text Structure, T97,<br>T99, T101, T102, T104, T107,<br>T109, T116–T117, T212,<br>T218, T221, T222, T226,<br>T229, T230, T238–T239 |   |
|   |   | <b>Unit 3:</b>            | Cross-Curricular Perspec-<br>tives: Science, T45, T46<br>Explore Infographics, T148–<br>T149, T270–T271<br>Analyze Text Structure, T227,<br>T231, T233, T234, T244–<br>T245                          |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy**

| Alignment Grade 3   |  |                           |  |   |
|---|--|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |   |
|   |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(Cont'd)</b><br>RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | <b>Unit 4:</b>            | Cross-Curricular Perspectives: Social Studies, T39, T47, T100, T102, T108, T160, T169, T172–T173, T223, T227, T233, T237, T288, T295, T298<br>Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57            | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 5:</b>            | Explore Infographics, T142–T143<br>Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177   |   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*<sup>®</sup> Literacy**

| <b>Alignment Grade 3</b>  |   |                             |   |   |
|---|---|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |   |   |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | <b>Unit 1:</b>              | Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257  | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   |   | <b>Unit 2:</b>              | Explore Infographics, T18–T19, T80–T81, T202–T203<br>Conduct Research: Library Databases, T458–T459   |   |
|   |   | <b>Unit 3:</b>              | Explore Infographics, T148–T149, T270–T271<br>Conduct Research: Search Engines, T460–T461   |   |
|   |   | <b>Unit 4:</b>              | Explore Infographics, T142–T143<br>Conduct Research: Library of Congress, T466–T467   |   |
|   |   | <b>Unit 5:</b>              | Analyze Text Features, 35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59<br>Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177 |   |

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**Resource Name: myView® Literacy**

| Alignment Grade 3   |   |   |   |  |
|---|---|---|---|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource                        |   |  |
|   |   | Unit Numbers                                | Lessons   | Pacing   |
|   | <p><b>(Cont'd)</b><br/>           RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> | <p><b>Digital Resources:</b></p>            | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>   |  |
| <b>Overarching Standards:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   |   |   |  |
| <b>Priority Standards:</b>  |   |   |   |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2: Informational Reading and Writing</b></p>  | <p>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>  | <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p>Word Study: Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135<br/>           Word Study: Suffixes -ful, -y, -ness, T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257<br/>           Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352<br/>           Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400</p> <p>Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406<br/>           Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259</p> | <p><b>(Cont'd)</b><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |

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**Resource Name: *myView*® Literacy**

| <b>Alignment Grade 3</b>  |  |                             |   |   |
|---|--|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(Cont'd)</b><br>RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes. | <b>Unit 5:</b>              | Word Study: Suffix -en, T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257<br>Spelling Words with Suffix -en, TT388, T392, T396, T404 | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Spelling<br><i>Table of Contents</i> >Professional Development Center>Vocabulary                       |   |
|   | <b>Overarching Standards:</b> RF.3.4 Read with sufficient accuracy and fluency to support comprehension.         |                             |   |   |
|   | <b>Priority Standards:</b>   |                             |   |   |
|   | RF.3.4.a Read grade-level text with purpose and understanding.   | <b>Unit 1:</b>              | Fluency, T152, T214, T270, T284, T286, T311, T316<br>Read, T32, T102, T164, T226, T296  |   |
|   |  | <b>Unit 2:</b>              | Fluency, T60, T82, T130, T144, T146, T169<br>Read, T32, T94, T156, T278   |   |
|   |  | <b>Unit 4:</b>              | Fluency, T198, T212, T214, T236<br>Read, T32, T102, T224, T284<br>Fluency, T144, T146, T173<br>Read, T32, T96, T156, T220, T286                           |   |
|   |  | <b>Unit 5:</b>              | Read, T32, T98, T156, T216, T284<br>Fluency, T237, T272   |   |

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| Alignment Grade 3   |   |   |   |   |
|---|---|---|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(cont'd)</b><br>RF.3.4.a Read grade-level text with purpose and understanding.   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Profes-<br>sional Development Cen-<br>ter>Foundational Skills>Flu-<br>ency  | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   | <b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |   |   |   |
|   | <b>Priority Standards:</b>  |   |   |   |
|   | W.3.2.a Introduce a topic and group related in-<br>formation together; include illustrations when<br>useful to aiding comprehension.                                      | <b>Unit 2:</b>  | How-to Article, T332–T333<br>Brainstorm and Set a Pur-<br>pose, T344–T345<br>Plan Your How-to Article,<br>T348<br>Minilesson: Develop an En-<br>gaging Main Idea, T356–T357<br>Minilesson: Develop an Intro-<br>duction, T379, T381–T381<br>Minilesson: Add Illustrations,<br>T392–T393<br>Assessment, T444 |   |
|   | <b>Unit 4:</b>  | Explore and Plan: Informa-<br>tional Writing, T456–T457<br>Explore and Plan: Informa-<br>tional Writing, T464–T465                              |   |   |
|   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource<br>Download Center>Writing<br>Workshop Peer Evaluation<br>Rubrics<br>>Writing Workshop Confer-<br>ence Notes |   |   |

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| <b>Alignment Grade 3</b>  |  |                             |   |   |
|---|--|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)<br/>Unit 2: In-<br/>forma-<br/>tional<br/>Reading<br/>and Writ-<br/>ing</b> | W.3.2.b Develop the topic with facts, definitions, and details.  | <b>Unit 2:</b>              | Compose Facts and Details, T340–T341<br>Minilesson: Develop Relevant Details, T360–T361<br>Add Facts and Definitions, T364–T365<br>Minilesson: Clarify Steps Using Strong Verbs, T372 | <b>(Cont'd)<br/>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i> ) to connect ideas within categories of information. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes   |   |
|   |  | <b>Unit 2:</b>              | Organize Ideas into Steps, T384–T385<br>Organize Steps into Sequence, T388–T389<br>Minilesson: Develop and Compose A Conclusion, T396   |   |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes   |   |

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| Alignment Grade 3   |   |  |  |   |
|---|---|--|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |   |
|   |   | Unit Numbers   | Lessons  |   |
| Pacing  |   |  |  |   |
|   | <b>Supporting Standards:</b>  |  |  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |  |  |   |
|   | W.3.2.d Provide a concluding statement or section.  | <b>Unit 2:</b><br><br><b>Digital Resources:</b>  | Organize Steps into Sequence, T388–T389<br>Minilesson: Develop and Compose A Conclusion, T396<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes   |   |
|   | <b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. |  |  |   |
|   | <b>Priority Standards:</b>  |  |  |   |
| <b>(Cont'd)</b><br><b>Unit 2: Informational Reading and Writing</b> | SL.3.1.a 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.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b> | Reflect and Share: Talk About It, T78–T79, T334–T335<br><br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Plan Your How-to Article, T348<br><br>Reflect and Share: Talk About It, T78–T79, T318–T319<br><br>Reflect and Share: Talk About It, T72–T73, T324–T325<br><br>Reflect and Share: Talk About It, T74–T75, T322–T323 |   |

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| Alignment Grade 3   |   |                           |  |   |
|---|---|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(cont'd)</b><br>SL.3.1.a 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. | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                    | <b>Unit 1:</b>            | Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285<br>Explore Maps, T18–T19<br>Explore Media, T282–T283<br>Explore Infographics, T212–T213 |   |
|   |   | <b>Unit 2:</b>            | Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267<br>Explore Infographics, T80–T81, T202–T203   |   |
|   |   | <b>Unit 3:</b>            | Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273<br>Explore Infographics, T148–T149, T270–T271  |   |
|   |   | <b>Unit 4:</b>            | Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275<br>Explore Infographics, T142–T143  |   |

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| Alignment Grade 3   |   |                           |  |   |
|---|---|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>formation-</b><br><b>al</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(cont'd)</b><br>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <b>Unit 5:</b>            | Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273<br>Explore Infographics, T142–T143<br>Explore Maps, T84–T85 | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |   |
|   | <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |                           |  |   |
|   | <b>Priority Standards:</b>  |                           |  |   |
|   | L.3.1.f Ensure subject-verb and antecedent agreement.   | <b>Unit 3:</b>            | Subject-Verb Agreement, T341, T345, T349, T353, T361, T365, T369, T373, T377, T384   |   |
|   |   | <b>Unit 5:</b>            | Pronoun-Antecedent Agreement, T417, T421, T425, T429, T437   |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook           |   |

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| <b>Alignment Grade 3</b>  |  |   |   |   |
|---|--|---|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>                              | <b>Publisher’s Resource</b>   |   |   |
|   |  | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont’d)<br/>Unit 2: In-<br/>forma-<br/>tional<br/>Reading<br/>and Writ-<br/>ing</b> | L.3.1.h Use coordinating and subordinating conjunctions. | <b>Unit 1:</b><br><br><br><br><b>Unit 2:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b>                       | Compound Sentences, T413<br>Coordinating Conjunctions, T422–T423<br>Compound Subjects and Predicates, T429, T433<br><br>Edit for Coordinating Conjunctions, T420<br><br>Complex Sentences, T401<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                           | <b>(Cont’d)<br/>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | L.3.1.i Produce simple, compound, and complex sentences. | <b>Unit 1:</b><br><br><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Simple Sentences, T356, T361, T365, T369, T377<br>Compound Sentences, T429, T433, T437, T441, T449<br><br>Compound Sentences, T420<br><br>Compound Sentences, T291<br><br>Complex Sentences, T393, T397, T401, T405, T413<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |

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| <b>Alignment Grade 3</b>  |  |                             |  |   |
|---|--|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.                    | <b>Unit 1:</b>              | Spelling: Syllable Pattern VC/CV, T352, T356, T360, T368<br>Spelling: Inflected Endings, T376, T380, T384, T392<br>Spelling: Base Words and Endings, T400, T404, T408, T416<br>Spell Words with Vowel Digraphs, T424, T428, T432, T440<br>Spelling: Diphthongs, T448, T452, T456, T464 | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   | <b>(Cont'd)</b><br>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit 2:</b>              | Spell Syllable Patterns, T334, T338, T342, T350<br>Spelling r Controlled Vowels, T358, T362, T366, T374<br>Spelling: Spell Compound Words, T382, T386, T390, T398<br>Spell Words with Syllable Patterns, T406, T410, T414, T422<br>Spell Contractions, T430, T434, T438, T446          |   |

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| Alignment Grade 3   |                      |                      |   |   |
|---|----------------------|----------------------|---|---|
| Model Unit Name   | Model Unit Standards | Publisher's Resource |   |   |
|   |                      | Unit Numbers         | Lessons   | Pacing  |
| <i>(Cont'd)</i><br>Unit 2: In-formational Reading and Writing |                      | <b>Unit 3:</b>       | Spell Prefixes, pre-, dis-, in-, im-, non-, T336, T340, T344, T352<br>Spell Abbreviations, T360, T364, T368, T376<br>Spell Words with Suffixes, -ful, -y, -ness, T384, T388, T392, T400<br>Spell Vowel Teams oo, ew, ue, ui, eu, T408, T412, T416, T424<br>Spell Irregular Plural Nouns, T432, T436, T440, T448 | <i>(Cont'd)</i><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |                      | <b>Unit 4:</b>       | Spell r Controlled Words with ir, er, ur, ear, T342, T346, T350, T358<br>Spell Words with the VCCCV Pattern, T366, T370, T374, T382<br>Spelling: Spell Latin Suffixes -able, -ible, -ation, T390, T394, T398, T406<br>Spelling: Words That Are Homographs, T414, T418, T422, T430                               |   |

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**Resource Name: *myView*<sup>®</sup> Literacy**

**Alignment Grade 3**

| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |   |
|---|--|---------------------------|--|---|
|   |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>(Cont'd)</b><br>L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | <b>Unit 5:</b>            | Spelling Vowel Patterns, au, aw, al, augh, ough, T340–T341, 344, 348, 356<br>Spelling: Vowel Patterns with ei and eigh, T364–T365, T368, T372<br>Spelling Words with Suffix -en, TT388, T392, T396, T404<br>Spelling: Spell Words with the Schwa Sound, T412, T416, T420, T428<br>Spelling: Spell Final Stable Syllables, T436, T440, T444, T452 | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Spelling  |   |

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| <b>Alignment Grade 3</b>  |  |                             |  |   |
|---|--|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase. | <b>Unit 1:</b>              | Opportunities exist throughout Grade 3 to use context clues. For examples, see:<br><br>Context Clues, T156–T157, T169, T171, T176<br>Vocabulary in Context, T105, T110, T240, T305 | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|   |  | <b>Unit 2:</b>              | Context Clues, T148–T149, T159, T165<br>Vocabulary in Context, T103, T228, T288  |   |
|   |  | <b>Unit 3:</b>              | Context Clues, T154–T155, T167<br>Vocabulary in Context, T36, T106, T175, T276, T228   |   |
|   |  | <b>Unit 4:</b>              | Context Clues, T148–T149, T165, T167, T168<br>Vocabulary in Context, T36, T101, T106, T160, T226   |   |
|   |  | <b>Unit 5:</b>              | Context Clues, T148–T149, T158, T161<br>Vocabulary in Context, T42, T103, T162, T229, T232   |   |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Profes-<br>sional Development Cen-<br>ter>Vocabulary   |   |
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| Alignment Grade 3  |  |                           |   |   |
|--|--|---------------------------|---|---|
| Model Unit Name  | Model Unit Standards                                     | Publisher's Resource      |   |   |
|  |  | Unit Numbers              | Lessons   | Pacing  |
| <b>Cont'd)</b><br><b>Unit 2: In-</b><br><b>forma-</b><br><b>tional</b><br><b>Reading</b><br><b>and Writ-</b><br><b>ing</b> | <b>Supporting Standards:</b>                             |                           |   | <b>(Cont'd)</b><br><b>34 days (30 days instruc-</b><br><b>tion; 4 days re-teaching/en-</b><br><b>richment) based on 180</b><br><b>minutes to 240 minutes per</b><br><b>day.</b> |
|  | L.3.1.b Form and use regular and irregular plural nouns. | <b>Unit 1:</b>            | Inflected Endings, T96–T97, T120–T121, T142–T143<br>Spelling: Inflected Endings, T376, T380, T384, T386                               |   |
|  |  | <b>Unit 2:</b>            | Singular and Plural Nouns, T336, T339, T343, T347, T351, T359<br>Irregular Plural Nouns, T363, T367, T368, T371, T375, T383           |   |
|  |  | <b>Unit 3:</b>            | Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307<br>Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448 |   |
|  |  | <b>Unit 4:</b>            | Irregular Plurals, T68–T69, T354  |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook          |   |

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|---|---|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>Cont'd)</b><br>Unit 2: In-formational Reading and Writing                                  | L.3.1.c Use abstract nouns (e.g., <i>childhood</i> ).   | <b>Unit 4:</b>            | Write for a Reader, T66–T67  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |   | <b>Unit 5:</b>            | Edit for Nouns, T418   |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
|   | L.3.2.b Use commas in addresses.  | <b>Unit 5:</b>            | Edit for Punctuation Marks, T426–T427, T441, T445  |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
| <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | <b>Overarching Standards: RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</b> |                           |  | <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>                    |
|   | <b>Priority Standards:</b>  |                           |  |   |
|   | RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.                       | <b>Unit 1:</b>            | Infer Theme, T98, T107, T109, T113–T115, T117, T124–T125   |   |
|   |   | <b>Unit 3:</b>            | Infer Theme, T158, T165, T166, T169, T172, T174, T184–T185   |   |
|   |   | <b>Unit 5:</b>            | Infer Theme, T280, T289, T292, T294, T298, T306–T307   |   |

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|--|--|---|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |   |
|  |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | <b>(cont'd)</b><br>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.                 | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Poetry, T88–T89<br><br>Poetry, T272–T273, T274–T275, T284–T295, T296–T297, T302–T303, T310–T311, T318–T319<br><br>Drama/Play, T274–T275, T276–T277, T308–T309<br>Drama: Grace and Grandma, T286–T301, T302–T303, T316–T317, T324–T325<br>Explore the Poems, T272–T273<br><br>Poetry, T270–T271, T338–T339, T342–T343, T346–T347, T362–T363<br><br><i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |

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|--|---|-----------------------------|---|---|
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|  |   | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)<br/>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  | <b>Unit 3:</b>              | Compare and Contrast Texts, T164, T167, T168, T173, T177, T192–T193<br>Respond and Analyze, T178–T179<br>Reflect and Share, T200–T201 | <b>(Cont'd)<br/>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  |   |
|  | <b>Overarching Standards:</b> RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |                             |   |   |
|  | <b>Overarching Standards:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.   |                             |   |   |
|  | <b>Priority Standards:</b>  |                             |   |   |
|  | RF.3.3.b Decode words with common Latin suffixes.   | <b>Unit 4:</b>              | Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259  |   |
|  |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Spelling<br><i>Table of Contents</i> >Professional Development Center>Vocabulary   |   |

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|---|--|-----------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |  |
|   |  | Unit Numbers          | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b></p> | <p><b>Overarching Standards:</b> RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>  |                       |  | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|   | <p><b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> |                       |  |  |
|   | <p><b>Priority Standards:</b></p>  |                       |  |  |
|   | <p>W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>  | <p><b>Unit 1:</b></p> | <p>Genre Immersion Lesson: Personal Narrative, T349, T350–T351<br/>           Setting and Sequence of Events, T349, T358–T359<br/>           Minilesson: Narrator, T354–T355, T378–T379<br/>           Brainstorm and Set a Purpose, T362–T363<br/>           Plan Your Personal Narrative, T366–T367<br/>           Minilesson: Compose A Setting, T373, T382–T383<br/>           Develop an Engaging Idea, T374–T375<br/>           Problem, T386–T387<br/>           Resolution, T390–T391<br/>           Minilesson: Compose an Introduction, T398</p> |  |



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| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |   |   |
|---|---|----------------------------------|---|---|
|   |   | Unit Numbers                     | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b></p> | <p>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> | <p><b>Unit 1:</b></p>            | <p>Minilesson: Narrator, T354–T355<br/>                     Minilesson: Develop Dialogue, T406–T407<br/>                     Describe Actions, Thoughts, and Feelings &amp; Activities, T410–T411</p> | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b></p> |
|   |   | <p><b>Unit 3:</b></p>            | <p>Compose Characters, T358–T359<br/>                     Minilesson: Compose Dialogue, T394–T395<br/>                     Describe Events with Details, T398</p>                                     |   |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics<br/>                     &gt;Writing Workshop Conference Notes</p>                                |   |

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|  |   | <b>Unit Numbers</b>   | <b>Lessons</b>  |  |
|  |   |   | <b>Pacing</b>   |  |
|  | <b>Supporting Standards:</b>  |   |   |  |
|  | W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |   |   |  |
| <b>(Cont'd)</b><br><b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | W.3.3c Use temporal words and phrases to signal event order.  | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Digital Resources:</b> | Setting and Sequence of Events, T349<br>Develop an Event Sequence, T402–T403<br><br>Draft an Event Sequence, T386–T387<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b> |
|  | W.3.3.d Provide a sense of closure.   | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Digital Resources:</b> | Compose a Conclusion, T414<br><br>Minilesson: Plot: Plan a Resolution, T370–T371<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes                                       |  |

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|---|---|---|--|---|
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|   |   | Unit Numbers  | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b></p> | <p><b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> |   |  | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b></p> |
|   | <p><b>Priority Standards:</b></p>   |   |  |   |
|   | <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>   | <p><b>Unit 1:</b></p>   | <p>Minilesson: Ask and Answer Questions, T104, T106, T109, T116, T132–T133<br/>                     Reflect and Share: Talk About It, T78–T79, T334–T335<br/>                     Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285</p> |   |
|   |   | <p><b>Unit 2:</b></p>   | <p>Reflect and Share: Talk About It, T70–T71, T316–T317<br/>                     Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267</p>  |   |
|   | <p><b>Unit 3:</b></p>   | <p>Reflect and Share: Talk About It, T78–T79, T318–T319<br/>                     Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273</p>  |  |   |
|   | <p><b>Unit 4:</b></p>   | <p>Reflect and Share: Talk About It, T72–T73, T324–T325<br/>                     Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275</p> |  |   |

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|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>  |
| <b>(Cont'd)</b><br><b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | <b>(Cont'd)</b><br>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  | <b>Unit 5:</b>              | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273   | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b> |
|  |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |  |
|  | SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly at an understandable pace. | <b>Unit 1:</b>              | Listening Comprehension, T20–T21<br>Plan Your Personal Narrative, T366<br>Reflect and Share: Talk About It, T78–T79, T334–T335<br>Celebrate and Reflect, T486–T487<br>Publish and Celebrate, T454–T455 |  |
|  |  | <b>Unit 2:</b>              | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Celebrate and Reflect, T468–T469<br>Publish and Celebrate, T436–T437                                       |  |

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| <b>(Cont'd)</b><br><b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b> | <b>(Cont'd)</b><br>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts, and relevant descriptive details, speaking clearly at an understandable pace. | <b>Unit 3:</b>              | Listening Comprehension, T20–T21<br>Plan Your Historical Fiction Story, T350<br>Reflect and Share: Talk About It, T78–T79, T318–T319<br>Celebrate and Reflect, T470–T471<br>Publish and Celebrate, T438–T439 | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b> |
|  |   | <b>Unit 4:</b>              | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T72–T73, T324–T325<br>Celebrate and Reflect, T476–T477<br>Publish and Celebrate, T444–T445   |  |
|  |   | <b>Unit 5:</b>              | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T74–T75, T322–T323<br>Celebrate and Reflect, T474–T475<br>Publish and Celebrate, T442–T443   |  |
|  |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |  |

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|  |   | Unit Numbers              | Lessons   | Pacing   |
| <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |   |                           |   | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b> |
| <b>Priority Standards:</b>   |   |                           |   |  |
| <b>(Cont'd)</b><br><b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b>                           | L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <b>Unit 1:</b>            | Pronouns, T430–T431<br>Adverbs, T434–T435<br>Common and Proper Nouns, T453, T457, T461, T465  |  |
|  |   | <b>Unit 2:</b>            | Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413<br>Adverbs, T416–T417  |  |
|  |   | <b>Unit 3:</b>            | Verb Tenses, T389, T393, T397, T401, T409<br>Pronouns, T437, T441, T445, T449   |  |
|  |   | <b>Unit 4:</b>            | Adverbs, T443, T447, T451, T455   |  |
|  |   | <b>Unit 5:</b>            | Precise Verbs, T288, T289, T296, T316–T317<br>Adverbs, T341, T369, T373, T377, T389, T438–T439<br>Adjectives, T345, T349, T353, T357, T365, T438–T439 |  |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                          |  |

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**Resource Name: *myView*® Literacy**

| Alignment Grade 3   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b></p> | <p>L.3.2.c Use commas and quotation marks in dialogue.</p>   | <p><b>Unit 1:</b></p><br><p><b>Unit 3:</b></p><br><p><b>Unit 5:</b></p><br><p><b>Digital Resources:</b></p> | <p>Develop Dialogue, T406–T407</p><br><p>Compose Dialogue, T394–T395</p><br><p>Edit for Commas, T445, T449</p><br><p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p>   | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b></p> |
|   | <b>Supporting Standards:</b>   |   |  |   |
|   | <p>L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is being modified.</p> | <p><b>Unit 1:</b></p><br><p><b>Unit 4:</b></p><br><p><b>Unit 5:</b></p>                                     | <p>Minilesson: Comparative and Superlative Adjectives, T426–T427<br/> Minilesson: Adverbs, T434–T435</p><br><p>Comparing with Adjectives, T419, T423, T427, T431<br/> Adverbs, T443, T447, T451, T455</p><br><p>Comparing with Adjectives, T345, T349, T353, T357, T365<br/> Comparative and Superlative Adjectives, T422–T423<br/> Adverbs, T341, T369, T373, T377, T389, T438–T439</p> |   |

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**Alignment Grade 3**

| Model Unit Name   | Model Unit Standards | Publisher's Resource             |  |   |
|---|----------------------|----------------------------------|--|---|
|   |                      | Unit Numbers                     | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 3: Author's Message and Meaning in Narrative Texts (Folktales, Fables, and Myths)</b></p> |                      | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p> | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day</b></p> |

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| Alignment Grade 3  |   |                           |  |        |
|--|---|---------------------------|--|--------|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource      |  |        |
|  |   | Unit Numbers              | Lessons  | Pacing |
| <b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | <b>Overarching Standards:</b> RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |                           | <b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>   |        |
|  | <b>Priority Standards:</b><br>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.   |                           |  |        |
|  |   | <b>Unit 2:</b>            | Main idea and Details, T34, T36, T38, T40, T42, T44, T45, T47, T96, T100, T105, T106, T108, T124–T125, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362 |        |
|  |   | <b>Unit 3:</b>            | Summarize Informational Text, T229, T230, T235, T236, T252–T253  |        |
|  |   | <b>Unit 4:</b>            | Main Idea and Key Details, T99, T102, T104, T108, T109, T116–T117, T416–T417   |        |
|  |   | <b>Unit 5:</b>            | Synthesize Details/Information, T101, T102, T105, T109, T124–T125<br>Evaluate Details, T286, T288, T290, T297, T314–T315                                       |        |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |        |

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| Alignment Grade 3   |  |                           |  |   |
|---|--|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |   |
|   |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | RI.3.6 Distinguish their own point of view from that of the author of a text.                                    | <b>Unit 4:</b>            | Distinguishing Viewpoint, T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |   |
|   | <b>Supporting Standards:</b>   |                           |  |   |
|   | RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. | <b>Unit 2:</b>            | Respond and Analyze, T232–T233<br>Analyze Text Structure, T238–T239<br>Compare and Contrast Texts, T220, T223, T227, T231, T246–T247<br>Reflect and Share, T254–T255 |   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |   |

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| Alignment Grade 3  |  |   |   |   |
|--|--|---|---|---|
| Model Unit Name  | Model Unit Standards                                       | Publisher's Resource  |   |   |
|  |  | Unit Numbers  | Lessons   | Pacing  |
|  |  | <b>Overarching Standards:</b> RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   |   |
|  |  | <b>Priority Standards:</b>  |   |   |
| <i>(Cont'd)</i><br>Unit 4: Analyzing Author's Point of View and Forming Opinions | RF.3.3.d Read grade-appropriate irregularly spelled words. | <b>Unit 1:</b>  | High-Frequency Words, T58–T59, T120–T121, T182–T183, T252–T253, T314–T315, T356, T380, T404, T428, T452   | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Unit 2:</b>  | High-Frequency Words, T50–T51, T112–T113, T172–T173, T234–T235, T296–T297, T362, T386, T410, T434<br>Irregular Plural Nouns, T363, T367, T368, T371, T375, T383   |   |
|  |  | <b>Unit 3:</b>  | High-Frequency Words, T58–T59, T118–T119, T180–T181, T240–T241, T298–T299, T340, T364, T388, T412, T436<br>Irregular Plural Nouns, T278–T279, T290, T293, T298–T299, T306–T307<br>Spelling: Irregular Plural Nouns, T432, T436, T440, T442, T448<br>Irregular Verbs, T413, T417, T421, T425, T433 |   |

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| Alignment Grade 3  |  |  |   |  |
|--|--|--|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |   |  |
|  |  | Unit Numbers   | Lessons   | Pacing   |
| <b>(Cont'd)</b><br>Unit 4: Analyzing Author's Point of View and Forming Opinions | <b>(Cont'd)</b><br>RF.3.3.d Read grade-appropriate irregularly spelled words.                            | <b>Unit 4:</b>   | High-Frequency Words, T52–T53, T112–T113, T176–T177, T242–T243, T304–T305, T346, T370, T394, T418, T442<br>Irregular Plurals, T68–T69, T354 | <b>(Cont'd)</b><br>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day. |
|  |  | <b>Unit 5:</b>   | High-Frequency Words, T54–T55, T112–T113, T172–T173, T240–T241, T302–T303, T344, T368, T392, T416, T440                                     |  |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Professional Development Center>Vocabulary |   |  |
|  | <b>Overarching Standards:</b> RF.3.4 Read with sufficient accuracy and fluency to support comprehension. |  |   |  |
| <b>Priority Standards:</b>   |  |  |   |  |
|  | RF.3.4.a Read grade-level text with purpose and understanding.   | <b>Unit 1:</b>   | Fluency, T152, T214, T270, T284, T286, T311, T316<br>Read, T32, T102, T164, T226, T296  |  |
|  |  | <b>Unit 2:</b>   | Fluency, T60, T82, T130, T144, T146, T169<br>Read, T32, T94, T156, T278<br>Fluency, T198, T212, T214, T236                                  |  |
|  |  | <b>Unit 4:</b>   | Read, T32, T102, T224, T284<br>Fluency, T144, T146, T173<br>Read, T32, T96, T156, T220, T286  |  |

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| <b>Alignment Grade 3</b>  |   |                             |  |   |
|---|---|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |  |   |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | <b>(cont'd)</b><br>RF.3.4.a Read grade-level text with purpose and understanding.   | <b>Unit 5:</b>              | Read, T32, T98, T156, T216, T284<br>Fluency, T237, T272  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Foundational Skills>Fluency  |   |
|   | <b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |                             |  |   |
|   | <b>Priority Standards:</b>  |                             |  |   |
|   | W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.                                  | <b>Unit 1:</b>              | Explore and Plan: Argumentative Writing, T474–T475   |   |
|   |   | <b>Unit 3:</b>              | Explore and Plan: Argumentative Writing, T458–T459   |   |
|   |   | <b>Unit 4:</b>              | Opinion Essay, T339, T340–T341<br>Minilesson: Plan Your Opinion Essay, T339, T356<br>Develop the Topic, T344–T345<br>Brainstorm Topics and Focus on Opinion, T352–T353 |   |
|   |   | <b>Unit 5:</b>              | Explore and Plan: Argumentative Writing, T462–T463   |   |

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| <b>Alignment Grade 3</b>  |   |                             |   |   |
|---|---|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>                       | <b>Publisher's Resource</b> |   |   |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons   |   |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | W.3.1.b Provide reasons that support the opinion. | <b>Unit 4:</b>              | Genre Immersion Lesson: Opinion Essay, T339, T340–T341<br>Minilesson: Point of View and Reasons, T348–T349<br>Develop the Topic, T344–T345<br>Plan Your Opinion Essay, T339, T356<br>Develop an Opinion, T363, T368–T369<br>Develop the Topic, T364–T365<br>Distinguish Between Fact and Opinion, T372–T373<br>Develop Reasons, T376–T377<br>Develop Supporting Facts, T380<br>Organize Supporting Reasons, T392–T393<br>Organize Supporting Facts, T396–T397 | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |

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| Alignment Grade 3  |  |   |  |  |
|--|--|---|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher’s Resource  |  |  |
|  |  | Unit Numbers  | Lessons  | Pacing   |
| <b>(Cont’d)</b><br>Unit 4: Analyzing Author’s Point of View and Forming Opinions | <b>(cont’d)</b><br>W.3.1.b Provide reasons that support the opinion.   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes  | <b>(Cont’d)</b><br>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day. |
|  | <b>Supporting Standards:</b>   |   |  |  |
|  | W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.                                     |   |  |  |
|  | W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. | <b>Unit 4:</b>  | Minilesson: Point of View and Reasons, 348<br>Minilesson: Topics and Focus an Opinion, 352<br>Minilesson: Organize Supporting Reasons, T387, T392–T393<br>Organize Supporting Facts, T396–T397 |  |
|  | <b>Unit 5:</b>   | Explore and Plan: Argumentative Writing, T462–T463  |  |  |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes |  |  |

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| Alignment Grade 3   |  |  |  |   |
|---|--|--|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |  |   |
|   |  | Unit Numbers   | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | W.3.1.d Provide a concluding statement or section.   | <b>Unit 4:</b><br><br><b>Digital Resources:</b>                                  | Compose an Introduction, T388–T389<br><br>Compose A Conclusion, T400<br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | <b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i> |  |  |   |
|   | <b>Supporting Standards:</b>   |  |  |   |
|   | SL.3.1.d Explain their own ideas and understanding in light of the discussion.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | Reflect and Share: Talk About It, T78–T79, T334–T335<br>Collaborate and Discuss, T478–T479, T484–T485<br><br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Collaborate and Discuss, T460–T461, T466–T467<br><br>Reflect and Share: Talk About It, T78–T79, T318–T319<br>Collaborate and Discuss, T366–T463, T468–T469<br><br>Reflect and Share: Talk About It, T72–T73, T324–T325<br>Collaborate and Discuss, T468–T469, T474–T475 |   |

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| Alignment Grade 3  |  |                           |  |  |
|--|--|---------------------------|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |  |
|  |  | Unit Numbers              | Lessons  | Pacing   |
| <i>(Cont'd)</i><br>Unit 4: Analyzing Author's Point of View and Forming Opinions |  | <b>Unit 5:</b>            | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Collaborate and Discuss, T466–T467, T472–T473                        | <i>(Cont'd)</i><br>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day. |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |  |
|  | <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |                           |  |  |
|  | <b>Priority Standards:</b>   |                           |  |  |
|  | L.3.1.h Use coordinating and subordinating conjunctions.   | <b>Unit 1:</b>            | Compound Sentences, T413<br>Coordinating Conjunctions, T422–T423<br>Compound Subjects and Predicates, T429, T433             |  |
|  |  | <b>Unit 2:</b>            | Edit for Coordinating Conjunctions, T420   |  |
|  |  | <b>Unit 5:</b>            | Complex Sentences, T401  |  |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |  |

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**Alignment Grade 3**

| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |   |
|---|--|---------------------------|--|---|
|   |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ). | <b>Unit 1:</b>            | Academic Vocabulary: Related Words, T24–T25, T44, T47, T53           | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 2:</b>            | Academic Vocabulary: Related Words, T24–T25, T35, T37                |   |
|   |  | <b>Unit 3:</b>            | Academic Vocabulary: Related Words, T24–T25, T42, T51                |   |
|   |  | <b>Unit 4:</b>            | Academic Vocabulary: Related Words, T24–T25, T38, T42, T48           |   |
|   |  | <b>Unit 5:</b>            | Academic Vocabulary: Related Words, T24–T25, T37, T41, T47           |   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary |   |

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| Model Unit Name   | Model Unit Standards  | Publisher's Resource                                       |  |   |
|---|---|--|--|---|
|   |   | Unit Numbers   | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4: Analyzing Author's Point of View and Forming Opinions</b> | L.3.1.d Form and use regular and irregular verbs.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b> | Verbs, T450–T451<br><br>Helping Verbs, T435, T439, T443, T447<br><br>Irregular Verbs, T413, T417, T421, T425, T433<br>Simple Verb Tenses, T164, T389, T393, T397, T401, T409<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English. | <b>Unit 1:</b><br><br><b>Unit 3:</b>                       | Celebrate and Reflect, T486–T487<br><br>Explore and Plan, T458–T459  |   |

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| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |        |
|  |   | Unit Numbers  | Lessons  | Pacing |
| <b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | <b>Overarching Standards:</b> RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |   | <b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |        |
|  | <b>Priority Standards:</b>  |   |  |        |
|  | RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  | <p><b>Unit 1:</b></p> <p>Develop Vocabulary, T56–T57, T118–T119, T180–T181, T312–T313<br/>           Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240</p> <p><b>Unit 2:</b></p> <p>Develop Vocabulary, T170–T171<br/>           Figurative Language, T45, T208–T209, T227, T230</p> <p><b>Unit 3:</b></p> <p>Develop Vocabulary, T238–T239<br/>           Figurative Language, T50, T216–T217, T230, T236</p> <p><b>Unit 4:</b></p> <p>Develop Vocabulary, T302–T303<br/>           Figurative Language, T44, T238</p> <p><b>Unit 5:</b></p> <p>Develop Vocabulary, T238–T239, T300–T301<br/>           Figurative Language, T208, T230, T234</p> |  |        |

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| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>   |  |   |
|   |   | <b>Unit Numbers</b>   | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | <b>(cont'd)</b><br>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                         | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Fluency practice and skill development is integrated throughout the program and includes teacher modeling and teacher-led assessment options. See the following representative examples:<br><br>Unit 1:<br>Fluency, T152, T214, T270, T284, T286, T311, T316<br><br>Unit 2:<br>Fluency, T60, T82, T130, T144, T146, T169<br><br>Unit 4:<br>Fluency, T198, T212, T214, T236<br><br>Unit 5:<br>Fluency, T144, T146, T173<br>Fluency, T237, T272<br><br><i>Table of Contents</i> >Professional Development Center>Foundational Skills>Fluency |   |

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|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
|   | <b>Supporting Standards:</b>   |                             |   |   |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <b>Unit 1:</b>              | Ask and Answer Questions, T104, T106, T109, T113, T116, T132–T133<br>Make Inferences, T168, T173, T175–T177, T179, T194–T195<br>First-read Strategies: Generate Questions (examples), T32, T34, T47, T102, T114, T164, T175, T296, T307 | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 2:</b>              | First-read Strategies: Generate Questions (examples), T175  |   |
|   |  | <b>Unit 3:</b>              | First-read Strategies: Generate Questions (examples), T32, T35, T46, T47, T50, T112, T114, T173, T292, T294   |   |
|   |  | <b>Unit 4:</b>              | Make Inferences, T283<br>First-read Strategies: Generate Questions (examples), T286, T288, T296   |   |
|   |  | <b>Unit 5:</b>              | Evaluate Details, T286, T288, T290, T297, T314–T315<br>First-read Strategies: Generate Questions (examples), T216, T219, T221, T225, T228, T291, T294, T297   |   |

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| <b>Alignment Grade 3</b>   |   |  |   |  |
|--|---|--|---|--|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>  |   |  |
|  |   | <b>Unit Numbers</b>  | <b>Lessons</b>  | <b>Pacing</b>  |
|  | <p><b>(Cont'd)</b><br/>           RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>                  | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i> &gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i> &gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>   |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b></p> | <p>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Digital Resources:</b></p> | <p>This objective is explored throughout the text. For examples, see:</p> <p>Explore the Poem, T88–T89</p> <p>Analyze Illustration, T153, T159, T160, T162, T167, T168, T176–T177<br/>           Explain the Use of Illustrations, T64–T65</p> <p>Generate Questions, T39<br/>           First Read: Notice, T43<br/>           Use Illustrations, T32–T33,<br/>           Use Visual Clues, T35</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> | <p><b>(Cont'd)</b><br/> <b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |

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| <b>Alignment Grade 3</b>  |   |                             |   |
|---|---|-----------------------------|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |   |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>  |
|   |   |                             | <b>Pacing</b>   |
|   | <b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |                             |   |
|   | <b>Priority Standards:</b>  |                             |   |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.  | <b>Unit 1:</b>              | Genre Immersion Lesson: Personal Narrative, T349, T350–T351<br>Setting and Sequence of Events, T349, T358–T359<br>Minilesson: Narrator, T354–T355, T378–T379<br>Brainstorm and Set a Purpose, T362–T363<br>Plan Your Personal Narrative, T366–T367<br>Minilesson: Compose A Setting, T373, T382–T383<br>Develop an Engaging Idea, T374–T375<br>Problem, T386–T387<br>Resolution, T390–T391<br>Minilesson: Compose an Introduction, T398 |
|   |   |                             | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>   |



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| Alignment Grade 3   |  |                           |   |   |
|---|--|---------------------------|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |   |   |
|   |  | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | <b>(cont'd)</b><br>W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  | <b>Unit 3:</b>            | Compose Characters, T358–T359<br>Minilesson: Compose Dialogue, T394–T395<br>Describe Events with Details, T398                    | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes |   |
|   | <b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i> |                           |   |   |
|   | <b>Supporting Standards:</b>   |                           |   |   |
|   | SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.   | <b>Unit 1:</b>            | Using Media to Record Presentations, T454   |   |
|   |  | <b>Unit 2:</b>            | Extend Research: Include Visuals/Media, T464–T465   |   |
|   |  | <b>Unit 3:</b>            | Create an Audio Recording of a Story, T390–T391<br>Adding Media, T438–T439<br>Extend Research: Incorporate Media, T466–T467       |   |
|   |  | <b>Unit 4:</b>            | Extend Research: Include Images, T472–T473  |   |

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| <b>Alignment Grade 3</b>  |   |                             |  |   |
|---|---|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |  |   |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | <b>(cont'd)</b><br>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | <b>Unit 5:</b>              | Create an Audio Recording, T398–T399<br>Create a Visual Display, T402–T403<br>Extend Research: Present a Slide Show, T470–T471 | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |   |
|   | <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |                             |  |   |
|   | <b>Priority Standards:</b>  |                             |  |   |
|   | L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   | <b>Unit 1:</b>              | Pronouns, T430–T431<br>Adverbs, T434–T435<br>Common and Proper Nouns, T453, T457, T461, T465                                   |   |
|   |   | <b>Unit 2:</b>              | Nouns, T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413<br>Adverbs, T416–T417                             |   |
|   |   | <b>Unit 3:</b>              | Verb Tenses, T389, T393, T397, T401, T409<br>Pronouns, T437, T441, T445, T449  |   |
|   |   | <b>Unit 4:</b>              | Adverbs, T443, T447, T451, T455  |   |

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| <b>Alignment Grade 3</b>  |  |                             |   |   |
|---|--|-----------------------------|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> | <b>(cont'd)</b><br>L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | <b>Unit 5:</b>              | Precise Verbs, T288, T289, T296, T316–T317<br>Adverbs, T341, T369, T373, T377, T389, T438–T439<br>Adjectives, T345, T349, T353, T357, T365, T438–T439     | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   | L.3.3.a Choose words and phrases for effect.   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                              |   |
|   |  | <b>Unit 1:</b>              | Describe Actions, Thoughts and Feelings, T410   |   |
|   |  | <b>Unit 4:</b>              | Choose Words and Phrases for Effect, T86  |   |
|   |  | <b>Unit 5:</b>              | Composing Like a Poet, T362–T363<br>Compose with Imagery, T366–T367<br>Compose with Figurative Language, T378<br>Revise for Word Choice: Verbs, T394–T395 |   |

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| Alignment Grade 3  |   |  |  |  |
|--|---|--|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |  |
|  |   | Unit Numbers   | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b></p> | <p>L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>             | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Figurative Language, T35, T37, T64–T65, T72–T73, T218–T219, T240<br/>           Analyze Descriptive Language, T318–T319</p> <p>Figurative Language, T45, T208–T209, T227, T230</p> <p>Figurative Language, T50, T216–T217, T230, T236<br/>           Context Clues, T154–T155</p> <p>Context Clues, T148–T149<br/>           Figurative Language, T44, T238</p> <p>Figurative Language, T208, T230, T234</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><i>(Cont'd)</i><br/> <b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|  | <p>L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i>).</p> | <p><b>Unit 2:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p>   | <p>Develop Vocabulary, T170–T171</p> <p>Academic Vocabulary: Analogies, T212</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p>  |  |

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| Alignment Grade 3  |  |  |  |  |
|--|--|--|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher’s Resource   |  |  |
|  |  | Unit Numbers   | Lessons  | Pacing   |
| <p>(Cont’d)<br/><b>Unit 5: Author’s Craft: Examining Language in Fiction; Poetry and Powerful Language</b></p> | <b>Supporting Standards:</b>   |  |  | <p>(Cont’d)<br/><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|  | L.3.1.c Use abstract nouns (e.g., <i>childhood</i> ).  | <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Write for a Reader, T66–T67</p> <p>Edit for Nouns, T418</p> <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p>   |  |
|  | L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |  |  |  |
|  | L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p>            | <p>Related Words, T24–T25, T44, T47, T53<br/>Inflected Endings, T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199<br/>Base Words and Endings, T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269, T400, T404, T408, T416</p> <p>Related Words, T24–T25, T35, T37</p> <p>Related Words, T24–T25, T42, T51<br/>Teach Prefixes, T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135<br/>Word Study: Suffixes, T180–T181, T188–T189, T202–T203</p> |  |

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|---|--|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |   |
|   |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> |  | <b>Unit 4:</b>            | Related Words, T24–T25, T38, T42, T48<br>Word Study and Activities: Latin Suffixes, T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259 | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |  | <b>Unit 5:</b>            | Word Study: Suffixes, T150–T151, T159, T164–T165, T172–T173, T180–T181<br>Related Words, T24–T25, T37, T41, T47  |   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary   |   |
|   | L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  |                           |  |   |
|   | L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ). | <b>Unit 2:</b>            | Analyze Precise Verbs, T118  |   |
|   |  | <b>Unit 5:</b>            | Revise for Word Choice: Verbs, T394–T395   |   |
|   |  | <b>Unit 1:</b>            | Also see:<br>Related Words, T24–T25, T44, T47, T53   |   |
|   |  | <b>Unit 2:</b>            | Related Words, T24–T25, T35, T37   |   |
|   |  | <b>Unit 3:</b>            | Related Words, T24–T25, T42, T51   |   |
|   |  | <b>Unit 4</b>             | Related Words, T24–T25, T38, T42, T48  |   |

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|---|---|--|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |   |
|   |   | Unit Numbers   | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5: Author's Craft: Examining Language in Fiction; Poetry and Powerful Language</b> |   | <b>Unit 5:</b>   | Related Words, T24–T25, T37, T41, T47  | <b>(Cont'd)</b><br><b>23 days (20 days instruction; 3 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|   |   |  |  |   |
|   |   |  |  |   |
| <b>Unit 6: Research It!</b>   | <b>Overarching Standards:</b> RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |  |  | <b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>                    |
|   | <b>Priority Standards:</b>  |  |  |   |
|   | RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | Analyze Text Features, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257<br><br>Analyze Text Structure, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239<br><br>Analyze Text Structure, T227, T231, T233, T234, T244–T245<br><br>Analyze Text Structure, T28, T34, T37, T40, T42, T45, T47, T49, T56–T57 |   |

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| <b>Alignment Grade 3</b>                       |   |   |   |   |
|--|---|---|---|---|
| <b>Model Unit Name</b>                         | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>   |   |   |
|  |   | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> |   | <b>Unit 5:</b><br><br><b>Digital Resources:</b>   | Analyze Text Structure, T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | <b>Supporting Standards:</b>  |   |   |   |
|  | RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Develop Vocabulary, T250–T251<br><br>Develop Vocabulary, T48–T49, T110– T111, T232–T233, T294–T295<br><br>Develop Vocabulary, T56–T57, T116–T117, T178–T179, T239–T297<br><br>Develop Vocabulary, T50–T51, T110–T111, T174–T175, T240–T241<br><br>Develop Vocabulary, T52–T53, T110–T111, T170–T171<br><br><i>Table of Contents</i> >Professional Development Center>Vocabulary |   |

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|--|---|---------------------------|--|---|
| Model Unit Name                                | Model Unit Standards  | Publisher's Resource      |  |   |
|  |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | <b>Overarching Standards:</b> W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. |                           |  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | <b>Priority Standards:</b>  |                           |  |   |
|  | W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.   | <b>Unit 2:</b>            | How-to Article, T332–T333<br>Brainstorm and Set a Purpose, T344–T345<br>Plan Your How-to Article, T348<br>Minilesson: Develop an Engaging Main Idea, T356–T357<br>Minilesson: Develop an Introduction, T379, T381–T381<br>Minilesson: Add Illustrations, T392–T393<br>Assessment, T444<br>Explore and Plan: Informational Writing, T456–T457 |   |
|  |   | <b>Unit 4:</b>            | Explore and Plan: Informational Writing, T464–T465<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes  |   |
|  |   | <b>Digital Resources:</b> |  |   |

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|--|--|-----------------------------|---|---|
| <b>Model Unit Name</b>                         | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |   |
|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | W.3.2.b Develop the topic with facts, definitions, and details.  | <b>Unit 2:</b>              | Compose Facts and Details, T340–T341<br>Minilesson: Develop Relevant Details, T360–T361<br>Add Facts and Definitions, T364–T365<br>Minilesson: Clarify Steps Using Strong Verbs, T372   | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes   |   |
|  | W.3.2.c Use linking words and phrases (e.g., <i>also, also, another, and, more, but</i> ) to connect ideas within categories of information. | <b>Unit 2:</b>              | Organize Ideas into Steps, T384–T385<br>Organize Steps into Sequence, T388–T389   |   |
|  |  | <b>Digital Resources:</b>   | Minilesson: Develop and Compose A Conclusion, T396<br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes |   |

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|--|---|--|--|
| Model Unit Name                                | Model Unit Standards  | Publisher's Resource                                       |  |
|  |   | Unit Numbers   | Lessons  |
| Pacing   |   |  |  |
|  | <b>Supporting Standards:</b>  |  |  |
|  | W.3.2.d Provide a concluding statement or section.  | <b>Unit 2:</b><br><br><b>Digital Resources:</b>            | Organize Steps into Sequence, T388–T389<br><br>Minilesson: Develop and Compose A Conclusion, T396<br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   |
|  | <b>Overarching Standards:</b> W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |  |  |
|  | <b>Priority Standards:</b>  |  |  |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.                                 | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b> | Conduct Research: Field Research, T476–T477<br>Refine Research: Identify Primary and Secondary Sources, T480–T481<br><br>Conduct Research: Library Databases, T458–T459<br>Refine Research: Citing Sources, T462–T463<br>Extend Research: Include Visuals/Media, T464–T465<br><br>Explore the Primary Sources, T18–T19<br>Conduct Research: Search Engines, T460–T461<br>Refine Research: Paraphrasing and Quoting, T464–T465<br>Extend Research: Incorporate Media, T466–T467 |
|  |   |  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b>  |

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| Alignment Grade 3                       |  |   |   |  |
|---|--|---|---|--|
| Model Unit Name                         | Model Unit Standards   | Publisher's Resource  |   |  |
|   |  | Unit Numbers  | Lessons   | Pacing   |
| <b>(Cont'd)</b><br>Unit 6: Research It! | <b>(Cont'd)</b><br>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | <b>Unit 4:</b>  | Explore the Primary Sources, T18–T19<br>Conduct Research: Library of Congress, T466–T467<br>Refine Research: Identifying Sources, T470–T471<br>Extend Research: Include Images, T472–T473 | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day. |
|   | <b>Unit 5:</b>   | Explore the Primary Sources, T202–T203<br>Conduct Research: Book-marking, T464–T465<br>Refine Research: Works Cited Page, T468–T469 |   |  |
|   | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Inquiry–Based Project Rubrics and Checklists                                     |   |  |
| <b>Supporting Standards:</b>            |  |   |   |  |
|   | W.3.7 Conduct short research projects that build knowledge about a topic.  | <b>Unit 1:</b>  | Project–Based Inquiry, T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487  |  |
|   |  | <b>Unit 2:</b>  | Project–Based Inquiry T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469   |  |

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| Alignment Grade 3   |  |                                  |  |  |
|---|--|----------------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |  |
|   |  | Unit Numbers                     | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 6: Research It!</b></p>   | <p><i>(cont'd)</i><br/>           W.3.7 Conduct short research projects that build knowledge about a topic.</p>                          | <p><b>Unit 3:</b></p>            | Project-Based Inquiry T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471      | <p><i>(Cont'd)</i><br/> <b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|   |  | <p><b>Unit 4:</b></p>            | Project-Based Inquiry T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477      |  |
|   |  | <p><b>Unit 5:</b></p>            | Project-Based Inquiry T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475      |  |
|   |  | <p><b>Digital Resources:</b></p> | <i>Table of Contents</i> >Resource Download Center>Inquiry-Based Project Rubrics and Checklists                                    |  |
| <p><b>Overarching Standards:</b> SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts, building on others' ideas and expressing their own clearly.</i></p> |  |                                  |  |  |
| <p><b>Priority Standards:</b></p>   |  |                                  |  |  |
|   | SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | <p><b>Unit 1:</b></p>            | Reflect and Share: Talk About It, T78–T79, T334–T335<br>Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 |  |

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| Alignment Grade 3                                       |  |                                  |  |  |
|---|--|----------------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |  |
|   |  | Unit Numbers                     | Lessons  | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 6: Research It!</b></p> | <p><b>(cont'd)</b><br/>           SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> | <p><b>Unit 2:</b></p>            | Reflect and Share: Talk About It, T70–T71, T316–T317<br>Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267 | <p><b>(Cont'd)</b><br/> <b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|   |  | <p>Unit 3:</p>                   | Reflect and Share: Talk About It, T78–T79, T318–T319<br>Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273  |  |
|   |  | <p>Unit 4:</p>                   | Reflect and Share: Talk About It, T72–T73, T324–T325<br>Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275 |  |
|   |  | <p>Unit 5:</p>                   | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273 |  |
|   |  | <p><b>Digital Resources:</b></p> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |  |

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|--|---|-----------------------------|---|---|
| <b>Model Unit Name</b>                         | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |   |   |
|  |   | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | <b>Unit 1:</b>              | Minilesson: Ask and Answer Questions, T104, T106, T109, T116, T132–T133<br>Reflect and Share: Talk About It, T78–T79, T334–T335<br>Listening Comprehension, T20–T21, T90–T91, T152–T153, T214–T215, T284–T285 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |   | <b>Unit 2:</b>              | Reflect and Share: Talk About It, T70–T71, T316–T317<br>Listening Comprehension, T20–T21, T82–T83, T144–T145, T204–T205, T266–T267  |   |
|  |   | <b>Unit 3:</b>              | Reflect and Share: Talk About It, T78–T79, T318–T319<br>Listening Comprehension, T20–T21, T90–T91, T150–T151 T212–T213, T272–T273   |   |
|  |   | <b>Unit 4:</b>              | Reflect and Share: Talk About It, T72–T73, T324–T325<br>Listening Comprehension, T20–T21, T84–T85, T144–T145, T208–T209, T274–T275  |   |
|  |   | <b>Unit 5:</b>              | Reflect and Share: Talk About It, T74–T75, T322–T323<br>Listening Comprehension, T20–T21, T86–T87, T144–T145, T204–T205, T272–T273  |   |

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| <b>Alignment Grade 3</b>                       |   |                             |  |   |
|--|---|-----------------------------|--|---|
| <b>Model Unit Name</b>                         | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |  |   |
|  |   | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | <b>(cont'd)</b><br>SL3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <b>Unit 1:</b>              | Listening Comprehension, T20–T21<br>Plan Your Personal Narrative, T366<br>Reflect and Share: Talk About It, T78–T79, T334–T335<br>Celebrate and Reflect, T486–T487<br>Publish and Celebrate, T454–T455       |   |
|  |   | <b>Unit 2:</b>              | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T70–T71, T316–T317<br>Celebrate and Reflect, T468–T469<br>Publish and Celebrate, T436–T437   |   |
|  |   | <b>Unit 3:</b>              | Listening Comprehension, T20–T21<br>Plan Your Historical Fiction Story, T350<br>Reflect and Share: Talk About It, T78–T79, T318–T319<br>Celebrate and Reflect, T470–T471<br>Publish and Celebrate, T438–T439 |   |

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| Alignment Grade 3  |  |                           |  |   |
|--|--|---------------------------|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |   |
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b>   | <b>(cont'd)</b><br>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | <b>Unit 4:</b>            | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T72–T73, T324–T325<br>Celebrate and Reflect, T476–T477<br>Publish and Celebrate, T444–T445 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Unit 5:</b>            | Listening Comprehension, T20–T21<br>Reflect and Share: Talk About It, T74–T75, T322–T323<br>Celebrate and Reflect, T474–T475<br>Publish and Celebrate, T442–T443 |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |   |
| <b>Overarching Standards:</b> L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |                           |  |   |
| <b>Priority Standards:</b>   |  |                           |  |   |
|  | L.3.1.h Use coordinating and subordinating conjunctions.   | <b>Unit 1:</b>            | Compound Sentences, T413<br>Coordinating Conjunctions, T422–T423<br>Compound Subjects and Predicates, T429, T433   |   |
|  |  | <b>Unit 2:</b>            | Edit for Coordinating Conjunctions, T420   |   |
|  |  | <b>Unit 5:</b>            | Complex Sentences, T401  |   |

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| <b>Alignment Grade 3</b>                       |   |   |   |   |
|--|---|---|---|---|
| <b>Model Unit Name</b>                         | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>   |   |   |
|  |   | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | <b>(cont'd)</b><br>L.3.1.h Use coordinating and subordinating conjunctions.   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  | L.3.2.c Use commas and quotation marks in dialogue.   | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Develop Dialogue, T406–T407<br><br>Compose Dialogue, T394–T395<br><br>Edit for Commas, T445, T449<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook                       |   |
|  | L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | <b>Unit 1:</b>  | Students are encouraged to use glossaries and dictionaries throughout the program. For examples, see:<br><br>Using Print or Digital Sources, T94–T95<br>Academic Vocabulary, T156–T157<br>Preview Vocabulary, T226–T227<br>How to Use a Glossary, T502–T503 |   |

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| Alignment Grade 3                                    |  |                           |  |   |
|--|--|---------------------------|--|---|
| Model Unit Name                                      | Model Unit Standards   | Publisher's Resource      |  |   |
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6: Re-<br/>search It!</b> | <p><b>(Cont'd)</b><br/>L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> | <b>Unit 2:</b>            | Using Print or Digital Sources, T24–T25<br>Develop Vocabulary, T48–T49<br>Using Print or Digital Sources, T148–T149<br>How to Use a Glossary, T484–T485<br>Using a Dictionary or Glossary, T364–T365 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Unit 3:</b>            | Academic Vocabulary, T24–T25<br>How to Use a Glossary, T486–T487   |   |
|  |  | <b>Unit 4:</b>            | Academic Vocabulary, T24–T25<br>How to Use a Glossary: T492–T493   |   |
|  |  | <b>Unit 5:</b>            | Academic Vocabulary, T24–T25<br>How to Use a Glossary: T490–T491   |   |
| <b>Supporting Standards:</b>                         |  |                           |  |   |
|  | L.3.2.a Capitalize appropriate words in titles.  | <b>Unit 2:</b>            | Citing Sources, T462–T463  |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook   |   |

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| Alignment Grade 3                              |  |                           |   |   |
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| Model Unit Name                                | Model Unit Standards   | Publisher's Resource      |   |   |
|  |  | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | L.3.2.d Form and use possessives.  | <b>Unit 2:</b>            | Language & Conventions:<br>Singular Possessive Nouns,<br>T387, T388, T391, T395,<br>T399, T407  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  |   |
|  | L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | <b>Unit 1:</b>            | Students are encouraged to use glossaries and dictionaries throughout the program. For examples, see:<br><br>Using Print or Digital Sources, T94–T95<br>Academic Vocabulary, T156–T157<br>Preview Vocabulary, T226–T227<br>How to Use a Glossary, T502–T503 |   |
|  |  | <b>Unit 2:</b>            | Using Print or Digital Sources, T24–T25<br>Develop Vocabulary, T48–T49<br>Using Print or Digital Sources, T148–T149<br>How to Use a Glossary, T484–T485<br>Using a Dictionary or Glossary, T364–T365  |   |

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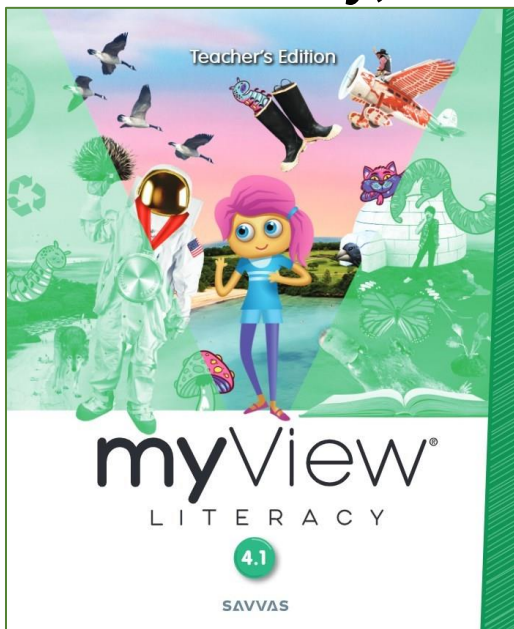
| <b>Alignment Grade 3</b>                                |  |                             |  |  |
|---|--|-----------------------------|--|--|
| <b>Model Unit Name</b>                                  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |  |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>  |
|   | <p><b>(cont'd)</b><br/>                     L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>   | <p><b>Unit 3:</b></p>       | Academic Vocabulary, T24–T25<br>How to Use a Glossary, T486–T487   |  |
|   |  | <p><b>Unit 4:</b></p>       | Academic Vocabulary, T24–T25<br>How to Use a Glossary: T492–T493   |  |
|   |  | <p><b>Unit 5:</b></p>       | Academic Vocabulary, T24–T25<br>How to Use a Glossary: T490–T491   |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 6: Research It!</b></p> | L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). | <p><b>Unit 1:</b></p>       | This standard is met throughout the program. See the following representative citations:<br><br>Develop Vocabulary, T56–T57, T118–T119, T312–T313<br>Academic Vocabulary, T24–T25, T44, T47, T94–T95, T112, T156–T157, T169, T171, T218–T219 | <p><b>(Cont'd)</b><br/> <b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b></p> |
|   |  | <p><b>Unit 2:</b></p>       | Develop Vocabulary, T48–T49, T110–T111, T170–T171, T294–T295<br>Academic Vocabulary, T24–T25, T35, T86–T87, T99, T148–T149, T208–T209, T270–T271   |  |

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| Model Unit Name                                | Model Unit Standards  | Publisher's Resource      |  |   |
|  |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6: Research It!</b> | <b>(cont'd)</b><br>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ). | <b>Unit 3:</b>            | Develop Vocabulary, T56–T57, T178–T179, T238–T239, T239–T297<br>Academic Vocabulary, T12, T24–T25, T51, T94–T95, T106, T154–T155, T216–T217, T276–T277 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days re-teaching/enrichment) based on 180 minutes to 240 minutes per day.</b> |
|  |   | <b>Unit 4:</b>            | Develop Vocabulary, T50–T51, T110–T111, T302–T303<br>Academic Vocabulary, T12, T24–T25, T88–T89, T101, T148–T149, T212–T213, T278–T279                 |   |
|  |   | <b>Unit 5:</b>            | Develop Vocabulary, T52–T53, T170–T171, T238–T239, T300–T301<br>Academic Vocabulary, T12, T24–T25, T37, T90–T91, T148–T149, T158, T208–T209, T276–T277 |   |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary   |   |

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**Connecticut**  
**English Language Arts Model for Grade 4**  
**2023**

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|   |   | <b>Unit Numbers</b>  | <b>Lessons</b>  | <b>Pacing</b>  |
| <i>This is the title of the unit in the ELA model curriculum.</i>                                   | <i>These are the Overarching, Priority, and Supporting Standards addressed in the unit.</i><br><i>(<a href="#">Definitions for Standards</a>)</i>   | <i>These are the publisher's aligned units.</i>                              | <i>These are the lessons from the publisher's identified units that align with the priority standards within the model unit.</i>  | <i>This is the publisher's expected number of days for instruction.</i>                                  |
|   |   |  |   |  |
| <b>Unit 1 Overview:</b><br><b>How Themes Communicate Different Messages and Personal Narratives</b> | <p><b>Overarching Standards:</b> RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Priority Standards:</b><br/>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> | <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p>Theme, T165</p> <p>Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247</p> <p>Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313</p> <p>Retell, T226, T232</p> <p>Summarize Literary Text, T56, T167, T170, T171, T172, T188–T189</p> <p><i>Grade 4 Table of Contents</i>&gt;Book Club: Trade Books Units 1–5</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> | 30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |  |
|--|---|---|--|--|
|  |   | Unit Numbers  | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>How</b><br><b>Themes</b><br><b>Communi-</b><br><b>cate Dif-</b><br><b>ferent</b><br><b>Messages</b><br><b>and Per-</b><br><b>sonal Nar-</b><br><b>ratives</b> | <b>Supporting Standards:</b>  |   | <b>(Cont'd)</b>  |  |
|  | RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185<br><br>Analyze Plot and Setting, T93, T94, T96–T99, T106–T107<br>Make Inferences About Characters, T35, T36, T54–T55<br><br>Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247<br><br><i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment | 30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |

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| Model Unit Name  | Model Unit Standards   | Publisher's Resource |  |   |
|--|--|----------------------|--|---|
|  |  | Unit Numbers         | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>How</b><br><b>Themes</b><br><b>Communi-</b><br><b>cate Dif-</b><br><b>ferent</b><br><b>Messages</b><br><b>and Per-</b><br><b>sonal Nar-</b><br><b>ratives</b> | <b>Overarching Standards:</b> RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                      |  | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | <b>Priority Standards:</b>   |                      |  |   |
|  | RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.   | <b>Unit 4:</b>       | Synthesize Information About Characters, T64<br>Reflect and Share, T72–T73<br>Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247<br>Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |
|  | <b>Digital Resources:</b>  |                      |  |   |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards  | Publisher's Resource      |  |  |
|--|---|---------------------------|--|--|
|  |   | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)<br/>Unit 1<br/>Overview:<br/>How<br/>Themes<br/>Communi-<br/>cate Dif-<br/>ferent<br/>Messages<br/>and Per-<br/>sonal Nar-<br/>ratives</b> | <b>Supporting Standards:</b>  |                           |  | <b>(Cont'd)</b><br>30 days (25 days instruction;<br>5 days reteaching/enrich-<br>ment) based on 130 minutes<br>to 180 minutes per day. |
|  | RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  | <b>Unit 1:</b>            | Biography, T288<br>Analyze Text Structure, T102, T158, T161, T164, T174–T175, T182–T183, T292, T299  |  |
|  |   | <b>Unit 2:</b>            | Analyze Text Structure, T43, T51, T318–T319  |  |
|  |   | <b>Unit 5:</b>            | Text Structure, T34, T43, T54–T63, T89, T295   |  |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |  |
|  | RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | <b>Unit 1:</b>            | Students examine graphics and other visual elements in many lessons. For examples see:<br><br>Analyze Author's Use of Graphics, T34, T36, T44, T56–T57, T217, T221, T224, T236–T237, T244–T245<br>Explore the Media, T140–T141<br>Explore the Map, T18–T19 |  |

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| <b>Alignment Grade 4</b>  |   |  |  |  |
|---|---|--|--|--|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>  |  |  |
|   |   | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communi-</b><br/> <b>cate Dif-</b><br/> <b>ferent</b><br/> <b>Messages</b><br/> <b>and Per-</b><br/> <b>sonal Nar-</b><br/> <b>ratives</b></p> | <p><b>(Cont'd)</b><br/>           RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> | <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Text Features, T128–T129, T136–T137<br/>           Print and Graphic Features, T60–T61<br/>           Analyze Photographs, T339, T348<br/>           Explore Media, T84–T85<br/>           Explore Infographics, T18–T19, T210–T211</p> <p>Explore Media, T132–T133<br/>           Analyze Graphic Features, T174–T175<br/>           Explore Infographics, T198–T199, T272–T273</p> <p>Text Features, T172<br/>           Explore Media, T18–T19</p> <p>Analyze Text Features, T233, T242–T243, T250–T251<br/>           Explore Media, T78–T79<br/>           Explore Diagrams, T138–T139</p> <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> | <p><b>(Cont'd)</b><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |

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| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |  |
|---|---|-----------------------|---|--|
|   |   | Unit Numbers          | Lessons   | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communi-</b><br/> <b>cate Dif-</b><br/> <b>ferent</b><br/> <b>Messages</b><br/> <b>and Per-</b><br/> <b>sonal Nar-</b><br/> <b>ratives</b></p> | <p><b>Overarching Standards:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Priority Standards:</b></p>  |                       |   |  |
|   | <p>RF.4.3.a 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.</p> | <p><b>Unit 1:</b></p> | <p>Suffixes, T26–T27, T25, T43, T45, T50–T51, T58–T59, T64–T65, T72–T73, T88–T89, T110–T111, T118–T119, T126–T127, T132–T133, T184–T185</p> <p>Prefixes, T268–T269, T302–T303, T310–T311, T324–T325</p> <p>Academic Vocabulary: Related Words, T24–T25, T40</p> <p>Word Study: Syllable Patterns, T148–T149, T163, T168–T169, T176–T177, T190–T191, T244–T245</p> | <p><b>(Cont'd)</b><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |   | <p><b>Unit 2:</b></p> | <p>Academic Vocabulary: Related Words, T24–T25, T45, T50</p>  |  |
|   |   | <p><b>Unit 4:</b></p> | <p>Word Study: Prefixes, T214–T215, T238, T242–T243, T250–T251, T264–T265, T324–T325</p> <p>Geek and Latin Prefixes, T26–T27, T37, T46, T52–T53, T58–T59, T74–T75, T130–T131</p> <p>Suffixes, T66–T67, T90–T91, T114–T115, T122–T123, T136–T137, T192–T193, T370, T374, T378, T386</p>  |  |

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| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |  |
|---|--|---|--|--|
|   |  | Unit Numbers  | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1 Overview:</b><br/> <b>How Themes Communicate Different Messages and Personal Narratives</b></p> | <p><i>(Cont'd)</i><br/>           RF.4.3.a 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.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>                                  | <p>Word Study: Suffixes, T86–T87, T102, T108–T109, T116–T117, T130–T131, T192–T193, T398</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Spelling</p>  | <p><i>(Cont'd)</i><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p><b>Overarching Standards:</b> RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>  |   |  |  |
|   | <p><b>Priority Standards:</b></p>  |   |  |  |
|   | <p>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p>Vocabulary in Context, T36, T104, T156, T226, T289<br/>           Academic Vocabulary: Context Clues, T156</p> <p>Vocabulary in Context, T36, T118, T174, T292, T297<br/>           Academic Vocabulary: Context Clues, T158–T159, T174</p> <p>Vocabulary in Context, T39, T152, T235, T293<br/>           Academic Vocabulary: Context Clues, T138–T139</p> <p>Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302<br/>           Academic Vocabulary: Context Clues, T150–T151, T168, T239</p> |  |

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|--|--|--|---|---|
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|  |  | <b>Unit Numbers</b>  | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview: How Themes Communicate Different Messages and Personal Narratives</b> | <b>(Cont'd)</b><br>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  | <b>Unit 5:</b>   | Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288<br>Academic Vocabulary: Context Clues, T144–T145, T157, T160, T169<br><br><i>Table of Contents</i> >Professional Development Center>Vocabulary | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | <b>Overarching Standards:</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |   |   |
|  | <b>Priority Standards:</b>   |  |   |   |
|  | W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.  | <b>Unit 1:</b>   | Portray People, T362–T363<br>Compose a Setting, T366–T367<br>Use Concrete Words and Phrases, T374–T375<br>Compose with Sensory Details, T378–T379   |   |
|  | <b>Unit 3:</b>   | Compose a Character Description: External, T356–T357<br>Compose a Character Description: Internal, T360–T361<br>Compose Information About the Setting, T364–T365 |   |   |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |   |   |

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| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |   |
|--|---|---|--|---|
|  |   | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>How</b><br><b>Themes</b><br><b>Communi-</b><br><b>cate Dif-</b><br><b>ferent</b><br><b>Messages</b><br><b>and Per-</b><br><b>sonal Nar-</b><br><b>ratives</b> | <b>Supporting Standards:</b>  |   |  |   |
|  | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <b>Unit 1:.</b>   | Personal Narrative, T337, 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 | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | <b>Unit 3:</b>  | Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396 |  |   |
|  |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons  |   |

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| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |  |  |
|---|---|----------------------------------|--|--|
|   |   | Unit Numbers                     | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1 Overview: How Themes Communicate Different Messages and Personal Narratives</b></p> | <p>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> | <p><b>Unit 1:</b></p>            | <p>Genre Immersion Lesson: Know the Narrator, T342–T343<br/>           Know the Setting and Events, T346–T347<br/>           Plan Your Personal Narrative, T354–T355<br/>           Portray People, T362–T363<br/>           Compose a Setting, T366–T367<br/>           Develop an Idea with Relevant Details, T370–T371<br/>           Use Concrete Words and Phrases, T374–T375<br/>           Develop and Compose an Introduction, T386–T387</p> | <p><i>(Cont'd)</i><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |   | <p><b>Unit 3:</b></p>            | <p>Brainstorm a Topic, T344–T345<br/>           Plan Your Realistic Fiction Story, T348–T349<br/>           Compose a Character Description: External, T356–T357<br/>           Compose a Character Description: Internal, T360–T361<br/>           Compose Information About the Setting, T364–T365<br/>           Compose a Plot: Develop a Problem, T368–T369</p>   |  |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>  |  |

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| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |  |
|---|--|----------------------------------|--|--|
|   |  | Unit Numbers                     | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communicate Different Messages and Personal Narratives</b></p> | <p>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.</p> | <p><b>Unit 1:</b></p>            | <p>Plan Your Personal Narrative, T354–T355<br/>           Develop an Idea with Relevant Details, T370–T371<br/>           Develop and Compose an Introduction, T386–T387<br/>           Use Transition Words and Phrases, T394–T395<br/>           Develop and Compose a Conclusion, T402–T403</p> | <p><i>(Cont'd)</i><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |  | <p><b>Unit 3:</b></p>            | <p>Identify Parts of the Plot, T336–T337<br/>           Compose a Plot: Develop a Problem, T368–T369<br/>           Compose a Plot: Develop a Resolution, T372–T373<br/>           Compose an Event Sequence, T384–T385</p>  |  |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>  |  |

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| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>  |  |  |
|   |  | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>  |
| <p><i>(Cont'd)</i><br/> <b>Unit 1 Overview: How Themes Communicate Different Messages and Personal Narratives</b></p> | <p><b>Overarching Standards:</b> SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> |  |  | <p><i>(Cont'd)</i><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p><b>Priority Standards:</b></p>  |  |  |  |
|   | <p>SL.4.1.a 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.</p>   | <p><b>Unit 1:</b></p>  | <p>Respond and Analyze: My View, T42–T43, T104– T105, T160–T161, T222–T223, T278–T279<br/>           Reflect and Share: Talk About It, T322–T323</p> |  |
|   |  | <p><b>Unit 2:</b></p>  | <p>Respond and Analyze: My View, T42– T43, T100–T101, T156–T157, T212–T213, T268–T269</p>  |  |
|   |  | <p><b>Unit 3:</b></p>  | <p>Respond and Analyze: My View, T44–T45, T108–T109, T164–T165, T220–T221, T276–T277</p>   |  |
|   |  | <p><b>Unit 4:</b></p>  | <p>Respond and Analyze: My View, T48–T49, T110–T111, T166–T167, T226–T227, T284–T285<br/>           Reflect and Share: Talk About It, T328–T329</p>  |  |
|   | <p><b>Unit 5:</b></p>  | <p>Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277</p> |  |  |
|   | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Speaking and Listening</p>    |  |  |

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| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>   |   |  |
|   |   | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communicate Different Messages and Personal Narratives</b></p> | <b>Supporting Standards:</b>  |   |   |  |
|   | SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. | <b>Unit 1:</b>  | Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263  | <p><b>(Cont'd)</b><br/> 30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |   | <b>Unit 2:</b>  | Listening Comprehension, T20– T21, T86–T87, T154–T155, T212–T213, T272–T273 |  |
|   |   | <b>Unit 3:</b>  | Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275  |  |
|   |   | <b>Unit 4:</b>  | Listening Comprehension, T20–T21, T84–T85, T146–T147, T208– T209, T274–T275 |  |
|   |   | <b>Unit 5:</b>  | Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269  |  |
|   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening |   |  |

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 Resource Name: *myView® Literacy*

**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards   | Publisher’s Resource  |  |   |
|---|--|---|--|---|
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont’d)</b><br>Unit 1<br>Overview:<br>How Themes Communicate Different Messages and Personal Narratives | <b>Overarching Standards:</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |   |  |   |
|   | <b>Priority Standards:</b>   |   |  |   |
|   | L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).                                     | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Edit for Pronouns, T409, T426<br>Edit for Adverbs, T422–T423<br><br>Edit for Adverbs, T424<br><br>Use Pronouns, T443<br><br>Relative Adverbs, T343, T347, T351, T355, T363<br><br><i>Table of Contents</i> >Language Awareness Handbook<br>>Resource Download Center>Grammar Handbook                              | <b>(Cont’d)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|   | L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  | <b>Unit 1:</b><br><br><br><br><br><br><br><br><b>Unit 2:</b><br><br><br><br><br><br><br><br><b>Unit 4:</b>        | Complete Sentences, T393, T397, T401, T405, T413<br>Fix Run–On Sentences, T417, T421, T425, T429, T437<br>Fix Sentence Fragments, T438, T445, T449, T453<br><br>Compound Sentences, T436<br>Edit Complete Sentences, T436–T437<br>Fix Sentence Fragments, T343<br><br>Edit for Complete Sentences, T415, T428–T429 |   |

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**Resource Name: *myView*<sup>®</sup> Literacy**

| <b>Alignment Grade 4</b>   |  |   |   |   |
|--|--|---|---|---|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>   |   |   |
|  |  | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>How</b><br><b>Themes</b><br><b>Communi-</b><br><b>cate Dif-</b><br><b>ferent</b><br><b>Messages</b><br><b>and Per-</b><br><b>sonal Nar-</b><br><b>ratives</b> | <b>(cont'd)</b><br>L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | L4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).                                     | <b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b>   | Homophones, T280–T281, T305, T308–T309, T316–T317, T330–T331, T442, T446, T450, T458<br><br>Homophones, T64–T65, T350<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
|  | <b>Supporting Standards:</b>   |   | <b>Unit 3:</b><br><br><b>Digital Resources:</b>   |   |
| L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.   | <b>Unit 3:</b><br><br><b>Digital Resources:</b>  | Progressive Verb Tenses, T411, T415, T419, T423, T431<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |   |

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**Resource Name: *myView*® Literacy**

**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|---|---|-----------------------|---|---|
|   |   | Unit Numbers          | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communi-</b><br/> <b>cate Dif-</b><br/> <b>ferent</b><br/> <b>Messages</b><br/> <b>and Per-</b><br/> <b>sonal Nar-</b><br/> <b>ratives</b></p> | <p><b>Overarching Standards:</b> L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>                   |                       |   | <p><i>(Cont'd)</i><br/>           30 days (25 days instruction;<br/>           5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p><b>Supporting Standards:</b></p>   |                       |   |   |
|   | <p>L4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> | <p><b>Unit 1:</b></p> | <p>Suffixes, T26–T27, T25, T43, T45, T50–T51, T58–T59, T64–T65, T72–T73, T88–T89, T110–T111, T118–T119, T126–T127, T132–T133, T184–T185, T364, T368, T372, T380, T400<br/>           Prefixes, T268–T269, T302–T303, T310–T311, T324–T325<br/>           Academic Vocabulary: Related Words, T24–T25, T40</p> |   |
|   |   | <p><b>Unit 2:</b></p> | <p>Academic Vocabulary: Related Words, T24–T25, T45, T50<br/>           Greek Roots, T414, T418, T422, T430<br/>           Latin Roots, T438, T442, T446, T454</p>  |   |
|   |   | <p><b>Unit 4:</b></p> | <p>Word Study: Prefixes, T214–T215, T238, T242–T243, T250–T251, T264–T265, T324–T325<br/>           Geek and Latin Prefixes, T26–T27, T37, T46, T52–T53, T58–T59, T74–T75, T130–T131<br/>           Suffixes, T66–T67, T90–T91, T114–T115, T122–T123, T136–T137, T192–T193, T370, T374, T378, T386, T406</p>  |   |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource                                   |  |  |
|---|---|--|--|--|
|   |   | Unit Numbers   | Lessons  | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>How</b><br/> <b>Themes</b><br/> <b>Communi-</b><br/> <b>cate Dif-</b><br/> <b>ferent</b><br/> <b>Messages</b><br/> <b>and Per-</b><br/> <b>sonal Nar-</b><br/> <b>ratives</b></p> | <p><b>(Cont'd)</b><br/>           L4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, auto-graph).</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Word Study: Suffixes, T86–T87, T102, T108–T109, T116–T117, T130–T131, T192–T193, T398<br/>           Latin Roots, T338, T342, T346, T354, T374<br/>           Prefixes, T410, T414, T418, T426, T446</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><b>(Cont'd)</b><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |

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Resource Name: *myView*<sup>®</sup> Literacy

| Alignment Grade 4   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| Unit 2<br>Overview:<br>Using<br>Structure<br>to Link<br>Ideas with<br>Infor-<br>mation in<br>Text | <b>Overarching Standards:</b> RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |   |  | 34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   | RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Use Text Evidence, T35, T43, T62–T63<br>Finding Text Evidence, T114<br><br>Read, T102<br>Synthesize Information, T308–T309<br><br>Make Inferences, T35, T37, T40, T45, T60–T61, T225, T228–T230, T248–T249<br>Use Text Evidence to Explain Concepts, T285, T286, T291, T293, T294, T312–T313<br><br><i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets |   |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|---|---|---|---|---|
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)<br/>Unit 2<br/>Overview:<br/>Using<br/>Structure<br/>to Link<br/>Ideas with<br/>Information in<br/>Text</b> | <b>Overarching Standards:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   |   | <b>(Cont'd)<br/>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | <b>Priority Standards</b>   |   |   |   |
|   | RF.4.4.a Read grade-level text with purpose and understanding.  | <b>Unit 1:</b>  | Fluency, T20, T82, T142, T200, T202, T227<br>Read, T94, T154, T212, T274      |   |
|   |   | <b>Unit 2:</b>  | Fluency, T20, T86, T154, T156, T212, T272<br>Read, T32, T98, T166, T224       |   |
|   |   | <b>Unit 3:</b>  | Fluency, T20, T74, T134, T200, T274, T276, T293<br>Read, T32, T86, T146, T286 |   |
|   |   | <b>Unit 4:</b>  | Fluency, T20, T84, T146, T208, T210, T274<br>Read, T32, T96, T158, T220       |   |
|   | <b>Unit 5:</b>  | Fluency, T20, T80, T140, T142, T173, T208, T268<br>Read, T32, T92, T152, T220         |   |   |
|   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Foundational Skills>Fluency |   |   |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |   |  |
|--|--|---|---|--|
|  |  | Unit Numbers  | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Using</b><br/> <b>Structure</b><br/> <b>to Link</b><br/> <b>Ideas with</b><br/> <b>Information in</b><br/> <b>Text</b></p> | <p><b>Overarching Standards:</b> W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |   |   | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|  | <p><b>Priority Standards</b></p>   |   |   |  |
|  | W.4.2 Write informative/explanatory texts to examine a topic, convey ideas and information clearly.  | <p><b>Unit 1:</b></p>   | <p>Reflect and Share: Write to Sources, T196–T197, T252–T253</p>  |  |
|  |  | <p><b>Unit 2:</b></p>   | <p>Article, T339, T340–T341, T344–T345, T348–T349, T352–T353, T356, T363, T364–T365, T368–T369, T372–T373, T376–T377, T380–T381, T387–T388–T389, T392–T393, T396–T397, T400–T401, T404<br/>           Caption, T376<br/>           Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261</p> |  |
|  |  | <p><b>Unit 3:</b></p>   | <p>Description, T356–T357, T360–T361<br/>           Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251</p>  |  |
|  |  | <p><b>Unit 4:</b></p>   | <p>Reflect and Share: Write to Sources, T132–T133, T258–T259</p>  |  |
|  | <p><b>Unit 5:</b></p>  | <p>Reflect and Share: Write to Sources, T138–T139, T202–T203, T256–T257</p> |   |  |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |  |
|---|---|---------------------------|---|--|
|   |   | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Using Structure to Link Ideas with Information in Text</b> | <b>(cont'd)</b><br>W.4.2 Write informative/explanatory texts to examine a topic, convey ideas and information clearly.  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes   | <b>(Cont'd)</b><br>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   | W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <b>Unit 2:</b>            | Analyze a Lead Paragraph, T344–T345<br>Brainstorm and Set a Purpose, T352–T353<br>Plan Your Travel Article, T356–T357<br>Develop an Introduction, T364–T365<br>Compose a Headline, T388–T389<br>Inquire: Introduce the Project, T462–T463<br>Explore and Plan: Informational Writing, T464–T465 |  |
|   |   |                           | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   |  |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource |   |   |
|---|---|----------------------|---|---|
|   |   | Unit Numbers         | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2 Overview: Using Structure to Link Ideas with Information in Text</b> | W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic | <b>Unit 2:</b>       | Develop Relevant Details, T368–T369<br>Develop Different Types of Details, T372–T373<br>Compose Captions for Visuals, T376–T377<br>Compose Body Paragraphs, T392–T393<br>Group Paragraphs into Sections, T396–T397<br>Extend Research: Incorporate Media, T472–T473 | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | W.4.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.                                      | <b>Unit 2:</b>       | Develop Different Types of Details, T372–T373<br>Develop Transitions, T400–T401<br>Use Linking Words and Phrases, T412–T413<br>Use Precise Language and Vocabulary, T416–T417<br>Edit for Adverbs, T424–T425  |   |
|   | <b>Supporting Standards:</b>  |                      |   |   |
|   | W.4.2.c: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).               | <b>Unit 2:</b>       | Group Paragraphs into Sections, T396–T397<br>Develop Transitions, T400–T401<br>Use Linking Words and Phrases, T412–T413   |   |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|---|---|---------------------------|--|---|
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Using Structure to Link Ideas with Information in Text</b> | W.4.2.e Provide a concluding statement or section related to the information or explanation presented.  | <b>Unit 2:</b> .          | Develop a Conclusion, T380–T381<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics                         | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   |   | <b>Digital Resources:</b> |  |   |
|   | <b>Overarching Standards:</b> SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |                           |  |   |
|   | <b>Supporting Standards:</b>  |                           |  |   |
|   | SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   | <b>Unit 1:</b>            | Respond and Analyze: My View, T42–T43, T104– T105, T160–T161, T222–T223, T278–T279<br><br>Reflect and Share: Talk About It, T68–T69, T186–T187, T248–T249  |   |
|   |   | <b>Unit 2:</b>            | Respond and Analyze: My View, T42– T43, T100–T101, T156–T157, T212–T213, T268–T269<br><br>Reflect and Share: Talk About It, T68–T69, T126–T127, T238–T239  |   |
|   |   | <b>Unit 3:</b>            | Respond and Analyze: My View, T44–T45, T108–T109, T164–T165, T220–T221, T276–T277<br><br>Reflect and Share: Talk About It, T134–T135, T190–T191, T302–T303 |   |

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| Alignment Grade 4   |   |  |  |  |
|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  | Pacing   |
| <b>(Cont'd)</b><br>Unit 2<br>Overview:<br>Using<br>Structure<br>to Link<br>Ideas with<br>Information in<br>Text | <b>(cont'd)</b><br>SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  | <b>Unit 4:</b>   | Respond and Analyze: My View, T48–T49, T110–T111, T166–T167, T226–T227, T284–T285<br>Reflect and Share: Talk About It, T74–T75, T192–T193, T252–T253     | <b>(Cont'd)</b><br>34 days (30 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   |   | <b>Unit 5:</b>   | Respond and Analyze: My View, T44–T45, T102–T103, T158–T159, T218–T219, T276–T277  |  |
|   | <b>Overarching Standards:</b> L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |  |  |  |
|   | <b>Supporting Standards:</b>  |  |  |  |
|   | L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | <b>Unit 2:</b><br><b>Unit 3:</b><br><b>Unit 4:</b><br><b>Unit 5:</b> | Talk About It, T324<br>Expressions, T94<br>Write for a Reader, T472<br>Customize It!, T478<br>Celebrate and Reflect, T480<br>Celebrate and Reflect, T472 |  |

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| <b>Alignment Grade 4</b>  |  |                             |  |               |
|---|--|-----------------------------|--|---------------|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |               |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b> |
| <b>Unit 3</b><br><b>Overview:</b><br><b>Examining Language and Narration in Fiction and Writing Mythology and Fantasy</b> | <b>Overarching Standards:</b> RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                             | <b>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b>  |               |
|   | <b>Priority Standards:</b><br>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  |                             |  |               |
|   |  | <b>Unit 2:</b>              | This standard is met throughout the program. See the following representative citations:<br><br>Develop Vocabulary, T52–T53, T120–T121, T238–T239<br>Figurative Language, T216–T217  |               |
|   |  | <b>Unit 3:</b>              | Develop Vocabulary, T40–T41, T100–T101, T240–T241<br>Figurative Language, T204–T205, T233  |               |
|   |  | <b>Unit 4:</b>              | Develop Vocabulary, T50–T51, T112–T113, T174–T175, T240–T241, T306–T307<br>Figurative Language, T212–T213, T234, T237  |               |
|   |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |               |



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| Model Unit Name   | Model Unit Standards  | Publisher’s Resource             |   |  |
|---|---|----------------------------------|---|--|
|   |   | Unit Numbers                     | Lessons   | Pacing   |
| <p><i>(Cont’d)</i><br/>Unit 3<br/>Overview:<br/>Examining<br/>Language<br/>and Narration<br/>in Fiction<br/>and Writing<br/>Mythology<br/>and Fantasy</p> | <p><b>Overarching Standards:</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |                                  |   | <p><b><i>(Cont’d)</i></b><br/>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p><b>Priority Standards:</b></p>   |                                  |   |  |
|   | <p>W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>   | <p><b>Unit 1:</b></p>            | <p>Portray People, T362–T363<br/>Compose a Setting, T366–T367<br/>Use Concrete Words and Phrases, T374–T375<br/>Compose with Sensory Details, T378–T379</p>                                       |  |
|   |   | <p><b>Unit 3:</b></p>            | <p>Compose a Character Description: External, T356–T357<br/>Compose a Character Description: Internal, T360–T361<br/>Compose Information About the Setting, T364–T365</p>                         |  |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>   |  |
| <p><b>Supporting Standards:</b></p>   |   |                                  |   |  |
|   | <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>  | <p><b>Unit 1:</b></p>            | <p>Personal Narrative, T337, 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> |  |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |  |
|--|--|---------------------------|--|--|
|  |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Examining Language and Narration in Fiction and Writing Mythology and Fantasy</b> | <b>(cont'd)</b><br>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <b>Unit 3:</b>            | Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396  | <b>(Cont'd)</b><br><b>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.                 | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons  |  |
|  |  | <b>Unit 1:</b>            | Genre Immersion Lesson:<br>Know the Narrator, T342–T343<br>Know the Setting and Events, T346–T347<br>Plan Your Personal Narrative, T354–T355<br>Portray People, T362–T363<br>Compose a Setting, T366–T367<br>Develop an Idea with Relevant Details, T370–T371<br>Use Concrete Words and Phrases, T374–T375<br>Compose with Sensory Details<br>Develop and Compose an Introduction, T386–T387 |  |

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Resource Name: *myView® Literacy*

| Alignment Grade 4   |   |  |   |   |
|---|---|--|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource                                   |   |   |
|   |   | Unit Numbers   | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 3<br/>Overview:<br/>Examining Language and Narration in Fiction and Writing Mythology and Fantasy</p> | <p><i>(cont'd)</i><br/>W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> | <p><b>Unit 3:</b></p> <p><b>Digital Resources:</b></p> | <p>Brainstorm a Topic, T344–T345<br/>Plan Your Realistic Fiction Story, T348–T349<br/>Compose a Character Description: External, T356–T357<br/>Compose a Character Description: Internal, T360–T361<br/>Compose Information About the Setting, T364–T365<br/>Compose a Plot: Develop a Problem, T368–T369</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p> | <p><i>(Cont'd)</i><br/>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>  | <p><b>Unit 1:</b></p>                                  | <p>Genre Immersion Lesson: Know the Narrator, T342–T343<br/>Portray People, T362–T363<br/>Use Concrete Words and Phrases, T374–T375<br/>Compose with Sensory Details, T378–T379<br/>Compose an Event Sequence, T390–T391<br/>Compose Dialogue, T398–T399</p>  |   |

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| <b>Alignment Grade 4</b>   |  |                             |   |  |
|--|--|-----------------------------|---|--|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |  |
|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Narra-</b><br><b>tion in Fic-</b><br><b>tion and</b><br><b>Writing</b><br><b>Mythology</b><br><b>and Fan-</b><br><b>tasy</b> | <b>(cont'd)</b><br>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations. | <b>Unit 3:</b>              | Compose a Character Description: External, T356–T357<br>Compose a Character Description: Internal, T360–T361<br>Compose a Plot: Develop a Problem, T368–T369<br>Compose from a Point of View, T380–T391<br>Compose Dialogue, T388–T389<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   | <b>(Cont'd)</b><br><b>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.  | <b>Unit 1:</b>              | Plan Your Personal Narrative, T354–T355<br>Develop an Idea with Relevant Details, T370–T371<br>Develop and Compose an Introduction, T386–T387<br>Use Transition Words and Phrases, T394–T395<br>Develop and Compose a Conclusion, T402–T403<br><br><b>Unit 3:</b><br><br>Identify Parts of the Plot, T336–T337<br>Compose a Plot: Develop a Problem, T368–T369<br>Compose a Plot: Develop a Resolution, T372–T373<br>Compose an Event Sequence, T384–T385 |  |

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| Alignment Grade 4  |  |  |  |   |
|--|--|--|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |  |   |
|  |  | Unit Numbers   | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Examining Language and Narration in Fiction and Writing Mythology and Fantasy</b> | <b>(con'td)</b><br>W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.                               | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  | <b>(Cont'd)</b><br>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | <b>Overarching Standards:</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |   |
|  | <b>Supporting Standards:</b>   |  |  |   |
|  | L.4.1.e Form and use prepositional phrases.  | <b>Unit 3:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b>                                | Prepositions, T339, T343, T347, T351, T359, T412<br><br>Prepositions and Prepositional Phrases, T424<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
| L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.  | <b>Unit 3:</b><br><br><b>Unit 4:</b>   | Analyze Adages and Proverbs, T108–T109, T116–T117<br><br>Figurative Language, TT212–T213, T234, T237 |  |   |

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| Alignment Grade 4   |   |                                  |  |   |
|---|---|----------------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |  |   |
|   |   | Unit Numbers                     | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 3<br/>Overview:<br/>Examining<br/>Language<br/>and Narration<br/>in Fiction<br/>and Writing<br/>Mythology<br/>and Fantasy</p> | <p><b>Overarching Standards:</b> L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Priority Standards:</b></p> |                                  |  | <p><i>(Cont'd)</i><br/>29 days (25 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.  | <p><b>Unit 1:</b></p>            | <p>Edit for Punctuation Marks, T438<br/>Compose Dialogue, T398–T399</p>  |   |
|   |   | <p><b>Unit 3:</b></p>            | <p>Compose Dialogue, T379, T388–T389<br/>Minilesson: Edit for Punctuation, T408</p>  |   |
|   |   | <p><b>Unit 5:</b></p>            | <p>Dialogue Punctuation, T434, T436, T439, T443, T447, T451</p>  |   |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/><i>Table of Contents</i> &gt;Resource Download Center&gt;Grammar Handbook</p> |   |
|   | L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).                                      | <p><b>Unit 1:</b></p>            | <p>Minilesson: Synonyms and Antonyms, T86–T87, T97</p>   |   |
|   |   | <p><b>Unit 2:</b></p>            | <p>Minilesson: Synonyms and Antonyms, T90–T91, T118</p>  |   |
|   |   | <p><b>Unit 3:</b></p>            | <p>Minilesson: Synonyms and Antonyms, T78–T79, T89, T97</p>  |   |
|   |   | <p><b>Unit 4:</b></p>            | <p>Synonyms, T88–T89, T99, T107, T111</p>  |   |
|   |   | <p><b>Unit 5:</b></p>            | <p>Synonyms and Antonyms, T84–T85, T97, T100, T104</p>   |   |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |  |
|---|--|----------------------|---|--|
|   |  | Unit Numbers         | Lessons   | Pacing   |
| <b>Unit 4 Overview: Using informational Text to Explore and Support Ideas</b> | <b>Overarching Standards:</b> RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                      |   | <b>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   | <b>Priority Standards:</b><br>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.  | <b>Unit 1:</b>       | Analyze Main Idea and Details, T96, T99, T100, T103, T106, T114–T115<br>Retell or Summarize Material, T234<br>Summarize a Text, T279, T282, T290, T298, T314–T315   |  |
|   |  | <b>Unit 2:</b>       | Analyze Main Idea and Details, T34, T35, T38, T40, T42, T43, T45–T47, T49, T51, T58–T59   |  |
|   |  | <b>Unit 5:</b>       | Analyze Main Idea and Details, T92, T94, T95, T98, T102, T103, T107, T112–T113<br>Explain Ideas, T223, T226, T227, T232, T233, T240–T241<br>Make Inferences, T35, T37, T40, T45, T60–T61, T225, T228–T230, T248–T249<br>Summarize Material, T52 |  |

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| Alignment Grade 4   |  |   |   |  |
|---|--|---|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |   |  |
|   |  | Unit Numbers  | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/>Unit 4<br/>Overview:<br/>Using informational Text to Explore and Support Ideas</p> | <p><i>(cont'd)</i><br/>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> | <p><b>Digital Resources:</b></p>  | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>   | <p><i>(Cont'd)</i><br/>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>        | <p><b>Unit 2:</b></p> <p><i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i> pp. T266–T301<br/>Respond and Analyze, T302–T303<br/>Synthesize Information, T308–T309<br/>Monitor Comprehension, T316–T317<br/>Reflect and Share, T324–T325</p> <p><b>Unit 5:</b></p> <p><i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” pp. T262–TT298<br/>Respond and Analyze, T298–T299<br/>Compare and Contrast Accounts, T304–T305<br/>Use Text Evidence to Explain Concepts, T312–T313<br/>Reflect and Share, T320–T321</p> | <p><i>The Weird and Wonderful Echidna and The Very Peculiar Platypus</i> pp. T266–T301<br/>Respond and Analyze, T302–T303<br/>Synthesize Information, T308–T309<br/>Monitor Comprehension, T316–T317<br/>Reflect and Share, T324–T325</p> <p><i>Trashing Paradise</i> and “Bye Bye Plastic Bags on Bali” pp. T262–TT298<br/>Respond and Analyze, T298–T299<br/>Compare and Contrast Accounts, T304–T305<br/>Use Text Evidence to Explain Concepts, T312–T313<br/>Reflect and Share, T320–T321</p> |  |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |   |   |
|--|---|---|---|---|
|  |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Using informational Text to Explore and Support Ideas</b> | <b>(cont'd)</b><br>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.                                     | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | <b>Supporting Standards:</b>  |   |   |   |
|  | RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <b>Unit 1:</b>  | Cross-Curricular Perspectives: Social Studies, T38, T40, T42, T157, T159, T160, T215, T216, T220, T222, T227, T276, T278, T288, T291, T296, T457<br>Analyze Main Idea and Details, T96, T99, T100, T103, T106, T114–T115<br>Retell or Summarize Material, T234<br>Summarize a Text, T279, T282, T290, T298, T314–T315 |   |
|  | <b>Unit 2:</b>  | Cross-Curricular Perspectives: Science, T34, T39  |   |   |
|  | <b>Unit 3:</b>  | Cross-Curricular Perspectives: Social Studies, T34, T41, T45, T98, T101, T104, T108, T160, T165, T222, T224, T229, T231, T236, T288, T290, T294, T298, T300, T302, T304, T463 |   |   |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards   | Publisher’s Resource      |  |  |
|--|--|---------------------------|--|--|
|  |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont’d)</b><br>Unit 4<br>Overview:<br>Using in-<br>forma-<br>tional Text<br>to Explore<br>and Sup-<br>port Ideas | <b>(cont’d)</b><br>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <b>Unit 5:</b>            | Use Text Evidence to Explain Concepts, T285, T286, T291, T293, T294, T312–T313<br>Summarize Material, T52  | <b>(Cont’d)</b><br>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day. |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |  |

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| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |   |  |
|--|--|--|---|--|
|  |  | Unit Numbers   | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/>Unit 4<br/>Overview:<br/>Using in-<br/>formation-<br/>l Text<br/>to Explore<br/>and Sup-<br/>port Ideas</p> | <p><b>Overarching Standards:</b> RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>Priority Standards:</b></p> |  |   | <p><i>(Cont'd)</i><br/>34 days (30 days instruc-<br/>tion; 4 days reteaching/ en-<br/>richment) based on 130<br/>minutes to 180 minutes per<br/>day.</p> |
|  | RF.4.4.a: Read grade-level text with purpose and understanding.  | <p><b>Unit 1:</b></p>  | <p>Fluency, T20, T82, T142,<br/>T200, T202, T227<br/>Read, T94, T154, T212, T274</p>      |  |
|  |  | <p><b>Unit 2:</b></p>  | <p>Fluency, T20, T86, T154,<br/>T156, T212, T272<br/>Read, T32, T98, T166, T224</p>       |  |
|  |  | <p><b>Unit 3:</b></p>  | <p>Fluency, T20, T74, T134,<br/>T200, T274, T276, T293<br/>Read, T32, T86, T146, T286</p> |  |
|  |  | <p><b>Unit 4:</b></p>  | <p>Fluency, T20, T84, T146,<br/>T208, T210, T274<br/>Read, T32, T96, T158, T220</p>       |  |
|  |  | <p><b>Unit 5:</b></p>  | <p>Fluency, T20, T80, T140,<br/>T142, T173, T208, T268<br/>Read, T32, T92, T152, T220</p> |  |
|  | <p><b>Digital Resources :</b></p>  | <p><i>Table of Contents</i>&gt;Profes-<br/>sional Development Cen-<br/>ter&gt;Foundational Skills&gt;Flu-<br/>ency</p> |   |  |

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**Alignment Grade 4**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |  |
|---|---|---|---|--|
|   |   | Unit Numbers  | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 4 Overview: Using informational Text to Explore and Support Ideas</b></p> | <p><b>Overarching Standards:</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> |   |   | <p><i>(Cont'd)</i><br/> <b>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   | <p><b>Priority Standards:</b></p>   |   |   |  |
|   | W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.   | <b>Unit 1:</b>  | Inquire: Introduce the Project, T460–T461<br>Explore and Plan: Argumentative Writing, T462–T463                   |  |
|   |   | <b>Unit 3:</b>  | Inquire: Introduce the Project, T454–T455<br>Explore and Plan: Argumentative Writing, T456–T457                   |  |
|   |   | <b>Unit 4:</b>  | Opinion Essay, T340–T361, T364–T384, T388–T409, T412–T433, T426–T457<br>Inquire: Introduce the Project, T458–T459 |  |
|   | <b>Unit 5:</b>  | Explore and Plan: Opinions and Claims, T460–T461  |   |  |
|   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics |   |  |

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|--|---|--|--|---|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>                                |  |   |
|  |   | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Using informational Text to Explore and Support Ideas</b> | W.4.1.b Provide reasons that are supported by facts and details.                    | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | Write to Sources, T130–T131<br>Explore and Plan: Argumentative Writing, T462–T463<br><br>Explore and Plan: Argumentative Writing, T456–T457<br><br>Write to Sources, T194–T195<br>Understand Reasons and Information, T352–T353<br>Brainstorm a Topic and Opinion, T356–T357<br>Develop Reasons, T372–T373<br>Develop Supporting Details and Facts, T376–T377<br>Compose the Introduction and Conclusion, T392–T393<br>Organize Reasons, T396–T397 | <b>(Cont'd)</b><br><b>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | W.4.1.d Provide a concluding statement or section related to the opinion presented. | <b>Unit 5:</b>   | Explore and Plan: Opinions and Claims, T460–T461   |   |
|  |   | <b>Unit 4:</b><br><br><b>Digital Resources:</b>            | Minilesson: Compose the Introduction and Conclusion, T392–T393<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |   |

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|---|--|----------------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |   |
|   |  | Unit Numbers                     | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 4<br/>Overview:<br/>Using informational Text to Explore and Support Ideas</p> | <p><b>Supporting Standards:</b><br/>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> | <p><b>Unit 1:</b></p>            | <p>Write to Sources, T130–T131<br/>Inquire: Introduce the Project, T460–T461<br/>Explore and Plan: Argumentative Writing, T462–T463</p>  | <p><b><i>(Cont'd)</i></b><br/>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |  | <p><b>Unit 3:</b></p>            | <p>Inquire: Introduce the Project, T454–T455<br/>Explore and Plan: Argumentative Writing, T456–T457</p>  |   |
|   |  | <p><b>Unit 4:</b></p>            | <p>Opinion Essay, T343, 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<br/>Write to Sources, T194–T195</p> |   |
|   |  | <p><b>Unit 5:</b></p>            | <p>Inquire: Introduce the Project, T458–T459<br/>Explore and Plan: Opinions and Claims, T460–T461</p>  |   |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics<br/>&gt;Writing Workshop Conference Notes<br/><i>Table of Contents</i>&gt;Additional Writing Lessons</p>                 |   |

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|--|---|--|---|--|
|  |   | Unit Numbers   | Lessons   | Pacing   |
| <i>(Cont'd)</i><br>Unit 4<br>Overview:<br>Using in-<br>forma-<br>tional Text<br>to Explore<br>and Sup-<br>port Ideas | W.4.1c: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  | <b>Unit 1:</b><br><br><b>Unit 4:</b>   | Vary Sentences, T130<br><br>Use Transition Words and Phrases, T404–T405   | <i>(Cont'd)</i><br>34 days (30 days instruc-<br>tion; 4 days reteaching/ en-<br>richment) based on 130<br>minutes to 180 minutes per<br>day. |
|  | <b>Overarching Standards:</b> SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |  |   |  |
|  | <b>Priority Standards:</b>  |  |   |  |
|  | SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  | <b>Unit 1:</b><br><br><br><br><br><br><br><br><br><br><br><br><br><b>Unit 2:</b><br><br><br><br><br><br><br><br><br><br><br><br><br><b>Unit 3:</b> | Listening Comprehension, T20–T21, T82–T83, T142–T143, T200–T203, T262–T263<br>Retell or Summarize Material, T234<br>Summarize a Text, T279, T282, T290, T298, T314–T315<br><br>Listening Comprehension, T20–T21, T86–T87, T154–T155, T212–T213, T272–T273<br>Summarize Material, T58, T126<br><br>Listening Comprehension, T20–T21, T74–T75, T134–T135, T200–T201, T274–T275<br>Summarize, T308 |  |

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|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/>Unit 4<br/>Overview:<br/>Using in-<br/>forma-<br/>tional Text<br/>to Explore<br/>and Sup-<br/>port Ideas</p> | <p><i>(Cont'd)</i><br/>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Listening Comprehension, T20–T21, T84–T85, T146–T147, T208– T209, T274–T275<br/>Summarize Literary Text, T56, T167, T170, T171, T172, T188–T189</p> <p>Listening Comprehension, T20–T21, T80–T81, T140–T141, T208–T209, T268–T269<br/>Summarize Material, T52<br/>Summarize Argumentative Text, T157, T162, T166, T171, T188–T189</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Speaking and Listening</p> | <p><i>(Cont'd)</i><br/>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>  | <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Reflect and Share, T62–T63</p> <p>Reflect and Share, T68–T69<br/>Analyze Argument, T155, T165, T180–T181</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Speaking and Listening</p>  |  |

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| Model Unit Name  | Model Unit Standards  | Publisher's Resource                        |   |   |  |
|--|---|---|---|---|--|
|  |   | Unit Numbers                                | Lessons   | Pacing  |  |
| <b>(Cont'd)<br/>Unit 4<br/>Overview:<br/>Using in-<br/>forma-<br/>tional Text<br/>to Explore<br/>and Sup-<br/>port Ideas</b> | <b>Overarching Standards:</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |   |   | <b>(Cont'd)<br/>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b> |  |
|  | <b>Supporting Standards:</b>  |   |   |   |  |
|  | L.4.1c: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  | <b>Unit 3:</b>                              | Auxiliary Verbs, T435, T439, T443, T447<br>Modal Verbs, T461<br>Auxiliary Verbs, T347   |   |  |
|  |   | <b>Unit 4:</b><br><b>Digital Resources:</b> | Use Verbs, T407, T408–T409<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  |   |  |
|  | L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | <b>Unit 1:</b>                              | This standard is met throughout the program. See the following representative citations:<br><br>Academic Vocabulary, T24–T25, T204–T205, T266–T267<br>Develop Vocabulary, T48–T49, T108–T109, T166–T167, T228–T229, T300–T301 |   |  |
|  |   | <b>Unit 2:</b>                              | Academic Vocabulary, T24–T25, T216–T217, T276–T277<br>Develop Vocabulary, T52–T53, T178–T179, T238–T239, T302–T303<br>Use Academic Words: Collaborate, T463   |   |  |

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|  |  | Unit Numbers              | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/><b>Unit 4</b><br/><b>Overview:</b><br/><b>Using informational Text to Explore and Support Ideas</b></p> | <p><b>(cont'd)</b><br/>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> | <b>Unit 3:</b>            | Develop Vocabulary, T40–T41, T166–T167, T240–T241<br>Academic Vocabulary, T138–T139, T204–T205, T278–T279<br>Use Academic Words: Collaborate, T455 | <p><b>(Cont'd)</b><br/><b>34 days (30 days instruction; 4 days reteaching/ enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|  |  | <b>Unit 4:</b>            | Academic Vocabulary, T24–T25, T88–T89, T150–T151, T212–T213, T278–T279<br>Develop Vocabulary, T50–T51, T174–T175, T240–T241, T306–T307             |   |
|  |  | <b>Unit 5:</b>            | Academic Vocabulary, T24–T25, T212–T213, T272–T273<br>Develop Vocabulary, T46–T47, T174–T175, T234–T235, T298–T299                                 |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary   |   |

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|---|--|----------------------|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |   |
|   |  | Unit Numbers         | Lessons   | Pacing  |
| <b>Unit 5</b><br><b>Overview:</b><br><b>A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b> | <b>Overarching Standards:</b> RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                      |   | <b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   | <b>Priority Standards:</b><br>R.L.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).   | <b>Unit 2:</b>       | Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185   |   |
|   |  | <b>Unit 3:</b>       | Analyze Plot and Setting, T93, T94, T96–T99, T106–T107<br>Analyze Characters, T34, T37, T38, T46–T47<br>Compose a Plot: Develop a Resolution, T372–T373 |   |
|   |  | <b>Unit 3:</b>       | Compose Dialogue, T388–T389   |   |
|   |  | <b>Unit 4:</b>       | Analyze Characters, T35–T37, T41, T42, T45, T47, T56–T57<br>Analyze Myths, T288, T292, T293, T295, T298, T300, T303, T304, T305, T312–T313              |   |

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|--|--|---------------------------|--|---|
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b> | <b>(Cont'd)</b><br>R.L.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment | <b>(Cont'd)</b><br>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | R.L.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | <b>Unit 2:</b>            | Listening Comprehension:<br>Poetry, T212–T213<br>Poetry, T214–T215<br>Explain Poetic Language and Elements, T226, T227, T230, T231, T234, T235, T244–T245  |   |
|  |  | <b>Unit 3:</b>            | Explore the Poem, T72–T73<br>Poetry, T276–T277<br>Introduce the Text, T286–T287<br>Examine Poetic Elements, T288, T291, T300–T301<br>Realistic Fiction, T22–T23, T76–T77, T202–T203, T332–T333, T340–T341                        |   |

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|---|---|----------------------------------|---|---|
|   |   | Unit Numbers                     | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 5<br/>Overview:<br/>A Closer<br/>Look at<br/>Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</p> | <p><i>(Cont'd)</i><br/>R.L.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> | <p><b>Unit 4:</b></p>            | <p>Explore the Poem, T82–T83<br/>Drama, T148–T149<br/>Explain Elements of a Drama, T154, T160–T164, T168, T180–T181<br/>Read Like A Writer: Author's Craft, T163<br/>Respond and Analyze, T174–T175<br/>Analyze Myths, T312–T313</p>                      | <p><i>(Cont'd)</i><br/>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |   | <p><b>Unit 5:</b></p>            | <p>Understand Poetry, T336–T337</p>   |   |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> |   |

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| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |   |   |
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| <p><i>(Cont'd)</i><br/>Unit 5<br/>Overview:<br/>A Closer<br/>Look at<br/>Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</p> | <p><b>Supporting Standards:</b></p>   |                                  |   | <p><i>(Cont'd)</i><br/>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p>R.L.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>Unit 2:</b></p>            | <p>Analyze Plot and Setting, T168, T170, T173, T175, T177, T184–T185</p>  |   |
|   |   | <p><b>Unit 3:</b></p>            | <p>Analyze Plot and Setting, T93, T94, T96–T99, T106–T107<br/>Make Inferences About Characters, T35, T36, T54–T55</p>   |   |
|   |   | <p><b>Unit 4:</b></p>            | <p>Infer Theme, T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247</p>   |   |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> |   |

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|--|--|---------------------------|---|--|
|  |  | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b> | R.L.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | <b>Unit 2:</b>            | ELL Targeted Support: Visual and Contextual Support, T231                             | <b>(Cont'd)</b><br><b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  |  | <b>Unit 3:</b>            | Analyze Graphic Features, T174–T175   |  |
|  |  | <b>Unit 4:</b>            | Interact with Sources: Fairy Tales, T144–T145<br>Analyze Myths, T312–T313             |  |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  |  |
|  | <b>Overarching Standards:</b> RF.4.4 Read with sufficient accuracy and fluency to support comprehension.   |                           |   |  |
|  | <b>Priority Standards:</b>   |                           |   |  |
|  | R.F.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.   | <b>Unit 1:</b>            | Fluency, T20, T82, T142, T200, T202, T227   |  |
|  |  | <b>Unit 2:</b>            | Fluency, T20, T86, T154, T156, T212, T272   |  |
|  |  | <b>Unit 3:</b>            | Fluency, T20, T74, T134, T200, T274, T276, T293                                       |  |
|  |  | <b>Unit 4:</b>            | Fluency, T20, T84, T146, T208, T210, T274   |  |
|  |  | <b>Unit 5:</b>            | Fluency, T20, T80, T140, T142, T173, T208, T268                                       |  |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Foundational Skills>Fluency |  |

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|  |  | Unit Numbers         | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b> | <b>Overarching Standards:</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |                      |  | <b>(Cont'd)</b><br><b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | <b>Priority Standards:</b>   |                      |  |  |
|  | W.4.3.e Provide a conclusion that follows from the narrated experiences or events.   | <b>Unit 1:</b>       | Personal Narrative: Develop and Compose a Conclusion, T402   |  |
|  |  | <b>Unit 3:</b>       | Compose a Plot: Develop a Resolution, T372–T373  |  |
|  | <b>Supporting Standards:</b>   | <b>Unit 1:</b>       | Personal Narrative, T337, 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 |  |
|  | W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  | <b>Unit 3:</b>       | Realistic Fiction, T331, T332–T333, T336–T337, T340–T341, T344–T345, T348, T355, T356–T357, T360–T361, T364–T365, T368–T369, T372, T379, T380–T381, T384–T385, T388–T389, T392–T393, T396  |  |

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|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>  |
| <b>(Cont'd)<br/>Unit 5<br/>Overview:<br/>A Closer<br/>Look at<br/>Story Elements and<br/>Structure in Multiple<br/>Genres and Writing<br/>Performance,<br/>Poetry,<br/>and Drama</b> |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons  | <b>(Cont'd)<br/>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | <b>Unit 1:</b>              | Genre Immersion Lesson:<br>Know the Narrator, T342–T343<br>Know the Setting and Events, T346–T347<br>Plan Your Personal Narrative, T354–T355<br>Portray People, T362–T363<br>Compose a Setting, T366–T367<br>Develop an Idea with Relevant Details, T370–T371<br>Use Concrete Words and Phrases, T374–T375<br>Compose with Sensory Details<br>Develop and Compose an Introduction, T386–T387 |  |

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| <p><i>(Cont'd)</i><br/>Unit 5<br/>Overview:<br/>A Closer<br/>Look at<br/>Story Elements and<br/>Structure<br/>in Multiple<br/>Genres<br/>and Writing Performance,<br/>Poetry,<br/>and Drama</p> |                      | <p><b>Unit 3:</b></p>            | <p>Brainstorm a Topic, T344–T345<br/>Plan Your Realistic Fiction Story, T348–T349<br/>Compose a Character Description: External, T356–T357<br/>Compose a Character Description: Internal, T360–T361<br/>Compose Information About the Setting, T364–T365<br/>Compose a Plot: Develop a Problem, T368–T369</p> |   |
|   |                      | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>   | <p><i>(Cont'd)</i><br/>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |

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|   |  | Unit Numbers                     | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 5 Overview: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b></p> | <p>W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> | <p><b>Unit 1:</b></p>            | <p>Genre Immersion Lesson: Know the Narrator, T342–T343<br/>           Portray People, T362–T363<br/>           Use Concrete Words and Phrases, T374–T375<br/>           Compose with Sensory Details, T378–T379<br/>           Compose an Event Sequence, T390–T391<br/>           Compose Dialogue, T398–T399</p> | <p><i>(Cont'd)</i><br/> <b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   |  | <p><b>Unit 3:</b></p>            | <p>Compose a Character Description: External, T356–T357<br/>           Compose a Character Description: Internal, T360–T361<br/>           Compose a Plot: Develop a Problem, T368–T369<br/>           Compose from a Point of View, T380–T391<br/>           Compose Dialogue, T388–T389</p>                       |   |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>   |   |

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|   |   | Unit Numbers   | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 5 Overview: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b></p> | <p><b>Overarching Standards:</b> W.4.6 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; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> |  |  | <p><b>(Cont'd)</b><br/> <b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   | <p><b>Supporting Standards:</b></p>   |  |  |   |
|   | W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.   | <p><b>Unit 1:</b></p>  | <p>Project-Based Inquiry, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469</p> |   |
|   |   | <p><b>Unit 2:</b></p>  | <p>Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459</p> |   |
|   |   | <p><b>Unit 3:</b></p>  | <p>Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p> |   |
|   |   | <p><b>Unit 4:</b></p>  | <p>Project-Based Inquiry, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> |   |
|   | <p><b>Unit 5:</b></p>   | <p>Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p>       |  |   |
|   | <p><b>Digital Resources:</b></p>  | <p>Table of Contents&gt;Resource Download Center&gt;Inquiry-Based Project Rubrics and Checklists</p> |  |   |

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|   |  | Unit Numbers              | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 5 Overview: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b></p> | <p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <b>Unit 1:</b>            | <p>Conduct Research: Use Print Sources, T462–T463<br/>           Extend Research: Incorporate Media, T466–T467</p>                              | <p><i>(Cont'd)</i><br/> <b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   |  | <b>Unit 2:</b>            | <p>Conduct Research: Use Print and Digital Sources, T452–T453<br/>           Extend Research: Incorporate Media, Revise and Edit, T456–T457</p> |   |
|   |  | <b>Unit 3:</b>            | <p>Conduct Research: Use Audio and Video Sources, T460–T461<br/>           Extend Research: Incorporate Media, Revise and Edit, T464–T465</p>   |   |
|   |  | <b>Unit 4:</b>            | <p>Conduct Research: Interview a Person, T468–T469<br/>           Extend Research: Write a Thank-You Note, Revise and Edit, T472–T473</p>       |   |
|   |  | <b>Unit 5:</b>            | <p>Conduct Research: Search Online, T460–T461<br/>           Extend Research: Explore Props and Costumes, Revise and Edit, T464–T465</p>        |   |
|   |  | <b>Digital Resources:</b> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Inquiry–Based Project Rubrics and Checklists</p>                                     |   |

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| Alignment Grade 4   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 5<br/>Overview:<br/>A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</p> | <b>Overarching Standards:</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |   |  | <p><i>(Cont'd)</i><br/>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <b>Supporting Standards:</b>   |   |  |   |
|   | L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).          | <p><b>Unit 1:</b></p><br><p><b>Unit 4:</b></p><br><p><b>Unit 5:</b></p><br><p><b>Digital Resources:</b></p> | <p>For supporting content please see:<br/>Edit for Adjectives, T418–T419</p> <p>Language and Conventions: Adjectives, T375, T379, T383, T387</p> <p>Minilesson: Edit for Adjectives, T406, T420–T421</p> <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p> |   |
|   | <b>Overarching Standards:</b> L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.           |   |  |   |
|   | <b>Priority Standards:</b>   |   |  |   |
|   | L.4.3.b Choose punctuation for effect.   | <p><b>Unit 5:</b></p><br><p><b>Digital Resources:</b></p>   | <p>Minilesson: Explore What Poetry Looks Like, T344<br/>Minilesson: Select Punctuation, T392</p> <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/><i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p>   |   |

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| <b>Alignment Grade 4</b>   |   |  |  |  |
|--|---|--|--|--|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>  |  |  |
|  |   | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>  |
| <p><i>(Cont'd)</i><br/><b>Unit 5 Overview: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama</b></p> | <p>L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Figurative Language, T124–T125, T204–T205, T226<br/>Simile and Metaphor, T297</p> <p>Figurative Language, T194–T195, T216–T217</p> <p>Figurative Language, T204–T205, T233<br/>Expressions, T38, T94</p> <p>Figurative Language, T212–T213, T234, T237<br/>Simile and Metaphor, <b>T410</b></p> <p>Figurative Language, T212–T213, T222, T224<br/>Simile and Metaphor, T368–T369</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><i>(Cont'd)</i><br/><b>24 days (20 days instruction; 4 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |

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| <b>Alignment Grade 4</b>  |  |                             |  |   |
|---|--|-----------------------------|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |  |   |
|   |  | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>   |
| <b>Unit 6 Overview: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b> | <b>Overarching Standards:</b> RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.       |                             |  | <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   | <b>Priority Standards:</b><br>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |                             |  |   |
|   |  | <b>Unit 1:</b>              | Students examine graphics and other visual elements in many lessons. For examples see:<br><br>Analyze Author's Use of Graphics, T34, T36, T44, T56–T57, T217, T221, T224, T236–T237, T244–T245<br>Explore the Media, T140–T141<br>Explore the Map, T18–T19 |   |
|   |  | <b>Unit 2:</b>              | Text Features, T128–T129, T136–T137<br>Print and Graphic Features, T60–T61<br>Analyze Photographs, T339, T348<br>Explore Media, T84–T85<br>Explore Infographics, T18–T19, T210–T211  |   |
|   |  | <b>Unit 3:</b>              | Explore Media, T132–T133<br>Analyze Graphic Features, T174–T175<br>Explore Infographics, T198–T199, T272–T273  |   |
|   |  | <b>Unit 4:</b>              | Text Features, T172<br>Explore Media, T18–T19  |   |



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|---|--|--|---|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>  |   |   |
|   |  | <b>Unit Numbers</b>  | <b>Lessons</b>  | <b>Pacing</b>   |
| <p><i>(Cont'd)</i><br/> <b>Unit 6 Overview: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b></p> | <p><i>(Cont'd)</i><br/>           RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> | <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Develop Vocabulary, T166–T167<br/>           Use Academic Words: Collaborate, T455</p> <p>Academic Vocabulary, T24–T25, T88–T89, T150–T151, T212–T213, T278–T279</p> <p>Academic Vocabulary, T24–T25, T84–T85, T144–T145, T212–T213, T272–T273<br/>           Develop Vocabulary, T46–T47, T106–T107, T174–T175, T234–T235, T298–T299</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   | <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>                  | <p><b>Unit 1:</b></p> <p><b>Unit 5:</b></p>  | <p>Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Close Read: Compare and Contrast Accounts, T282, T284, T287, T289, T290, T292, T295, T304–T305<br/>           Refine Research: Primary and Secondary Sources, T466–T467</p>   |   |

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| <b>Alignment Grade 4</b>   |   |                             |  |  |
|--|---|-----------------------------|--|--|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |  |  |
|  |   | <b>Unit Numbers</b>         | <b>Lessons</b>   | <b>Pacing</b>  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b> | <b>(cont'd)</b><br>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  | <b>Unit 2:</b>              | Explore and Plan: Argumentative Writing, T462–T463<br>Collaborate and Discuss, T466–T467   |  |
|  |   | <b>Unit 3:</b>              | Explore and Plan: Argumentative Writing, T456–T457<br>Collaborate and Discuss, T460–T461   |  |
|  |   | <b>Unit 4:</b>              | Analyze an Opinion Essay, T344–T345<br>Understand Point of View (opinion), T348–T349   |  |
|  |   | <b>Unit 5:</b>              | Analyze Argument, T154–T156, T158, T159, T161, T164, T165, T167, T168, T172, T173, T180–T181<br>Explore and Plan: Opinions and Claims, T460–T461   |  |

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**Alignment Grade 4**

| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |   |  |
|--|--|---------------------------|---|--|
|  |  | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b> | <b>(cont'd)</b><br>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | <b>Overarching Standards:</b> W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |                           |   |  |
|  | <b>Priority Standards:</b>   |                           |   |  |
|  | W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  | <b>Unit 2:</b>            | Analyze a Lead Paragraph, T344–T345<br>Brainstorm and Set a Purpose, T352–T353<br>Plan Your Travel Article, T356–T357<br>Develop an Introduction, T364–T365<br>Compose a Headline, T388–T389<br>Inquire: Introduce the Project, T462–T463<br>Explore and Plan: Informational Writing, T464–T465 |  |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   |  |

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| <b>Alignment Grade 4</b>   |  |                             |   |  |
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| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b> |   |  |
|  |  | <b>Unit Numbers</b>         | <b>Lessons</b>  | <b>Pacing</b>  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b> | W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <b>Unit 2:</b>              | Develop Relevant Details, T368–T369<br>Develop Different Types of Details, T372–T373<br>Compose Captions for Visuals, T376–T377<br>Compose Body Paragraphs, T392–T393<br>Group Paragraphs into Sections, T396–T397<br>Extend Research: Incorporate Media, T472–T473 | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | <b>Supporting Standards:</b>   |                             |   |  |
|  | W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).                 | <b>Unit 2:</b>              | Group Paragraphs into Sections, T396–T397<br>Develop Transitions, T400–T401<br>Use Linking Words and Phrases, T412–T413   |  |
|  | W.4.2.e Provide a concluding statement or section related to the information or explanation presented.                                   | <b>Unit 2:</b>              | Develop a Conclusion, T380–T381   |  |
|  |  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   |  |

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| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|---|--|---|--|---|
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 6 Overview: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b></p> | <b>Overarching Standards:</b> SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.  |   |  | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|   | <b>Priority Standards:</b>   |   |  |   |
|   | SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.) | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Reflect and Share, T324 Expressions, T94 Celebrate and Reflect, T474–T475<br><br>Collaborate and Discuss, T466–T467<br><br>Collaborate and Discuss: Audience, T472–T473 Celebrate and Reflect, T480–T481<br><br>Celebrate and Reflect, T472<br><br><i>Table of Contents</i> >Resource Download Center>Speaking and Listening |   |
|   | <b>Supporting Standards:</b>   |   |  |   |
|   | SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.   | <b>Unit 1:</b><br><br><b>Unit 2:</b>  | Extend Research: Incorporate Media, T466–T467 Celebrate and Reflect, T468–T469<br><br>Extend Research: Incorporate Media, Revise and Edit, T456–T457 Celebrate and Reflect, T458–T459  |   |

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| Alignment Grade 4   |   |                                     |   |   |
|---|---|-------------------------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource                |   |   |
|   |   | Unit Numbers                        | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 6<br/>Overview:<br/>Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</p> | <p><i>(cont'd)</i><br/>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> | <p><b>Unit 3:</b></p>               | <p>Minilesson: Publish and Celebrate, T436–T437<br/>Extend Research: Incorporate Media, Revise and Edit, T464–T465<br/>Celebrate and Reflect, T466–T467</p> | <p><i>(Cont'd)</i><br/>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   |   | <p><b>Unit 4:</b></p>               | <p>Celebrate and Reflect, T474–T475</p>   |   |
|   |   | <p><b>Unit 5:</b></p>               | <p>Minilesson: Publish and Celebrate, T440–T441<br/>Celebrate and Reflect, T466–T467</p>  |   |
|   | <p><b>Overarching Standards:</b> L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>                 |                                     |   |   |
|   |   | <p><b>Supporting Standards:</b></p> |   |   |
|   | <p>L.4.1.e Form and use prepositional phrases.</p>  | <p><b>Unit 3:</b></p>               | <p>Prepositions, T339, T343, T347, T351, T359, T412</p>   |   |
|   |   | <p><b>Unit 5:</b></p>               | <p>Prepositions and Prepositional Phrases, T424</p>   |   |
|   |   | <p><b>Digital Resources:</b></p>    | <p><i>Table of Contents</i>&gt;Language Awareness Handbook<i>able of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p>                       |   |

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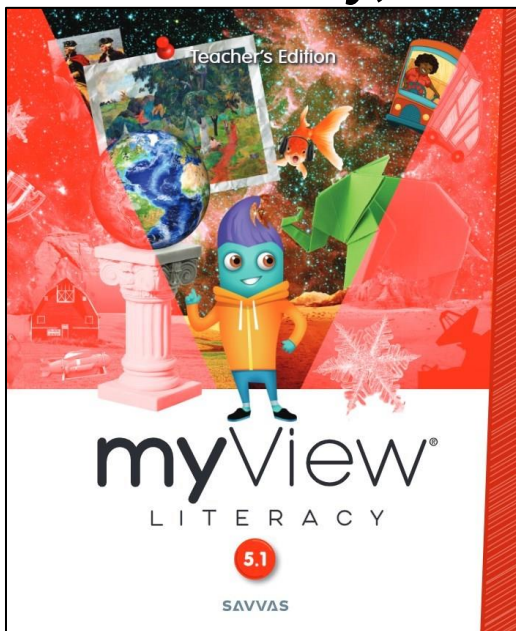
| Alignment Grade 4   |   |   |   |   |
|---|---|---|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/>Unit 6<br/>Overview:<br/>Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</p> | <p><b>Overarching Standards:</b> L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> |   |   | <p><i>(Cont'd)</i><br/>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |
|   | <p><b>Priority Standards:</b></p>   |   |   |   |
|   | <p>L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>         | <p><b>Unit 1:</b></p>   | <p>Vocabulary in Context, T36, T104, T156, T226, T289<br/>Academic Vocabulary: Context Clues, T156</p>  |   |
|   |   | <p><b>Unit 2:</b></p>   | <p>Vocabulary in Context, T36, T118, T174, T292, T297<br/>Academic Vocabulary: Context Clues, T158–T159, T174</p>                               |   |
|   |   | <p><b>Unit 3:</b></p>   | <p>Vocabulary in Context, T39, T152, T235, T293<br/>Academic Vocabulary: Context Clues, T138–T139</p>   |   |
|   |   | <p><b>Unit 4:</b></p>   | <p>Vocabulary in Context, T38, T100, T106, T165, T223, T230, T234, T294, T302<br/>Academic Vocabulary: Context Clues, T150–T151, T168, T239</p> |   |
|   | <p><b>Unit 5:</b></p>   | <p>Vocabulary in Context, T42, T101, T163, T169, T222, T283, T288<br/>Academic Vocabulary: Context Clues, T144–T145, T157, T160, T169</p> |   |   |
|   | <p><b>Digital Resources:</b></p>  | <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p>  |   |   |

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| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>  |  |   |
|   |  | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>   |
| <p><i>(Cont'd)</i><br/> <b>Unit 6 Overview: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas</b></p> | <p>L.4.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Students use a dictionary or glossary throughout the text. For examples see:</p> <p>Develop Vocabulary, T166–T167<br/>           Academic Vocabulary, T86<br/>           How to Use a Glossary, T490–T491</p> <p>First Read, T232<br/>           Academic Vocabulary, T90–T91<br/>           Glossary in text, T119<br/>           Vocabulary in Context, T292<br/>           How to Use a Glossary, T492–T493</p> <p>Academic Vocabulary, T24, T78<br/>           Vocabulary in Context, T293<br/>           How to Use a Glossary, T484–T485</p> <p>Academic Vocabulary, T24, T88<br/>           Vocabulary in Context, T100<br/>           How to Use a Glossary, T496–T497</p> <p>Develop Vocabulary, T299<br/>           How to Use a Glossary, T488–T489</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |

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To the

**Connecticut**

**English Language Arts Model for Grade 5  
2023**

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**Digital Resources:** The symbol “>” indicates a click to reach each digital asset on the Realize<sup>®</sup> Digital platform at [savvasrealize.com](https://savvasrealize.com).

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |   |   |   |   |
|--|---|---|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource                            |   |   |
|  |   | Unit Numbers                                    | Lessons   | Pacing  |
| <i>This is the title of the unit in the ELA model curriculum.</i>  | <i>These are the Overarching, Priority, and Supporting Standards addressed in the unit. (<a href="#">Definitions for Standards</a>)</i> | <i>These are the publisher's aligned units.</i> | <i>These are the lessons from the publisher's identified units that align with the <b>Priority Standards</b> within the model unit.</i>   | <i>This is the publisher's expected number of days for instruction.</i>   |
| <b>Unit 1 Overview: Uncovering Meaning and Message in Literacy</b> | <b>Priority Standards:</b>  |   |   | <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|  | RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.            | <b>Unit 1:</b>                                  | This standard is met throughout the program. Please see representative pages:<br><br>Use Text Evidence, T159, T160, T163, T167, T169, T171, T172, T188–T189<br>Respond and Analyze, T44–T45, T108–T109, T292–T293<br>Reflect and Share, T196–T197 |   |
|  |   | <b>Unit 2:</b>                                  | Generate Questions, T192–T193<br>Respond and Analyze, T178–T179   |   |
|  |   | <b>Unit 3:</b>                                  | Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295<br>Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289  |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

**Alignment Grade 5**

| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |  |   |
|--|--|----------------------------------|--|---|
|  |  | Unit Numbers                     | Lessons  | Pacing  |
| <p><i>(Cont'd)</i></p> <p><b>Unit 1 Overview: Uncovering Meaning and Message in Literacy</b></p> | <p><i>(Cont'd)</i></p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>Unit 4:</b></p>            | <p>Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321</p> <p>Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Respond and Analyze, T46–T47, T110–T111, T306–T307</p>                                   | <p><i>(Cont'd)</i></p> <p><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|  |  | <p><b>Unit 5:</b></p>            | <p>Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195</p> <p>Respond and Analyze, T180–T181</p>   |   |
|  |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5</p> <p><i>Table of Contents</i> &gt;Resource Download Center&gt;Leveled Reader Booklets</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |                           |  |  |
|---|--|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |  |
|   |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b> | RL.5.2 Determine a theme of a story, drama, or poem from details in the 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. | <b>Unit 2:</b>            | Explore the Poem, T146–T147<br>Realistic Fiction, T150–T151  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   |  | <b>Unit 3:</b>            | Explore the Poem, T18–T19<br>Summarize, T97, T98, T100, T104<br>Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107<br>Minilesson: Realistic Fiction, T264–T265<br>Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295<br>Reflect and Share, T196–T197 |  |
|   |  | <b>Unit 4:</b>            | Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117  |  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |  |

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**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |   |  |   |
|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |
|   |   | Unit Numbers   | Lessons   |
| Supporting Standards:   |   | Pacing   |   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b> | 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4 :</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Use Text Evidence, T160, T188–T189<br><br>Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115<br>Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55<br><br>Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53<br><br>Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187<br><br><i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |
|   | <b>Overarching Standards:</b> RF.5.4 Read with sufficient accuracy and fluency to support comprehension.  |  |   |
|   | <b>Priority Standards:</b>  |  |   |
|   | RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   | <b>Unit 1:</b>   | Vocabulary in Context, T43, T101, T103, T165, T225, T281<br>Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168   |
|   |   |  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b>  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |                           |  |  |
|---|---|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |  |
|   |   | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b>           | <b>(Cont'd)</b><br>RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  | <b>Unit 2:</b>            | Vocabulary in Context, T41, T107, T171, T234, T287, T297<br>Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   |   | <b>Unit 3:</b>            | Vocabulary in Context, T36, T100, T173, T223, T287<br>Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167  |  |
|   |   | <b>Unit 4:</b>            | Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302<br>Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169  |  |
|   |   | <b>Unit 5:</b>            | Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289<br>Academic Vocabulary: Context Clues, T154–T155, T171  |  |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary   |  |
| <b>Overarching Standards:</b> RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. |   |                           |  |  |
| <b>Priority Standards:</b>  |   |                           |  |  |
|   | RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | <b>Unit 1:</b>            | Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311<br>Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193 |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |   |   |   |  |
|--|---|---|---|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |   |  |
|  |   | Unit Numbers  | Lessons   | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>Uncovering Meaning and Message in Literacy</b></p> | <p><b>(Cont'd)</b><br/>           RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> | <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p>Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319<br/>           Base Words and Endings, T324–T325, T340–T341, T346–T347</p> <p>Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253<br/>           Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73<br/>           Syllable Patterns, T268–T269, T284, T290–T291, T298–T299, T312–T313, T424, T428, T432, T440</p> <p>Syllable Patterns, T64–T65, T358<br/>           Word Parts, T70–T71, T134–T135, T196–T197<br/>           Prefixes, T86–T87, T112–T113, T120–T121, T134–T135<br/>           Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331<br/>           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,</p> | <p><b>(Cont'd)</b><br/>           25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</p> |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |  |   |   |
|---|--|--|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |   |   |
|   |  | Unit Numbers   | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b> | <b>(Cont'd)</b><br>RF.5.3.a Use combined knowledge of all letter-sound correspondences, syllable patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.                 | <b>(cont'd)</b><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | T402, T410, T254–T255, T430<br><br>Word Study: Suffixes, T174<br>Syllable Patterns, T94–T95, T104, T111, T118–T119, T126–T127, T140–T141, T198–T199, T396<br><br><i>Table of Contents</i> >Professional Development Center>Vocabulary<br><i>Table of Contents</i> >Resource Download Center>Spelling  | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|   | <b>Overarching Standards:</b> W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |   |   |
|   | <b>Priority Standards:</b>   |  |   |   |
|   | W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  | <b>Unit 1:</b><br><br><br><br><br><br><br><br><br><br><b>Unit 4:</b>                     | Develop Specific Details, T358–T359<br>Minilesson: Develop Sensory Details, T362–T363<br>Minilesson: Compose with Dialogue, T370<br>Prepare for Assessment, T43<br><br>Minilesson: Develop Characters, T367, T368–T369<br>Develop the Conflict, T376–T377<br>Minilesson: Develop Dialogue, T384<br>Minilesson: Choose Pacing of Events, T400–T401<br>Develop the Plot, T391<br>Minilesson: Select A Different Genre, T408<br>Writing Assessment, T452 |   |

**Connecticut English Language Arts Model Curriculum Alignment  
Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |   |  |  |   |
|--|---|--|--|---|
| Model Unit Name<br>(Cont'd)<br>Unit 1<br>Overview:<br>Uncovering Meaning and Message in Literacy | Model Unit Standards  | Publisher's Resource   |  |   |
|  |   | Unit Numbers   | Lessons  | Pacing  |
|  |   | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
|  | W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | <b>Unit 1:</b><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><b>Unit 4:</b> | Draft with Transitions, T377, T386–T387<br>Minilesson: Develop a Sequence of Events, T382–T383<br>Revise to Include Important Events, T390–T391<br>Revise by Combining Ideas, T425<br>Revise by Rearranging and Combining Ideas, T426–T427<br><br>Develop the Conflict, T376–T377<br>Develop the Resolution, T380–T381<br>Organize a Sequence of Events, T391<br>Develop the Plot, T391, T404–T405<br>Minilesson: Organize a Sequence of Events, T396–T397<br>Minilesson: Choose Pacing of Events, T400–T401 |   |
|  |   | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |   |

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**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                                  |  |   |
|--|--|----------------------------------|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |  |   |
|  |  | Unit Numbers                     | Lessons  |   |
|  |  | Pacing                           |  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>Uncovering Meaning and Message in Literacy</b></p> | <p><b>Supporting Standards:</b></p> <p>5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |                                  |  | <p><b>(Cont'd)</b><br/> <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p> |
|  | <p>5.W.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>                                  | <p><b>Unit 1:</b></p>            | <p>Minilesson: Plan Your Personal Narrative, T346–T347<br/>                     Minilesson: Develop an Engaging Idea, T356–T357<br/>                     Minilesson: Develop Point of View, T366–T367<br/>                     Minilesson: Develop an Introduction, T378–T379<br/>                     Minilesson: Develop a Sequence of Events, T382–T383<br/>                     Prepare for Assessment, T438</p> |   |
|  |  | <p><b>Unit 4:</b></p>            | <p>Minilesson: Develop Characters, T367, T368–T369<br/>                     Develop Setting, T372–T373<br/>                     Organize an Introduction, T392–T393<br/>                     Minilesson: Organize a Sequence of Events, T396–T397<br/>                     Choose Pacing of Events, T400–T401<br/>                     Develop the Plot, T391</p>  |   |
|  |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics<br/>                     &gt;Writing Workshop Conference Notes<br/> <i>Table of Contents</i>&gt;Additional Writing Lessons</p>   |   |

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**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |                           |  |  |
|---|--|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |  |
|   |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b>   | 5.W.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.   | <b>Unit 4:</b>            | Minilesson: Revise by Adding and Deleting Ideas for Clarity, T439, T440–T441                       | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
|   |  | <b>Unit 5:</b>            | Minilesson: Mentor Stack: See Like a Poet, T358–T359   |  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics        |  |
|   | 5.W.3.e Provide a conclusion that follows from the narrated experiences or events.   | <b>Unit 1:</b>            | Minilesson: Develop a Sequence of Events, T382–T383<br>Minilesson: Develop a Conclusion, T394–T395 |  |
|   |  | <b>Unit 4:</b>            | Develop the Resolution, T380–T381<br>Minilesson: Organize a Sequence of Events, T396–T397          |  |
| <b>Overarching Standards:</b> W.5.6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  |                           |  |  |
| <b>Supporting Standards:</b>  |  |                           |  |  |
|   | 5.W.9.a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | <b>Unit 1:</b>            | Reflect and Share: Write to Sources, T196–T197, T252–T253  |  |
|   |  | <b>Unit 3:</b>            | Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251                               |  |
|   |  | <b>Unit 4:</b>            | Reflect and Share: Write to Sources, T132–T133   |  |
|   |  | <b>Unit 5:</b>            | Reflect and Share: Write to Sources, T138–T139   |  |

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| Alignment Grade 5   |   |  |   |
|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |
|   |   | Unit Numbers   | Lessons   |
|   |   |  | Pacing  |
| <b>Overarching Standards:</b> SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |   |  | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day. |
| <b>Supporting Standards:</b>  |   |  |   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b>   | 5.SL.1.b Follow agreed-upon rules for discussions and carry out assigned roles. | <b>Unit 1:</b><br><br>Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265<br>Writing Club, T347                     |   |
|   |   | <b>Unit 2:</b><br><br>Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273<br>Share Back, T354<br>Writing Club, T379 |   |
|   |   | <b>Unit 3:</b><br><br>Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263<br>Writing Club, T343                     |   |
|   |   | <b>Unit 4:</b><br><br>Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271   |   |
|   |   | <b>Unit 5:</b><br><br>Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269   |   |
|   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  |   |

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| Alignment Grade 5  |  |   |   |
|--|--|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |   |
|  |  | Unit Numbers  | Lessons   |
|  |  |   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>Uncovering Meaning and Message in Literacy</b></p> | <b>Overarching Standards:</b> L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |   |   |
|  | <b>Priority Standards:</b>   |   |   |
|  | 5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.   | <b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Minilesson: Edit for Punctuation Marks, T432<br><br>Commas and Introductory Elements, T365, T369, T373, T377, T385<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook  |
|  | <b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.                       |   |   |
|  | <b>Priority Standards:</b>   |   |   |
|  | 5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  | <b>Unit 1:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b>            | Compound and Complex Sentences, T163, T382, T385, T389, T393, T397<br>Simple Sentences, T337, T341, T345, T349, T357<br><br>Language and Conventions: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419<br>Edit for Subordinating Conjunctions, T428<br><br>Edit for Subordinating Conjunctions, T405, T414 |
|  |  |   | <p><b>(Cont'd)</b><br/> <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b></p>   |

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**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |   |  |  |
|--|---|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |
|  |   | Unit Numbers   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>Uncovering Meaning and Message in Literacy</b>  | <b>(cont'd)</b><br>5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook<br><br><b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day.</b> |
| <b>Unit 2</b><br><b>Overview:</b><br><b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b> | <b>Overarching Standards:</b> RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |  | <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b>   |
|  | <b>Priority Standards:</b><br>RI.5.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |  |  |
|  | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |   |                           |  |
|--|---|---------------------------|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource      |  |
|  |   | Unit Numbers              | Lessons  |
|  |   | Pacing                    |  |
|  | <p><b>(cont'd)</b><br/>           RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   |
|  | <b>Supporting Standards:</b>  |                           |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  | <b>Unit 1:</b>            | This standard is met throughout the program. Please see representative pages:<br><br>Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87<br>Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123<br>Respond and Analyze, T174–T175, T230–T231<br>Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51 |
|  |   | <b>Unit 2:</b>            | Respond and Analyze, T178–T17<br>Generate Questions, T32, T34, T38, T44, T47, T48, T96, T101, T103, T108   |
|  |   | <b>Unit 3:</b>            | Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289   |
|  |   | <b>Unit 4:</b>            | Respond and Analyze, T172–T173, T236–T237<br>Summarize, T91, T97, T98, T100, T102, T104, T122–T123   |
|  |   |                           | <p><b>(Cont'd)</b><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p>   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView® Literacy, Grade 5***

| Alignment Grade 5  |  |   |   |  |
|--|--|---|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |   |  |
|  |  | Unit Numbers  | Lessons   | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | <p><b>(Cont'd)</b><br/>                     RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>Unit 5:</b></p><br><br><br><br><br><br><br><p><b>Digital Resources:</b></p> | <p>Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297<br/>                     Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>   | <p><b>(Cont'd)</b><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|  | <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>                         | <p><b>Unit 1:</b></p><br><br><br><br><br><br><br><p><b>Unit 2:</b></p>            | <p>This objective is taught throughout the program. For examples, see:</p> <p>Develop Vocabulary, T44–T45, T108–T109, T292–T293<br/>                     Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269<br/>                     Domain Specific Words, T228</p> <p>Develop Vocabulary, T50–T51, T114–T115, T238–T239, T300–T301<br/>                     Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217<br/>                     Domain Specific Words, T410–T411</p> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b> | <b>(Cont'd)</b><br>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | <b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213<br><br>Develop Vocabulary, T172–T173, T236–T237<br>Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211<br><br>Develop Vocabulary, T54–T55, T116–T117, T234–T235, T296–T297<br>Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219<br><br><i>Table of Contents&gt;Professional Development Center&gt;Vocabulary</i> | <b>(Cont'd)</b><br><b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | <b>Overarching Standards:</b> RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.  |   |  |   |
|   | <b>Priority Standards:</b>   |   |  |   |
|   | RF.5.4.a Read grade-level text with purpose and understanding.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b>                                  | Fluency, T20, T143, T144, T173, T208, T264<br>Read, T90, T154, T220, T276<br><br>Fluency, T20, T84, T151, T177, T212, T272<br>Read, T32, T96, T160, T224, T284<br><br>Fluency, T21, T82, T142, T208, T263, T287<br>Read, T32, T94, T164, T220, T274  |   |

**Connecticut English Language Arts Model Curriculum Alignment  
Resource Name: myView® Literacy, Grade 5**

| <b>Alignment Grade 5</b>  |  |   |   |  |
|---|--|---|---|--|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher’s Resource</b>   |   |  |
|   |  | <b>Unit Numbers</b>   | <b>Lessons</b>  | <b>Pacing</b>  |
| <b>(Cont’d)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b> | <b>(Cont’d)</b><br>RF.5.4.a Read grade-level text with purpose and understanding.  | <b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Fluency, T80, T144, T171, T206, T270<br>Read, T32, T92, T156, T218, T282<br><br>Fluency, T20, T88, T150, T214, T268, T294<br>Read, T32, T100, T162, T226, T280<br><br><i>Table of Contents</i> >Professional Development Center>Foundational Skills>Fluency   | <b>(Cont’d)</b><br>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   | W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |   |   |  |
|   | W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | <b>Unit 2:</b><br><br><b>Digital Resources:</b>                       | Analyze a Lead Paragraph, T342–T343<br>Set a Purpose, T350–T351<br>Plan Your Informational Article, T354–T355<br>Develop an Engaging Idea, T362–T363<br>Develop and Compose an Introduction, T386–T387<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b> | W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | <b>Unit 2:</b>  | <b>Unit 2:</b><br>Draft with Specific Facts and Concrete Details, T361, T366–T367<br>Develop with Definitions and Quotations, T370–T371<br>Develop with Other Information and Examples, T374–T375<br>Minilesson: Develop with Visuals and Multi Media, T378<br>Develop with Related Information, T390–T391 | <b>(Cont'd)</b><br><b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).        | <b>Unit 2:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Minilesson: Develop with Transitions, T385, T394–T395<br><br>Celebrate!, T470<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   |   |
|   | W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.  | <b>Unit 2:</b>  | Draft with Specific Facts and Concrete Details, T361, T366–T367<br>Develop with Definitions and Quotations, T370–T371<br>Develop with Other Information and Examples, T374–T375  |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |  |   |  |
|--|--|--|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |   |  |
|  |  | Unit Numbers   | Lessons   |  |
|  |  |  | Pacing  |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | <p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p>  | <p><b>Unit 1:</b></p> <p><b>Digital Resources:</b></p>   | <p>Develop and Compose a Conclusion, T402–T403</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</p>  | <p><b>(Cont'd)</b><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|  | <p><b>Overarching Standards:</b> SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> |  |   |  |
|  | <p><b>Priority Standards:</b></p>  |  |   |  |
|  | <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>   | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265</p> <p>Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273</p> <p>Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263</p> <p>Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271</p> <p>Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Speaking and Listening</p> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |   |  |
|---|---|---|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |  |
|   |   | Unit Numbers  | Lessons  |
| Supporting Standards:   |   | Pacing  |  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b> | SL.5.1.a 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. | <b>Unit 1:</b>  | Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293                      |
|   |   | <b>Unit 2:</b>  | Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301                      |
|   |   | <b>Unit 3:</b>  | Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289                      |
|   |   | <b>Unit 4:</b>  | Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307                      |
|   |   | <b>Unit 5:</b>  | Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297                      |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >myView Literacy 2020 Grade 5>Resource Download Center>Speaking and Listening |
|   |   | <b>(Cont'd)</b><br><b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                                  |   |  |
|--|--|----------------------------------|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |   |  |
|  |  | Unit Numbers                     | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> | <p><b>Unit 1:</b></p>            | <p>Interact with Sources: Explore the Time Line, T18–T19<br/>                     Listening Comprehension: Wrap-Up, T21, T79, T143, T209, T265</p>  | <p><i>(Cont'd)</i><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|  |  | <p><b>Unit 2:</b></p>            | <p>Minilesson: Analyze Graphic Features, T58<br/>                     Listening Comprehension: Wrap-Up, T21, T85, T149, T213, T273<br/>                     Interact with Sources: Explore the Video, T270–T271</p> |  |
|  |  | <p><b>Unit 3:</b></p>            | <p>Listening Comprehension: Wrap-Up, T21, T83, T143, T209, T263<br/>                     Interact with Sources: Explore the Infographic, T80–T81</p>  |  |
|  |  | <p><b>Unit 4:</b></p>            | <p>Listening Comprehension: Wrap-Up, T21, T81, T145, T207, T271</p>   |  |
|  |  | <p><b>Unit 5:</b></p>            | <p>Listening Comprehension: Wrap-Up, T21, T89, T151, T215, T269<br/>                     Compare and Contrast Accounts, T240–T241</p>   |  |
|  |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Resource Download Center&gt;Speaking and Listening</p>   |  |

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**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                                  |   |  |
|--|--|----------------------------------|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |   |  |
|  |  | Unit Numbers                     | Lessons   |  |
|  |  |                                  | Pacing  |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | <p><b>Overarching Standards:</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>    |                                  | <p><b>(Cont'd)</b><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p>  |  |
|  | <p><b>Supporting Standards:</b></p>  |                                  |   |  |
|  | <p>L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses</p>  | <p><b>Unit 2:</b></p>            |   | <p>Perfect Verb Tenses, T417, T421, T425, T429</p>   |
|  |  | <p><b>Digital Resources:</b></p> |   | <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p> |
|  | <p><b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>              |                                  |   |  |
| <p><b>Priority Standards:</b></p>  |  |                                  |   |  |
|  | <p>L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> | <p><b>Unit 1:</b></p>            | <p>Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311<br/> Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> |  |
|  |  | <p><b>Unit 2:</b></p>            | <p>Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319<br/> Base Words and Endings, T340–T341, T346–T347</p>  |  |
|  |  | <p><b>Unit 3:</b></p>            | <p>Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253<br/> Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p>   |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| <b>Alignment Grade 5</b>   |   |  |  |  |
|--|---|--|--|--|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b>  |  |  |
|  |   | <b>Unit Numbers</b>  | <b>Lessons</b>   | <b>Pacing</b>  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Finding Information to Explore and Support Ideas and Compare/Contrast: Supporting Ideas with Information</b></p> | <p><b>(Cont'd)</b><br/>           L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> | <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Prefixes, T86–T87, T112–T113, T120–T121, T134–T135<br/>           Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331<br/>           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>Word Study: Suffixes, T174</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><b>(Cont'd)</b><br/> <b>35 days (30 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |   |                           |  |  |
|---|---|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |  |
|   |   | Unit Numbers              | Lessons  | Pacing   |
| <b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evidence in</b><br><b>Informational</b><br><b>Texts</b> | <b>Overarching Standards:</b> RL.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |                           |  | <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | <b>Priority Standards:</b>  |                           |  |  |
|   | RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s).  | <b>Unit 2:</b>            | Argumentative Text, T272–T273, T274–T275<br>Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307   |  |
|   |   | <b>Unit 5:</b>            | Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303  |  |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Extension Activities;<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment                             |  |
|   | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   | <b>Unit 1:</b>            | Reflect and Share, T66–T67, T130–T131  |  |
|   |   | <b>Unit 2:</b>            | Write to Sources, T136–T137, T260–T261<br>Develop with Visuals and Multimedia, T378<br>Explore the Video, T270–T271<br>Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458 |  |

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**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |   |   |   |
|--|--|---|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |   |   |
|  |  | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evi-</b><br><b>dence in</b><br><b>Informa-</b><br><b>tional</b><br><b>Texts</b> | <b>(cont'd)</b><br>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.         | <b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Explore Media, T260–T261<br><br>Compare Across Texts, T464–T465<br><br>My View, T234<br>Minilesson: Write To Sources, T256–T257<br>Reflect and Share, T318–T319<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment   | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|  | <b>Supporting Standards:</b><br>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | <b>Unit 1:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51<br><br>Summarize, T91, T97, T98, T100, T102, T104, T122–T123<br><br>Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61<br><br><i>Table of Contents</i> >Book Club: Trade Books Units 1–5<br><i>Table of Contents</i> >Resource Download Center>Leveled Reader Booklets<br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |                      |   |  |
|---|--|----------------------|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |  |
|   |  | Unit Numbers         | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 3</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Reasons</b><br/> <b>and Evidence</b><br/> <b>in Informational</b><br/> <b>Texts</b></p> | <p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <b>Unit 1:</b>       | <p>Minilesson: Use Text Features, T124–T125<br/>           Compare Across Texts, T450–T451<br/>           Conduct Research: Web Sites, T456–T457</p>  | <p><i>(Cont'd)</i><br/> <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|   |  | <b>Unit 2:</b>       | <p>Reflect and Share, T260–T261<br/>           Introduce the Text, T284–T285, T292–T293<br/>           Respond and Analyze, T300–T301<br/>           Analyze Argumentative Texts, T306–T307<br/>           Minilesson: Synthesize Information, T314–T315<br/>           Compare Across Texts, T458–T459<br/>           Conduct Research: Search Engines, T464–T465<br/>           Refine Research: Primary and Secondary Sources, T468–T469</p> |  |
|   |  | <b>Unit 3:</b>       | <p>Conduct Research: Databases, T452–T453<br/>           Refine Research: Bibliography, T456–T457</p>   |  |
|   |  | <b>Unit 4:</b>       | <p>Compare Across Texts, T464–T465<br/>           Conduct Research: Surveys, T470–T471<br/>           Refine Research: Primary and Secondary Sources, T474–T475</p>   |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

**Alignment Grade 5**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |  |  |
|---|---|----------------------------------|--|--|
|   |   | Unit Numbers                     | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 3</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Reasons</b><br/> <b>and Evi-</b><br/> <b>dence in</b><br/> <b>Informa-</b><br/> <b>tional</b><br/> <b>Texts</b></p> | <p><i>(Cont'd)</i><br/>           RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p><b>Unit 5:</b></p>            | Informational Text, T214–T215<br>Introduce the Text, T226–T227<br>Compare and Contract Accounts, T228, T230, T231, T232, T240–T241<br>Monitor Comprehension, T229, T248–T249<br>Reflect and Share, T256–T257<br>Compare Across Texts, T454–T455<br>Conduct Research: Graphics, T460–T461<br>Refine Research: Bibliography, T464–T465 | <p><i>(Cont'd)</i><br/> <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>   |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |  |                           |  |
|--|--|---------------------------|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |
|  |  | Unit Numbers              | Lessons  |
| Pacing   |  |                           |  |
| <b>Overarching Standards:</b> W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |  |                           |  |
| <b>Priority Standards:</b>   |  |                           |  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evi-</b><br><b>dence in</b><br><b>Informa-</b><br><b>tional</b><br><b>Texts</b>   | W.5.1.b Provide logically ordered reasons that are supported by facts and details.                     | <b>Unit 3:</b>            | Develop an Opinion, T349, T350–T351<br>Develop Opinions, T354–T355<br>Minilesson: Develop Facts and Details, T358–T359<br>Write to Sources, T196–T197<br>Develop an Introduction and a Conclusion, T374–T375<br>Develop Reasons and Supporting Information, T373 |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |
|  | W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). | <b>Unit 3:</b>            | Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383   |
|  |  | <b>Unit 4:</b>            | Write to Sources, T132–T133  |
|  |  | <b>Unit 5:</b>            | Minilesson: Write to Sources, T202–T203  |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |
|  |  |                           | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b>  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |                           |   |
|---|---|---------------------------|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |
|   |   | Unit Numbers              | Lessons   |
| Supporting Standards:   |   | Pacing                    |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 3</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Reasons</b><br/> <b>and Evi-</b><br/> <b>dence in</b><br/> <b>Informa-</b><br/> <b>tional</b><br/> <b>Texts</b></p> | W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   |                           |   |
|   | W.5.1.a 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. | <b>Unit 1:</b>            | Write to Sources, T196–T197<br>Explore and Plan: Argumentative Writing, T454–T455<br>Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465   |
|   |   | <b>Unit 3:</b>            | Develop an Opinion, T349, T350–T351<br>Develop an Introduction and a Conclusion, T374–T375<br>Develop Reasons and Supporting Information, T378–T379<br>Explore and Plan: Argumentative Writing, T450–T451<br>Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461 |
|   |   | <b>Unit 5:</b>            | Minilesson: Write to Sources, T202–T203<br>Explore and Plan: Argumentative Writing, T458–T459   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics<br>>Writing Workshop Conference Notes<br><i>Table of Contents</i> >Additional Writing Lessons   |
|   |   |                           | <p><b>(Cont'd)</b><br/> <b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p>  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |   |  |  |  |
|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  | Pacing   |
| <b>(Cont'd)</b><br>Unit 3<br>Overview:<br>Analyzing<br>Reasons<br>and Evidence in<br>Informational<br>Texts | W.5.1.d Provide a concluding statement or section related to the opinion presented. consequently, specifically).  | <b>Unit 3:</b><br><br><b>Digital Resources:</b>                                  | Develop an Introduction and a Conclusion, T374–T375<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics   | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   | <b>Overarching Standards:</b> W.5.6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. |  |  |  |
|   | <b>Supporting Standards:</b>  |  |  |  |
|   | W.5.9.b Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b> | Reflect and Share: Write to Sources, T130–T131<br><br>Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261<br><br>Reflect and Share: Write to Sources, T194–T195, T258–T259<br><br>Reflect and Share: Write to Sources, T202–T203, T256–T257 |  |

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**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |                      |   |
|---|--|----------------------|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |
|   |  | Unit Numbers         | Lessons   |
|   |  |                      | Pacing  |
| <b>Overarching Standards:</b> SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |  |                      |   |
| <b>Priority Standards:</b>  |  |                      |   |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evidence</b><br><b>in Informa-</b><br><b>tional</b><br><b>Texts</b>  | SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | <b>Unit 1:</b>       | Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293<br>Reflect and Share: Talk About It, T66–T67, T314–T315 |
|   |  | <b>Unit 2:</b>       | Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301<br>Reflect and Share: Talk About It, T72–T73, T322–T323 |
|   |  | <b>Unit 3:</b>       | Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289<br>Reflect and Share: Talk About It, T70–T71, T310–T311 |
|   |  | <b>Unit 4:</b>       | Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307<br>Reflect and Share: Talk About It, T68–T69, T328–T329 |
|   |  | <b>Unit 5:</b>       | Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297<br>Reflect and Share: Talk About It, T76–T77, T318–T319 |
|   |  |                      | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b>         |

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| Alignment Grade 5  |   |   |  |   |
|--|---|---|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |   |
|  |   | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evi-</b><br><b>dence in</b><br><b>Informa-</b><br><b>tional</b><br><b>Texts</b> | <b>(Cont'd)</b><br>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|  | SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Turn, Talk, and Share, T450–T451<br>Reflect and Share: Talk About It, T66–T67, T314–T315<br><br>Turn, Talk, and Share, T458–T459<br>Reflect and Share: Talk About It, T72–T73, T322–T323<br><br>Turn, Talk, and Share, T466–T467<br>Reflect and Share: Talk About It, T70–T71, T310–T311<br><br>Turn, Talk, and Share, T464–T465<br>Reflect and Share: Talk About It, T68–T69, T328–T329<br>Conduct Research: Surveys, T470–T471<br>Collaborate and Discuss, T472<br><br>Turn, Talk, and Share, T454–T455<br>Reflect and Share: Talk About It, T76–T77, T318–T319<br><br><i>Table of Contents</i> >Resource Download Center>Speaking and Listening |   |

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| Alignment Grade 5   |   |                           |  |  |
|---|---|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |  |
|   |   | Unit Numbers              | Lessons  | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 3</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Reasons</b><br/> <b>and Evi-</b><br/> <b>dence in</b><br/> <b>Informa-</b><br/> <b>tional</b><br/> <b>Texts</b></p> | <p>SL.5.4 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> | <b>Unit 1:</b>            | Reflect and Share: Talk About It, T66–T67, T314–T315<br>Celebrate and Reflect, T466–T467 | <p><i>(Cont'd)</i><br/> <b>25 days (20 days instruc-</b><br/> <b>tion; 5 days reteaching/en-</b><br/> <b>richment) based on 130</b><br/> <b>minutes to 180 minutes per</b><br/> <b>day</b></p> |
|   |   | <b>Unit 2:</b>            | Reflect and Share: Talk About It, T72–T73, T322–T323<br>Celebrate and Reflect, T474–T475 |  |
|   |   | <b>Unit 3:</b>            | Reflect and Share: Talk About It, T70–T71, T310–T311<br>Celebrate and Reflect, T462–T463 |  |
|   |   | <b>Unit 4:</b>            | Reflect and Share: Talk About It, T68–T69, T328–T329<br>Celebrate and Reflect, T480–T481 |  |
|   |   | <b>Unit 5:</b>            | Reflect and Share: Talk About It, T76–T77, T318–T319<br>Celebrate and Reflect, T470–T471 |  |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Download Center>Speaking and Listening                         |  |

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|--|--|----------------------|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource |   |   |
|  |  | Unit Numbers         | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evidence</b><br><b>in Informational</b><br><b>Texts</b> | SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | <b>Unit 1:</b>       | Celebrate and Reflect, T466–T467  | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|  |  | <b>Unit 2:</b>       | Celebrate and Reflect, T474–T475  |   |
|  |  | <b>Unit 3:</b>       | Extend Research: Add Photos and Time Lines, T458–T459<br>Celebrate and Reflect, T462–T463   |   |
|  |  | <b>Unit 4:</b>       | Celebrate and Reflect, T480–T481  |   |
|  |  | <b>Unit 5:</b>       | Conduct Research: Graphics, T460–T461<br>Extend Research: Recording Tips, T466–T467<br>Celebrate and Reflect, T470–T471                       |   |
| <b>Overarching Standards:</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                   |  |                      |   |   |
| <b>Priority Standards:</b>   |  |                      |   |   |
|  | L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.                                   | <b>Unit 2:</b>       | Edit for Prepositions and Prepositional Phrases, T409, T426   |   |
|  |  | <b>Unit 3:</b>       | Prepositions and Prepositional Phrases, T333, T337, T341, T345  |   |
|  |  | <b>Unit 4:</b>       | Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419<br>Edit for Prepositions and Prepositional Phrases, T416–T417 |   |

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| Alignment Grade 5   |  |   |   |  |
|---|--|---|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |   |  |
|   |  | Unit Numbers  | Lessons   | Pacing   |
| <b>(Cont'd)</b><br>Unit 3<br>Overview:<br>Analyzing Reasons and Evidence in Informational Texts |  | <b>Unit 5:</b><br><br><b>Digital Resources:</b>   | Minilesson: Use Interjections, T374<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook   | <b>(Cont'd)</b><br>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   | <b>Overarching Standards:</b> L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.  |   |   |  |
|   | <b>Supporting Standards:</b>   |   |   |  |
|   | L.5.2.c Use a comma to set off the words yes and no yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). | <b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Edit for Punctuation Marks, T433, T434–T435<br><br>Minilesson: Edit for Punctuation Marks, T432<br><br>Commas and Introductory Elements, T365, T369, T373, T377, T385<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |  |

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|--|--|---|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |   |
|  |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evi-</b><br><b>dence in</b><br><b>Informa-</b><br><b>tional</b><br><b>Texts</b> | <b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.     |   |  | <b>(Cont'd)</b><br><b>25 days (20 days instruc-</b><br><b>tion; 5 days reteaching/en-</b><br><b>richment) based on 130</b><br><b>minutes to 180 minutes per</b><br><b>day</b> |
|  | <b>Priority Standards:</b>   |   |  |   |
|  | L.5.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | <b>Unit 1:</b>  | Synonyms and Antonyms, T82–T83, T99                            |   |
|  |  | <b>Unit 2:</b>  | Synonyms, T88–T89<br>Figurative Language: Analogies, T216–T217 |   |
|  |  | <b>Unit 3:</b>  | Synonyms and Antonyms, T86–T87, T103, T105                     |   |
|  | <b>Unit 4:</b>   | Synonyms and Antonyms, T84–T85, T99   |  |   |
|  | <b>Unit 5:</b>   | Synonyms and Antonyms, T92–T93, T105, T109<br>Academic Vocabulary: Analogies, T218–T219, T232 |  |   |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Professional Development Center>Vocabulary                          |  |   |

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| Alignment Grade 5  |   |                      |   |   |
|--|---|----------------------|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource |   |   |
|  |   | Unit Numbers         | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Reasons</b><br><b>and Evi-</b><br><b>dence in</b><br><b>Informa-</b><br><b>tional</b><br><b>Texts</b> | <b>Supporting Standards:</b>  |                      |   |   |
|  | L.5.6 Acquire and use accurately 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, in addition). | <b>Unit 1:</b>       | This standard is met throughout the program. See the following representative citations:<br><br>Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293<br>Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|  |   | <b>Unit 2:</b>       | Develop Vocabulary, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301<br>Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217  |   |
|  |   | <b>Unit 3:</b>       | Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289<br>Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213  |   |
|  |   | <b>Unit 4:</b>       | Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307<br>Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211   |   |
|  |   |                      |   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |  |                           |   |   |
|--|--|---------------------------|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |   |   |
|  |  | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>Analyzing Reasons and Evidence in Informational Texts</b> | <b>(Cont'd)</b><br>L.5.6 Acquire and use accurately 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, in addition). | <b>Unit 5:</b>            | Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297<br>Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219 | <b>(Cont'd)</b><br><b>25 days (20 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b>   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary  |   |
| <b>Unit 4</b><br><b>Overview:</b><br><b>Expressing Ourselves Aloud and The Power of Biography</b>                    | <b>Overarching Standards:</b> RL.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.                            |                           | <b>35 days based on 130 minutes to 180 minutes per day</b>  |   |
|  | <b>Priority Standards:</b>   |                           |   |   |
|  | RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  | <b>Unit 1:</b>            |   | Read Like a Writer: Explain Text Structure, T36, T52–T53<br>Choose a Text Structure, T60–T61<br>Informational Text, T78, T266–T267<br>Analyze Text Structure, T279, T280, T282, T284, T287, T289, T291, T298–T299 |
|  |  | <b>Unit 2:</b>            | Informational Text, T86–T87<br>Close Read: Analyze Text Structure, T99, T101, T102, T103, T110, T113, T120–T121                                   |   |
|  |  | <b>Unit 4:</b>            | Interpret Text Structure, T158, T159, T160, T165, T166, T167, T169, T178–T179   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                           |  |   |
|--|--|---------------------------|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |   |
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Expressing Our-</b><br><b>selves</b><br><b>Aloud and</b><br><b>The Power</b><br><b>of Biog-</b><br><b>raphy</b> | <b>(cont'd)</b><br>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | <b>Unit 5:</b>            | Analyze Text Structure, T103, T112, T124–T125<br>Develop Text Structure, T132–T133<br>Text Structure, T291 | <b>(Cont'd)</b><br><b>35 days based on 130 minutes to 180 minutes per day</b> |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment                       |   |
|  | <b>Overarching Standards:</b> RF.5.4 Read with sufficient accuracy and fluency to support comprehension.   |                           |  |   |
|  | <b>Priority Standards:</b>   |                           |  |   |
|  | RF.5.4.a Read on-level text with purpose and understanding.  | <b>Unit 1:</b>            | Fluency, T20, T143, T144, T173, T208, T264<br>Read, T90, T154, T220, T276                                  |   |
|  |  | <b>Unit 2:</b>            | Fluency, T20, T84, T151, T177, T212, T272<br>Read, T32, T96, T160, T224, T284                              |   |
|  |  | <b>Unit 3:</b>            | Fluency, T21, T82, T142, T208, T263, T287<br>Read, T32, T94, T164, T220, T274                              |   |
|  |  | <b>Unit 4:</b>            | Fluency, T80, T144, T171, T206, T270<br>Read, T32, T92, T156, T218, T282                                   |   |
|  |  | <b>Unit 5:</b>            | Fluency, T20, T88, T150, T214, T268, T294<br>Read, T32, T100, T162, T226, T280                             |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |  |   |   |
|--|--|--|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |   |   |
|  |  | Unit Numbers   | Lessons   |   |
|  |  |  |   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Expressing Our-</b><br><b>selves</b><br><b>Aloud and</b><br><b>The Power</b><br><b>of Biog-</b><br><b>raphy</b> | <b>(cont'd)</b><br>RF.5.4.a Read on-level text with purpose and understanding.   | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Profes-<br>sional Development Cen-<br>ter>Foundational Skills>Flu-<br>ency  | <b>(Cont'd)</b><br><b>35 days based on 130</b><br><b>minutes to 180 minutes per</b><br><b>day</b> |
|  | <b>Overarching Standards:</b> W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |   |   |
|  | <b>Priority Standards:</b>   |  |   |   |
|  | W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.  | <b>Unit 2:</b>   | Draft with Specific Facts and Concrete Details, T361, T366–T367<br>Develop with Definitions and Quotations, T370–T371<br>Develop with Other Information and Examples, T374–T375 |   |
| W.5.2.e Provide a concluding statement or section related to the information or explanation presented.   | <b>Unit 2:</b><br><br><b>Digital Resources:</b>  | Develop and Compose a Conclusion, T402–T403<br><br><i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics |   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| <b>Alignment Grade 5</b>   |  |  |  |   |
|--|--|--|--|---|
| <b>Model Unit Name</b>   | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>  |  |   |
|  |  | <b>Unit Numbers</b>  | <b>Lessons</b>   |   |
|  |  |  | <b>Pacing</b>  |   |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Expressing Our-</b><br><b>selves</b><br><b>Aloud and</b><br><b>The Power</b><br><b>of Biog-</b><br><b>raphy</b> | <b>Supporting Standards:</b>   |  |  | <b>(Cont'd)</b><br><b>35 days based on 130</b><br><b>minutes to 180 minutes per</b><br><b>day</b> |
|  | W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.                                     |  |  |   |
|  | W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   | <b>Unit 2:</b>   | Draft with Specific Facts and Concrete Details, T361, T366–T367<br>Develop with Definitions and Quotations, T370–T371<br>Develop with Other Information and Examples, T374–T375<br>Minilesson: Develop with Visuals and Multi Media, T378<br>Develop with Related Information, T390–T391 |   |
|  |  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Resource Download Center>Writing Workshop Peer Evaluation Rubrics  |   |
|  | <b>Overarching Standards:</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |  |  |   |
| <b>Priority Standards:</b>   |  |  |  |   |
| L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.   | <b>Unit 2:</b>   | Language and Conventions: Principal Parts of Regular Verbs, T369, T370, T373, T377, T381, T389<br>Language and Conventions: Perfect Verb Tenses, T417, T421, T425, T429<br>Use Correct Verb Tense, T414–T415 |  |   |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook   |  |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |   |  |  |  |
|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  |  |
|   |   |  | Pacing   |  |
| <p><i>(Cont'd)</i><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Expressing Our-</b><br/> <b>selves</b><br/> <b>Aloud and</b><br/> <b>The Power of Biog-</b><br/> <b>raphy</b></p> | <b>Overarching Standards:</b> L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.                               |  |  | <p><i>(Cont'd)</i><br/> <b>35 days based on 130</b><br/> <b>minutes to 180 minutes per</b><br/> <b>day</b></p> |
|   | <b>Priority Standards:</b>  |  |  |  |
|   | L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.   | <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Edit for Punctuation Marks, T433, T434–T435</p> <p>Punctuate Titles, T402</p> <p>Punctuating Titles, T389, T393, T397, T401</p> <p><i>Table of Contents</i>&gt;Language Awareness Handbook<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Grammar Handbook</p>  |  |
|   | <b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.              |  |  |  |
|   | <b>Priority Standards:</b>  |  |  |  |
|   | L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p>  | <p>Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311<br/> Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319<br/> Base Words and Endings, T340–T341, T346–T347</p> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |                                  |   |   |
|---|---|----------------------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |   |   |
|   |   | Unit Numbers                     | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Expressing Ourselves</b><br/> <b>Aloud and The Power of Biography</b></p> | <p><b>(cont'd)</b><br/>                     L.5.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> | <p><b>Unit 3:</b></p>            | Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253<br>Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73  | <p><b>(Cont'd)</b><br/>                     35 days based on 130 minutes to 180 minutes per day</p> |
|   |   | <p><b>Unit 4:</b></p>            | Prefixes, T86–T87, T112–T113, T120–T121, T134–T135<br>Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331   |   |
|   |   | <p><b>Unit 5:</b></p>            | 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<br><br>Word Study: Suffixes, T174 |   |
|   |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p>  |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |   |  |  |
|--|---|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource                                       |  |
|  |   | Unit Numbers   | Lessons  |
| Supporting Standards:  |   |  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Expressing Our-</b><br><b>selves</b><br><b>Aloud and</b><br><b>The Power</b><br><b>of Biog-</b><br><b>raphy</b> | L.5.4 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.  |  |  |
|  | L.5.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.   | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | Idioms, T212–T213<br><br>Anecdotes, T157, T169, T182–T183, T190–T191<br><br>Analyze Adages, T210–T211<br>Adages and Proverbs, T314–T315, T322–T323<br>Anecdotes, T226  |
|  |   |  |  |
| <b>Unit 5</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Aes-</b><br><b>thetic Ele-</b><br><b>ment; Po-</b><br><b>etry and</b><br><b>Drama</b>   | <b>Overarching Standards:</b> RL.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. |  | <b>30 days based on 130 minutes to 180 minutes per day</b>   |
|  | <b>Priority Standards:</b><br>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  |  |  |
|  |   | <b>Unit 1:</b>   | This standard is met throughout the program. See the following representative citations:<br><br>Develop Vocabulary, T174–T175, T230–T231<br>Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269<br>Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309 |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                                  |   |  |
|--|--|----------------------------------|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |   |  |
|  |  | Unit Numbers                     | Lessons   | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Examining Language and Aesthetic Element; Poetry and Drama</b></p> | <p><b>(Cont'd)</b><br/>           RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> | <p><b>Unit 2:</b></p>            | Develop Vocabulary, T178–T179<br>Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217<br>Figurative Language, T216–T217, T237  | <p><b>(Cont'd)</b><br/> <b>30 days based on 130 minutes to 180 minutes per day</b></p> |
|  |  | <p><b>Unit 3:</b></p>            | Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289<br>Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147<br>Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287 |  |
|  |  | <p><b>Unit 4:</b></p>            | Develop Vocabulary, T46–T47, T110–T111, T306–T307<br>Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211<br>Figurative Language, T43, T96, T210, T229, T234–T235   |  |
|  |  | <p><b>Unit 5:</b></p>            | Develop Vocabulary, T180–T181<br>Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219   |  |
|  |  | <p><b>Digital Resources:</b></p> | <i>Table of Contents</i> >Professional Development Center>Vocabulary  |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5  |  |                                  |   |  |
|--|--|----------------------------------|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource             |   |  |
|  |  | Unit Numbers                     | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Examining Language and Aesthetic Element; Poetry and Drama</b></p> | <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | <p><b>Unit 2:</b></p>            | <p>Explore the Poem, T146–T147</p>  | <p><i>(Cont'd)</i><br/> <b>30 days based on 130 minutes to 180 minutes per day</b></p> |
|  |  | <p><b>Unit 3:</b></p>            | <p>Legend and Drama, T144–T145<br/>           Explain Literary Structure, T156, T159, T161, T163, T166, T168, T170, T180–T181<br/>           Explore the Poem, T18–T19</p>  |  |
|  |  | <p><b>Unit 5:</b></p>            | <p>Explore the Poem, T86–T87<br/>           Develop Stanzas, T386–T387<br/>           Develop Poetry with Punctuation, T390–T391<br/>           Develop a Rhyme Scheme, T394–T395</p>   |  |
|  |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p> |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |   |  |   |
|---|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |  |   |
|   |   | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Aes-</b><br><b>thetic Ele-</b><br><b>ment; Po-</b><br><b>etry and</b><br><b>Drama</b> | RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | <b>Unit 1:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | ELL Targeted Support: Use Visuals, T167<br>Visualize, T229<br><br>ELL Targeted Support: Visuals, T97<br>Visual Support, T207<br><br>Use Visuals, T165, T168, T175<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  | <b>(Cont'd)</b><br><b>30 days based on 130 minutes to 180 minutes per day</b> |
|   | <b>Supporting Standard:</b>   |   |  |   |
|   | RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | Share Back, T329<br>Historical Fiction, T144–T145<br>Understand Point of View, T150, T156–T158, T161, T162, T164, T166, T168, T170, T173, T180–T181<br><br>Possible Teaching Point:<br>Read Like A Writer: Author's Craft, T175<br>Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185<br><br>Analyze Point of View, T118<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

**Alignment Grade 5**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |   |
|---|---|---------------------------|---|---|
|   |   | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Aes-</b><br><b>thetic Ele-</b><br><b>ment; Po-</b><br><b>etry and</b><br><b>Drama</b> | RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | <b>Unit 1:</b>            | Compare Texts, T252–T253, T314–T315   | <b>(Cont'd)</b><br><b>30 days based on 130</b><br><b>minutes to 180 minutes per</b><br><b>day</b> |
|   |   | <b>Unit 3:</b>            | Legend and Drama, T144–T145<br><i>The Carp   The Hermit Thrush</i> , T146–T201            |   |
|   |   | <b>Unit 4:</b>            | Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295                            |   |
|   |   | <b>Unit 5:</b>            | Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187 |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment      |   |
| <b>Overarching Standards:</b> RF.5.4 Read with sufficient accuracy and fluency to support comprehension.  |   |                           |   |   |
| <b>Priority Standards:</b>  |   |                           |   |   |
|   | RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.                          | <b>Unit 1:</b>            | Fluency, T20, T143, T144, T173, T208, T264  |   |
|   |   | <b>Unit 2:</b>            | Fluency, T20, T84, T151, T177, T212, T272   |   |
|   |   | <b>Unit 3:</b>            | Fluency, T21, T82, T142, T208, T263, T287   |   |
|   |   | <b>Unit 4:</b>            | Fluency, T80, T144, T171, T206, T270  |   |
|   |   | <b>Unit 5:</b>            | Fluency, T20, T88, T150, T214, T268, T294   |   |



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| <b>Alignment Grade 5</b>  |  |   |  |   |
|---|--|---|--|---|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>  | <b>Publisher's Resource</b>   |  |   |
|   |  | <b>Unit Numbers</b>   | <b>Lessons</b>   |   |
|   |  |   | <b>Pacing</b>  |   |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Aes-</b><br><b>thetic Ele-</b><br><b>ment; Po-</b><br><b>etry and</b><br><b>Drama</b> | W.5.3.c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.   | <b>Unit 1:</b><br><br><br><br><br><br><br><br><br><br><b>Unit 4:</b>  | Draft with Transitions, T377, T386–T387<br>Minilesson: Develop a Sequence of Events, T382–T383<br>Revise to Include Important Events, T390–T391<br>Revise by Combining Ideas, T425<br>Revise by Rearranging and Combining Ideas, T426–T427<br><br>Develop the Conflict, T376–T377<br>Develop the Resolution, T380–T381<br>Organize a Sequence of Events, T391<br>Develop the Plot, T391, T404–T405<br>Minilesson: Organize a Sequence of Events, T396–T397<br>Minilesson: Choose Pacing of Events, T400–T401<br><br><i>Table of Contents&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</i> | <b>(Cont'd)</b><br><b>30 days based on 130 minutes to 180 minutes per day</b> |
|   | <b>Supporting Standard:</b>  |   |  |   |
|   | W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely. | <b>Unit 4:</b><br><br><br><br><br><br><br><br><br><br><b>Unit 5:</b><br><br><br><br><br><br><br><br><br><br><b>Digital Resources:</b> | Minilesson: Revise by Adding and Deleting Ideas for Clarity, T439, T440–T441<br><br>Minilesson: Mentor Stack: See Like a Poet, T358–T359<br><br><i>Table of Contents&gt;Resource Download Center&gt;Writing Workshop Peer Evaluation Rubrics</i>   |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining</b><br><b>Language</b><br><b>and Aes-</b><br><b>thetic Ele-</b><br><b>ment; Po-</b><br><b>etry and</b><br><b>Drama</b> | W.5.3.e Provide a conclusion that follows from the narrated experiences or events.   | <b>Unit 1:</b><br><br><br><br><br><br><br><br><b>Unit 4:</b>  | Minilesson: Develop a Sequence of Events, T382–T383<br>Minilesson: Develop a Conclusion, T394–T395<br><br>Develop the Resolution, T380–T381<br>Minilesson: Organize a Sequence of Events, T396–T397  | <b>(Cont'd)</b><br><b>30 days based on 130 minutes to 180 minutes per day</b> |
|   | <b>Overarching Standards:</b> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |   |  |   |
|   | <b>Priority Standards:</b>   |   |  |   |
|   | L.5.1.d Recognize and correct inappropriate shifts in verb tense.  | <b>Unit 2:</b><br><br><br><br><br><b>Unit 1:</b><br><br><br><br><b>Unit 2:</b><br><br><br><br><b>Digital Resources:</b>   | Use Correct Verb Tense, T414<br><br>Also see:<br>Subject-Verb Agreement, T430–T431<br><br>Subject-Verb Agreement, T345, T349, T353, T357, T365<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
|   | <b>Supporting Standard:</b>  |   |  |   |
| L.5.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.   | <b>Unit 2:</b><br><br><br><br><b>Digital Resources:</b>  | Perfect Verb Tenses, T417, T421, T425, T429<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |  |   |

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**Resource Name: *myView*<sup>®</sup> Literacy, Grade 5**

| Alignment Grade 5   |  |                           |  |
|---|--|---------------------------|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |
|   |  | Unit Numbers              | Lessons  |
|   |  |                           | Pacing   |
|   | L.5.1.e Use correlative conjunctions (e.g., either/or, neither/nor)  | <b>Unit 4:</b>            | Correlative Conjunctions, T399, T427, T431, T435, T443   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |
|   | <b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |                           |  |
|   | <b>Priority Standards:</b>   |                           |  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining Language and Aesthetic Element; Poetry and Drama</b> | L.5.5.a Interpret figurative language, including similes and metaphors, in context.  | <b>Unit 1:</b>            | Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309         |
|   |  | <b>Unit 2:</b>            | Figurative Language, T216–T217, T237   |
|   |  | <b>Unit 3:</b>            | Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287                         |
|   |  | <b>Unit 4:</b>            | Figurative Language, T43, T96, T210, T229, T234–T235   |
|   |  | <b>Unit 5:</b>            | Figurative Language, T173, T178  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary   |
|   |  |                           | <b>(Cont'd)</b><br><b>30 days based on 130 minutes to 180 minutes per day</b>  |

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| Alignment Grade 5   |  |   |  |  |
|---|--|---|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |  |
|   |  | Unit Numbers  | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Examining Language and Aesthetic Element; Poetry and Drama</b> | <b>Supporting Standard:</b>  |   |  | <b>(Cont'd)</b><br><b>30 days based on 130 minutes to 180 minutes per day</b>                                  |
|   | L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, drama, or poems.  | <b>Unit 4:</b>  | Dialect, T36, T40, T54–T55, T62–T3   |  |
| <b>Unit 6</b><br><b>Overview:</b><br><b>Studying the Craft of Research</b>  | <b>Overarching Standards:</b> RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently |   |  | <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | <b>Priority Standards</b>  |   |  |  |
|   | RI.5.3 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.   | <b>Unit 1:</b>  | Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51  |  |
|   |  | <b>Unit 2:</b>  | Explain Relationships Between Ideas, T226–T228, T230, T231, T235, T236, T244–T245<br>Informational Text, T214–T215 |  |
|   | <b>Unit 4:</b>   | Explain Relationships Between Ideas, T214, T222, T225–T226, T228–T229, T232, T234, T242–T243<br>Evaluate Details, T60<br>Biography, T208–T209 |  |  |
|   | <b>Unit 5:</b>   | Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61   |  |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

**Alignment Grade 5**

| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |   |
|---|---|---|---|---|
|   |   | Unit Numbers  | Lessons   | Pacing  |
| <b>(Cont'd)<br/>Unit 6<br/>Overview:<br/>Studying<br/>the Craft<br/>of Re-<br/>search of<br/>Research</b> | <b>(cont'd)</b><br>RI.5.3 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. | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Analyze Main Ideas and Details, T50–T51<br><br>Refine Research: Primary and Secondary Sources, T468–T469<br><br>Refine Research: Primary and Secondary Sources, T474–T475<br><br>Compare and Contrast Accounts, T228, T230, T231, T232, T240–T241<br><br><i>Table of Contents</i> >Professional Development Center>Comprehension & Assessment |   |

**Connecticut English Language Arts Model Curriculum Alignment**  
**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |  |   |  |
|---|--|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |
|   |  | Unit Numbers  | Lessons  |
| Supporting Standards  |  | Pacing  |  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Studying</b><br><b>the Craft</b><br><b>of Re-</b><br><b>search of</b><br><b>Research</b> | RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | <b>Unit 1:</b>  | This standard is met throughout the program. Please see representative pages:<br><br>Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87<br>Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123<br>Respond and Analyze, T174–T175, T230–T231<br>Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51 |
|   |  | <b>Unit 2:</b>  | Respond and Analyze, T178–T179<br>Generate Questions, T32, T34, T38, T44, T47, T48, T96, T101, T103, T108  |
|   |  | <b>Unit 3:</b>  | Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289   |
|   |  | <b>Unit 4:</b>  | Respond and Analyze, T172–T173, T236–T237<br>Summarize, T91, T97, T98, T100, T102, T104, T122–T123   |
|   |  | <b>Unit 5:</b>  | Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297<br>Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61   |
|   |  | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |  |

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**Resource Name: myView® Literacy, Grade 5**

| Alignment Grade 5  |   |   |  |   |
|--|---|---|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |   |
|  |   | Unit Numbers  | Lessons  |   |
|  |   |   | Pacing   |   |
|  | <p><b>(Cont'd)</b><br/>           RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>  | <p><b>Digital Resources:</b></p>                                  | <p><i>Table of Contents</i>&gt;Book Club: Trade Books Units 1–5<br/> <i>Table of Contents</i>&gt;Resource Download Center&gt;Leveled Reader Booklets<br/> <i>Table of Contents</i>&gt;Professional Development Center&gt;Comprehension &amp; Assessment</p>  | <p><b>(Cont'd)</b><br/>           30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</p> |
| <p><b>Overarching Standards:</b> W.5.6 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; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> |   |   |  |   |
| <p><b>Priority Standards</b></p>   |   |   |  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 6</b><br/> <b>Overview:</b><br/> <b>Studying the Craft of Research of Research</b></p>   | <p>W.5.8 Recall relevant information from experiences of gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> | <p>Conduct Research: Web Sites, T456–T457<br/>           Refine Research: Quoting and Paraphrasing, T460–T461<br/>           Extend Research: Write a Business Letter, T462–T463</p> <p>Conduct Research: Search Engines, T464–T465<br/>           Refine Research: Primary and Secondary Sources, T468–T469<br/>           Extend Research: Write a Business E-Mail, T470–T471</p> <p>Conduct Research: Databases, T452–T453<br/>           Refine Research: Bibliography, T456–T457<br/>           Extend Research: Add Photos and Time Lines, T458–T459</p> |   |

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**Resource Name: *myView*® Literacy, Grade 5**

| Alignment Grade 5   |   |                           |  |
|---|---|---------------------------|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |
|   |   | Unit Numbers              | Lessons  |
|   |   |                           | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Studying</b><br><b>the Craft</b><br><b>of Re-</b><br><b>search of</b><br><b>Research</b> | <b>(Cont'd)</b><br>W.5.8 Recall relevant information from experiences of gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | <b>Unit 4:</b>            | <b>(Cont'd)</b><br>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day |
|   |   | <b>Unit 5:</b>            |  |
|   |   | <b>Digital Resources:</b> |  |
| <b>Supporting Standards</b>   |   |                           |  |
|   | W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  | <b>Unit 1:</b>            |  |
|   |   | <b>Unit 2:</b>            |  |
|   |   | <b>Unit 3:</b>            |  |

**Connecticut English Language Arts Model Curriculum Alignment**  
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| Alignment Grade 5   |   |                           |   |   |
|---|---|---------------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |   |
|   |   | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Studying</b><br><b>the Craft</b><br><b>of Re-</b><br><b>search of</b><br><b>Research</b>   | <b>(Cont'd)</b><br>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | <b>Unit 4:</b>            | Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481                             | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   |   | <b>Unit 5:</b>            | Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471                             |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Resource Download Center>Inquiry–Based Project Rubrics and Checklists   |   |
| <b>Overarching Standards:</b> SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |   |                           |   |   |
| <b>Priority Standards</b>   |   |                           |   |   |
|   | SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.                | <b>Unit 1:</b>            | Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293<br>Reflect and Share: Talk About It, T66–T67, T314–T315 |   |
|   |   | <b>Unit 2:</b>            | Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301<br>Reflect and Share: Talk About It, T72–T73, T322–T323 |   |



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| Alignment Grade 5  |   |                                  |   |  |
|--|---|----------------------------------|---|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource             |   |  |
|  |   | Unit Numbers                     | Lessons   | Pacing   |
| <p><i>(Cont'd)</i><br/> <b>Unit 6</b><br/> <b>Overview:</b><br/> <b>Studying</b><br/> <b>the Craft</b><br/> <b>of Re-</b><br/> <b>search of</b><br/> <b>Research</b></p> | <p><i>(Cont'd)</i><br/>           SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p> | <p><b>Unit 2:</b></p>            | Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301<br>Reflect and Share: Talk About It, T72–T73, T322–T323<br>Celebrate and Reflect, T474–T475     | <p><i>(Cont'd)</i><br/> <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |
|  |   | <p><b>Unit 3:</b></p>            | Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289<br>Reflect and Share: Talk About It, T70–T71, T310–T311<br>Celebrate and Reflect, T462–T463     |  |
|  |   | <p><b>Unit 4:</b></p>            | Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307<br>Reflect and Share: Talk About It, T68–T69, T328–T329<br>Celebrate and Reflect, T480–T481     |  |
|  |   | <p><b>Unit 5:</b></p>            | Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297<br>Reflect and Share: Talk About It, T76–T77, T318–T319<br><br>Celebrate and Reflect, T470–T471 |  |
|  |   | <p><b>Digital Resources:</b></p> | <i>Table of Contents</i> >Resource Download Center>Speaking and Listening   |  |

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| Alignment Grade 5   |  |   |  |   |
|---|--|---|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers  | Lessons  |   |
| Pacing  |  |   |  |   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Studying</b><br><b>the Craft</b><br><b>of Re-</b><br><b>search of</b><br><b>Research</b> | <b>Overarching Standards:</b> L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.                  |   |  | <b>(Cont'd)</b><br><b>30 days (25 days instruc-</b><br><b>tion; 5 days reteaching/en-</b><br><b>richment) based on 130</b><br><b>minutes to 180 minutes per</b><br><b>day</b> |
|   | <b>Priority Standards</b>  |   |  |   |
|   | L.5.2.a Use punctuation to separate items in a series*   | <b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | Edit for Punctuation Marks, T433, T434–T435<br><br>Minilesson: Edit for Punctuation Marks, T432<br><br>Commas and Semicolons in a Series, T341, T345, T349, T361<br><br><i>Table of Contents</i> >Language Awareness Handbook<br><i>Table of Contents</i> >Resource Download Center>Grammar Handbook |   |
|   | <b>Overarching Standards:</b> L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |   |  |   |
|   | <b>Priority Standards</b>  |   |  |   |
|   | L.5.5.a Interpret figurative language, including similes and metaphors, in context.  | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b>                                  | Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309<br><br>Figurative Language, T216–T217, T237<br><br>Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287                         |   |

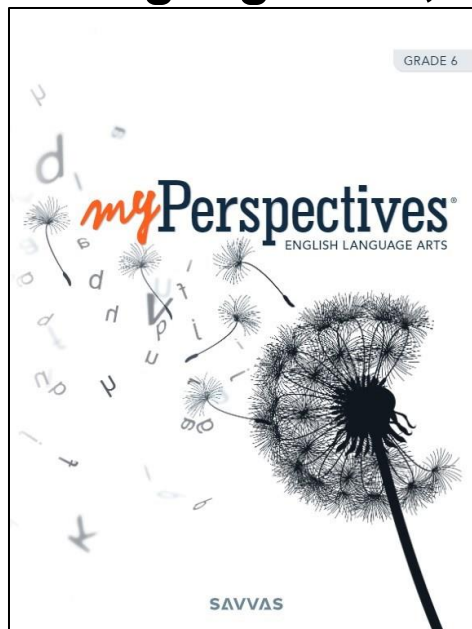
**Connecticut English Language Arts Model Curriculum Alignment**  
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| Alignment Grade 5   |   |                           |   |   |
|---|---|---------------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |   |
|   |   | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Studying</b><br><b>the Craft</b><br><b>of Re-</b><br><b>search of</b><br><b>Research</b> | <b>(cont'd)</b><br>L.5.5.a Interpret figurative language, including similes and metaphors, in context.  | <b>Unit 4:</b>            | Figurative Language, T43, T96, T210, T229, T234–T235  |   |
|   |   | <b>Unit 5:</b>            | Figurative Language, T173, T178   |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Professional Development Center>Vocabulary >Comprehension & Assessment  |   |
|   | <b>Supporting Standards</b>   |                           |   | <b>(Cont'd)</b><br><b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b> |
|   | L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | <b>Unit 1:</b>            | Using a Dictionary in Activities, T24–T25, T82–T83<br>How to Use a Glossary, T482–T483  |   |
|   |   | <b>Unit 2:</b>            | Academic Vocabulary, T24–T25<br>Develop Vocabulary, T238–T239<br>Using a Dictionary in Activities, T154, T188, T202, T238–T239,<br>How to Use a Glossary, T490–T491 |   |
|   |   | <b>Unit 3:</b>            | Academic Vocabulary, T24–T25, T86–T87<br>Develop Vocabulary, T174–T175<br>How to Use a Glossary, T478–T479  |   |
|   |   | <b>Unit 4:</b>            | Academic Vocabulary, T84–T85, T99   |   |

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| Alignment Grade 5  |   |  |  |  |
|--|---|--|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource                                   |  |  |
|  |   | Unit Numbers   | Lessons  | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 6</b><br/> <b>Overview:</b><br/> <b>Studying the Craft of Research of Research</b></p> | <p><b>(cont'd)</b><br/>           L.5.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p>Academic Vocabulary, T92–T93<br/>           How to Use a Glossary, T486–T487</p> <p><i>Table of Contents</i>&gt;Professional Development Center&gt;Vocabulary</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 days instruction; 5 days reteaching/enrichment) based on 130 minutes to 180 minutes per day</b></p> |

A Correlation of  
***myPerspectives***<sup>®</sup>  
**English Language Arts, Grade 6**



To the  
**Connecticut**  
**English Language Arts Model for Grade 6**  
**2023**

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Connecticut Model English Language Arts Model Curriculum Alignment  
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**Citation Key:**

SE: Student Edition

TE: Teacher’s Edition

**Digital Resources:** The symbol “>” indicates a click to reach each digital asset on the Realize<sup>®</sup> Digital platform at [savvasrealize.com](https://www.savvasrealize.com).

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| Alignment Grade 6   |   |   |  |   |
|---|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource                            |  |   |
|   |   | Unit Numbers                                    | Lessons  | Pacing  |
| <i>This is the title of the unit in the ELA model curriculum.</i> | <i>These are the Overarching, Priority, and <b>Supporting Standards</b> addressed in the unit. (<a href="#">Definitions for Standards</a>)</i>  | <i>These are the publisher's aligned units.</i> | <i>These are the lessons from the publisher's identified units that align with the <b>Priority Standards</b> within the model unit.</i>  | <i>This is the publisher's expected number of days for instruction.</i>   |
| <b>Unit 1 Overview: The Making of a Good Story</b>                | <b>Overarching Standards:</b> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |   |  | <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Priority Standards</b>   | <b>Unit 2:</b>                                  | <b>SE/TE:</b> <i>Hachiko: The True Story of a Loyal Dog</i> , Analyze Craft and Structure: Historical Fiction, p. 123  |   |
|   | RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  | <b>Unit 3:</b>                                  | <b>SE/TE:</b> <i>Feathered Friend</i> , Analyze Craft and Structure: Determine Theme, p. 201<br><i>The Fun They Had</i> , Analyze Craft and Structure: Science-Fiction Writing, p. 245   |   |
|   |   | <b>Unit 4:</b>                                  | <b>SE/TE:</b> <i>The Phantom Tollbooth, Act I</i> , Analyze Craft and Structure: Dramatic Structures, p. 309<br><i>The Phantom Tollbooth, Act II</i> , Analyze Craft and Structure: Dramatic Structures: Stage Directions p. 341 |   |
|   |   | <b>Digital Resources:</b>                       | <i>Grade 6 Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 54-55</i>   |   |



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|---|--|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |
|   |  | Unit Numbers  | Lessons  |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>The Making of a Good Story</b> | <b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |   | <b>(Cont'd)</b><br><b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b>   |
|   | <b>Priority Standards</b><br>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.   |   |  |
|   |  | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , Writing to Sources: Poem, p. 24<br>Performance Task: Writing Focus, pp. 32-33, 35-36<br><b>SE/TE:</b> <i>The Fun They Had</i> , Writing to Sources: Scene with Dialogue, p. 247<br><br><b>SE/TE:</b> <i>The Phantom Toll-booth, Act II</i> , Writing to Sources: Narrative Retelling, p. 344<br>Performance Task: Writing Focus, pp. 353, 356<br><br><i>Table of Contents</i> >Writing and Research Center>Narrative Writing>Add Dialogue: Video   Authentic Dialogue: Video   How Dialogue Reveals Character: Video<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of a Personal Narrative   Elements of a Short Story<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>p. 200 |

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|   |   | Unit Numbers  | Lessons  |
| Supporting Standards  |   | Pacing  |  |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>The Making of a Good Story</b> | W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.        |   |  |
|   | W.6.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> Performance Task: Writing Focus, pp. 32-34<br><br><b>SE/TE:</b> <i>Hachiko: The True Story of a Loyal Dog</i> , Writing to Sources: Story Adaptation, p. 126<br><br><b>SE/TE:</b> <i>The Fun They Had</i> , Writing to Sources: Scene with Dialogue, p. 247<br><br><b>SE/TE:</b> <i>The Phantom Tollbooth, Act II</i> , Writing to Sources: Narrative Retelling, p. 344<br>Performance Task: Writing Focus, pp. 352-354, 356<br><br><i>Table of Contents</i> >Writing and Research Center>Narrative Writing>Believable Characters: Video   Sequence of Events: Video   Setting: Video<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of a Personal Narrative   Elements of a Short Story<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 197-199 |
|   |   |   | <b>(Cont'd)</b><br><b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b>   |

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| Alignment Grade 6   |   |   |   |  |
|---|---|---|---|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |  |
|   |   | Unit Numbers  | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>The Making of a Good Story</b> | W.6.3.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | <b>Unit 1:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b>                       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 34<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 356<br><br><i>Table of Contents</i> >Writing and Research Center>Narrative Writing>Transitions: Video<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>p. 201   | <b>(Cont'd)</b><br><b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | W.6.3.d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.                     | <b>Unit 1:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , Writing to Sources: Poem, p. 24<br>Performance Task: Writing Focus, pp. 33, 35-36<br><br><b>SE/TE:</b> <i>The Fun They Had</i> , Writing to Sources: Scene with Dialogue, p. 247<br><br><b>SE/TE:</b> Performance Task: Writing Focus, pp. 353, 356<br><br><i>Table of Contents</i> >Writing and Research Center>Narrative Writing>Descriptive Details: Video   Imagery: Video   Precise Word Choices: Video   Sensory Details: Video<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of a Personal Narrative   Elements of a Short Story |  |

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|--|---|---|---|---|
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|  |   | Unit Numbers  | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 1 Overview: The Making of a Good Story</b></p> | W.6.3.e Provide a conclusion that follows from the narrated experiences or events.  | <p><b>Unit 1:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p>            | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 36</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 354</p> <p><i>Table of Contents&gt;Writing and Research Center&gt;Narrative Writing&gt;An Effective Ending: Video</i><br/> <i>Table of Contents&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of a Personal Narrative</i><br/> <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;p. 202</i></p> | <p><i>(Cont'd)</i><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 37</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 133<br/> <i>A Blessing   Predators, Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151</i></p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 357<br/> <i>The Importance of Imagination, Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387</i></p>   |   |

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| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> |   | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>   | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 439</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;The Writing Process&gt;The Writing Process: Interactive Lesson (Middle School)</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 214-215, 221</p>  | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <p><b>Overarching Standards:</b> SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |  |   |   |
|  | <p><b>Priority Standards</b></p>  |  |   |   |
|  | <p>SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>                                    | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Speaking and Listening, p. 25</p> <p><b>SE/TE:</b> from <i>My Life with the Chimpanzees</i>, Speaking and Listening, p. 117</p> <p><i>Hachiko: The True Story of a Loyal Dog</i>, Speaking and Listening, p. 127</p> <p><b>SE/TE:</b> <i>Is Our Gain Also Our Loss?</i>, Speaking and Listening, p. 255</p> <p><b>SE/TE:</b> <i>Jabberwocky</i>, Speaking and Listening, p. 379</p> <p><i>Table of Contents</i>&gt;Collaboration Center&gt;Set Ground Rules for Collaboration   Set Group Goals</p> |   |

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| Alignment Grade 6  |  |   |  |
|--|--|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |
|  |  | Unit Numbers  | Lessons  |
| Supporting Standards   |  | Pacing  |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> | SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |   |  |
|  | SL.6.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.         | <b>Unit 1:</b>  | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , Speaking and Listening, p. 25<br><i>Gallery of Calvin and Hobbes Comics</i> , Research, p. 31  |
|  |  | <b>Unit 2:</b>  | <b>SE/TE:</b> from <i>My Life with the Chimpanzees</i> , Speaking and Listening, p. 117<br><i>Hachiko: The True Story of a Loyal Dog</i> , Speaking and Listening, p. 127  |
|  |  | <b>Unit 3:</b>  | <b>SE/TE:</b> <i>Is Our Gain Also Our Loss?</i> , Speaking and Listening, p. 255   |
|  |  | <b>Unit 4:</b>  | <b>SE/TE:</b> <i>Jabberwocky</i> , Speaking and Listening, p. 379  |
|  |  | <b>Unit 5:</b>  | <b>SE/TE:</b> from <i>A Long Way Home</i> , Speaking and Listening, p. 429   |
|  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Speaking and Listening Center>Conversations and Discussions - Middle School |  |
|  |  |   | <b>(Cont'd)</b><br><b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |

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|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> | <p>SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>  | <p><b>Unit 1:</b></p><br><br><p><b>Unit 2:</b></p><br><br><p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Speaking and Listening, p. 25<br/> <i>Gallery of Calvin and Hobbes Comics</i>, Research, p. 31</p><br><p><b>SE/TE:</b> from <i>My Life with the Chimpanzees</i>, Speaking and Listening, p. 117<br/> <i>Monkey Master</i>, Research and Discuss, p. 161</p><br><p><i>Table of Contents</i>&gt;Collaboration Center&gt;Ask Relevant and Insightful Questions<br/> <i>Table of Contents</i>&gt;Speaking and Listening Center&gt;Conversations and Discussions - Middle School</p> | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <p><b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |  |   |   |
|  | <p><b>Priority Standards</b></p>  |  |   |   |
|  | <p>L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.</p>   | <p><b>Unit 4:</b></p><br><br><p><b>Digital Resources:</b></p>                              | <p><b>SE/TE:</b> <i>The Importance of Imagination</i>, Conventions: Pronoun-Antecedent Agreement, p. 386<br/> *See also Grammar Handbook, R57.</p><br><p><i>Table of Contents</i>&gt;Grammar Center&gt;Parts of Speech: Pronouns&gt;Recognize and Correct Shifts in Pronoun Number and Person Grammar Tutorial   Pronoun Case: Unnecessary Shift in Number or Person Interactive Lesson</p>   |   |

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|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource                                   |   |   |
|  |   | Unit Numbers   | Lessons   |   |
|  |   |  | Pacing  |   |
| <p><i>(Cont'd)</i><br/> <b>Unit 1 Overview: The Making of a Good Story</b></p> | L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  | <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>The Importance of Imagination</i>, Conventions: Pronoun-Antecedent Agreement, p. 386</p> <p><i>Table of Contents</i>&gt;Grammar Center&gt;Sentences: Common Usage Problems&gt;Pronoun-Antecedent Agreement Grammar Worksheet   Agreement: Pronoun-Antecedent Interactive Lesson</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 327-328</p> | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p>            | <p><b>SE/TE:</b> <i>Declaration of the Rights of the Child</i>, Word Study: Latin Root: -puls-, p. 46<br/> from <i>Bad Boy</i>, Word Study: Latin Root: -spec-, p. 65</p> <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, Word Study: Latin Suffix: -able, p. 114<br/> <i>Predators</i>, Word Study: Latin Root: -dom-, p. 147<br/> <i>Monkey Master</i>, Word Study: Greek Suffix: -ist, p. 160</p>                               |   |

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|  |   | Unit Numbers          | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> | <p><b>(Cont'd)</b><br/>                     L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p><b>Unit 3:</b></p> | <p><b>SE/TE:</b> <i>Feathered Friend</i>, Word Study: Greek Root: -path-, p. 202<br/> <i>Teens and Technology Share a Future</i>, Word Study: Greek Suffix: -metry, p. 212<br/> <i>Is Our Gain Also Our Loss?</i>, Word Study: Latin Suffix: -ation, p. 252</p>  | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |   | <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> <i>The Phantom Tollbooth, Act II</i>, Word Study: Latin Suffix: -ity, p. 342<br/> <i>The Importance of Imagination</i>, Word Study: Greek Prefix: para-, p. 384</p>   |   |
|  |   | <p><b>Unit 5:</b></p> | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Word Study: Latin Suffix: -ive, p. 426<br/> <i>Mission Twinpossible</i>, Word Study: Latin Root: -dur-, p. 448<br/>                     from <i>Tales From the Odyssey</i>, Word Study: Latin Root: -vad-, p. 459<br/> <i>To the Top of Everest</i>, Word Study: Latin Root: -ped-, p. 471</p> |   |

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|  |   | Unit Numbers   | Lessons  |   |
|  |   | Pacing   |  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> | <p><b>(Cont'd)</b><br/>                     L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents</i>&gt;Vocabulary Center&gt;Word Study Worksheets&gt;Greek Prefixes: auto-, di-, and mono-   Latin Prefixes: mal-, ob-, and omni-   Latin Roots: -doc-, -aud-, and -ten-</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 341-342</p>   | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <b>Supporting Standards</b>   |  |  |   |
|  | <p>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>   |  |  |   |
|  | <p>L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Declaration of the Rights of the Child</i>, Conventions: Pronoun Case, p. 48</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, pp. 131-133<br/>                     *See also Grammar Handbook, R58.</p> <p><i>Table of Contents</i>&gt;Grammar Center&gt;Parts of Speech: Pronouns&gt;Correct Use of Pronoun Case Grammar Worksheet</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 321-322</p> |   |

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**Resource Name: *myPerspectives*® English Language Art, Grade 6**

| Alignment Grade 6   |  |  |   |  |
|---|--|--|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource                                       |   |  |
|   |  | Unit Numbers   | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 1</b><br><b>Overview:</b><br><b>The Making of a Good Story</b> | L.6.1.b Use intensive pronouns (e.g., myself, ourselves).  | <b>Unit 1:</b><br><br><b>Digital Resources:</b>            | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Conventions: Reflexive and Intensive Pronouns, p. 58<br>*See also Grammar Handbook, R54.<br><br><i>Table of Contents</i> >Grammar Center>Parts of Speech: Pronouns>Reflexive and Intensive Pronouns Grammar Tutorial   Pronouns: Reflexive and Intensive Interactive Lesson   | <b>(Cont'd)</b><br><b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |   |  |
|   | L.6.2.b Spell correctly.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b> | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77<br><br><b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i> , Conventions: Spelling and Capitalization, p. 125<br><i>Hachiko: The True Story of a Loyal Dog</i> , Writing to Sources: Story Adaptation, p. 126<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 233 |  |

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**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |  |                      |   |  |
|---|--|----------------------|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |  |
|   |  | Unit Numbers         | Lessons   | Pacing   |
| (Cont'd)<br>Unit 1<br>Overview:<br>The Making of a Good Story | (Cont'd)<br>L.6.2.b Spell correctly.   | Unit 4:              | SE/TE: <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison and Contrast Essay, pp. 350-351<br>Performance Task: Writing Focus, p. 357                   | (Cont'd)<br>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule |
|   |  | Unit 5:              | SE/TE: Performance Task: Writing Focus, p. 439 from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i> , Writing to Compare: Comparison and Contrast Essay, pp. 474-475<br>*See also Grammar Handbook, R62-R63. |  |
|   |  | Digital Resources:   | <i>Table of Contents</i> > <i>myPerspectives Plus</i> > <i>Standards Practice</i> > <i>Grade 6 Common Core Companion Workbook</i> >pp. 333-334  |  |
|   | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |                      |   |  |
|   | L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.        | Unit 1:              | SE/TE: <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Concept Vocabulary: Context Clues, pp. 50, 52, 56 from <i>Bad Boy</i> , Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65                |  |

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| Alignment Grade 6  |   |  |   |   |
|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 1</b><br/> <b>Overview:</b><br/> <b>The Making of a Good Story</b></p> | <p><b>(Cont'd)</b><br/>                     L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Predators</i>, Concept Vocabulary: Context Clues, pp. 144, 146<br/> <i>Black Cowboy, Wild Horses</i>, Concept Vocabulary: Context Clues, pp. 162, 166, 168</p> <p><b>SE/TE:</b> <i>The Fun They Had</i>, Concept Vocabulary: Context Clues, pp. 238, 240, 241</p> <p><b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i>, Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br/> <i>Jabberwocky</i>, Concept Vocabulary: Context Clues, pp. 372, 374, 376</p> <p><b>SE/TE:</b> from <i>Tales From the Odyssey</i>, Concept Vocabulary: Context Clues, pp. 452, 454<br/> <i>To the Top of Everest</i>, Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471</p> <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;Reading Skills and Literacy Analysis Practice&gt;Context Clues<br/> <i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 339-340</p> | <p><b>(Cont'd)</b><br/> <b>25 Days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |   |                           |  |   |
|---|---|---------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |  |   |
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>Unit 2</b><br><b>Overview:</b><br><b>Analyzing Craft and Structure</b> | <b>Overarching Standards:</b> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                           |  | <b>20 days (15 instructional days and 5 reteach days)</b><br><b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Priority Standards</b>   |                           |  |   |
|   | RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  | <b>Unit 1:</b>            | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , Concept Vocabulary, p. 22  |   |
|   |   | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>A Blessing</i> , Analyze Craft and Structure: Elements of Poetry, p. 142<br><i>Predators</i> , Author's Style: Word Choice and Tone, p. 149   |   |
|   |   | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>Jabberwocky</i> , Concept Vocabulary, p. 376<br><i>Jabberwocky</i> , Author's Style: Invented Language, p. 378  |   |
|   |   | <b>Unit 5:</b>            | <b>SE/TE:</b> from <i>Tales From the Odyssey</i> , Concept Vocabulary, p. 459  |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Reading Skills and Literacy Analysis Practice>Figurative Language<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 41-42, 48 |   |

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| Alignment Grade 6   |  |  |  |   |
|---|--|--|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |  |   |
|   |  | Unit Numbers   | Lessons  |   |
| Supporting Standards  |  | Pacing   |  |   |
| <p><i>(Cont'd)</i><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>   | <p><b>Unit 1:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Analyze Craft and Structure: Memoir and Poetry, p. 21</p> <p><b>SE/TE:</b> <i>The Phantom Toll-booth, Act I</i>, Analyze Craft and Structure: Dramatic Structures, p. 309</p> <p><i>Table of Contents&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Point of View</i></p> <p><i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 61-62</i></p> | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p><b>Overarching Standards:</b> RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |  |  |   |
|   | <p><b>Priority Standards</b></p>   |  |  |   |
|   | <p>RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>   | <p><b>Unit 1:</b></p>  | <p><b>SE/TE:</b> <i>Declaration of the Rights of the Child</i>, Analyze Craft and Structure: Development of Ideas: Structure, p. 47</p> <p><i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>, Analyze Craft and Structure: Biographical Writing, p. 57</p> <p>from <i>Bad Boy</i>, Analyze Craft and Structure: Central Idea, p. 66</p>  |   |

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| Alignment Grade 6   |  |  |   |   |
|---|--|--|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |   |   |
|   |  | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p><b>(Cont'd)</b><br/>           RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>   | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br/> <i>Mission Twinpossible</i>, Analyze Craft and Structure: Central Idea: Make Inferences, p. 449</p> <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;<i>Standards Practice</i>&gt;<i>Grade 6 Common Core Companion Workbook</i>&gt;pp. 130-131</p>  | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <b>Supporting Standards</b>  |  |   |   |
|   | <p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> from <i>Bad Boy   I Was A Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast: Prewriting, p. 76</p> <p><b>SE/TE:</b> <i>Teens and Technology Share a Future</i>, Technical Vocabulary, pp. 206, 212<br/> <i>The Black Hole of Technology</i>, Concept Vocabulary, p. 220</p> <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Author's Style: Word Choice and Mood, p. 427<br/> <i>Mission Twinpossible</i>, Technical Vocabulary, pp. 444, 448</p> <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;<i>Standards Practice</i>&gt;<i>Grade 6 Common Core Companion Workbook</i>&gt;pp. 123-124</p> |   |

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| Alignment Grade 6  |  |   |  |  |
|--|--|---|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |  |
|  |  | Unit Numbers  | Lessons  |  |
| Pacing   |  |   |  |  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Craft and</b><br><b>Structure</b> | <b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |   |  | <b>(Cont'd)</b><br><b>20 days (15 instructional days and 5 reteach days)</b><br><b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | <b>Priority Standards</b>  |   |  |  |
|  | W.6.1.c Use words, phrases, and clauses to clarify the relationships among claims and reasons.   | <b>Unit 3:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> Performance Task: Writing Focus, pp. 231-232<br><br><b>SE/TE:</b> from <i>A Long Way Home</i> , Writing to Sources: Argument, p. 428<br>Performance Task: Writing Focus, p. 438<br><br><i>Table of Contents</i> >Writing and Research Center>Argumentative Writing>Argumentative Writing: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of an Argumentative Essay<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>p. 178 |  |

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| Alignment Grade 6   |  |                                  |   |   |
|---|--|----------------------------------|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |   |   |
|   |  | Unit Numbers                     | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p>W.6.3.b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> | <p><b>Unit 1:</b></p>            | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Writing to Sources: Poem, p. 24<br/>           Performance Task: Writing Focus, pp. 32-33, 35-36</p>  | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |  | <p><b>Unit 3:</b></p>            | <p><b>SE/TE:</b> <i>The Fun They Had</i>, Writing to Sources: Scene with Dialogue, p. 247</p>   |   |
|   |  | <p><b>Unit 4:</b></p>            | <p><b>SE/TE:</b> <i>The Phantom Toll-booth, Act II</i>, Writing to Sources: Narrative Retelling, p. 344<br/>           Performance Task: Writing Focus, pp. 353, 356</p>  |   |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Narrative Writing&gt;Add Dialogue: Video   Authentic Dialogue: Video   How Dialogue Reveals Character: Video<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of a Personal Narrative   Elements of a Short Story<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;p. 200</p> |   |

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| Alignment Grade 6   |   |  |   |   |
|---|---|--|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |   |
|   |   | Unit Numbers   | Lessons   |   |
| Pacing  |   |  |   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p><b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |  |   |   |
|   | <p><b>Priority Standards</b></p>  |  |   |   |
|   | L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.   | <p><b>Unit 1:</b></p>  | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Analyze Craft and Structure: Memoir and Poetry, p. 21<br/>           Performance Task: Writing Focus, p. 37</p> | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |   | <p><b>Unit 2:</b></p>  | <p><b>SE/TE:</b> Performance Task: Writing Focus, pp. 131-133</p>   |   |
|   |   | <p><b>Unit 3:</b></p>  | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p>  |   |
|   |   | <p><b>Unit 4:</b></p>  | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 357<br/> <i>Jabberwocky</i>, Author's Style: Invented Language, p. 378</p>                                   |   |
|   | <p><b>Unit 5:</b></p>   | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br/>           *See also Grammar Handbook, R57-R63.</p>   |   |   |
|   | <p><b>Digital Resources:</b></p>  | <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;<i>Standards Practice</i>&gt;<i>Grade 6 Common Core Companion Workbook</i>&gt;pp. 329-330</p> |   |   |

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| Alignment Grade 6   |  |                                  |  |   |
|---|--|----------------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |   |
|   |  | Unit Numbers                     | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p>L.6.5.a Interpret figures of speech (e.g., personification) in context.</p> | <p><b>Unit 1:</b></p>            | <p><b>SE/TE:</b> <i>I Was a Skinny Tomboy Kid</i>, Author's Style: Figurative Language, p. 75 from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p>   | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |  | <p><b>Unit 2:</b></p>            | <p><b>SE/TE:</b> <i>A Blessing</i>, Analyze Craft and Structure: Elements of Poetry, p. 142<br/> <b>TE Only:</b> <i>Monkey Master</i>, Closer Look: Analyze Simile, p. 154<br/> <i>Black Cowboy, Wild Horses</i>, Closer Look: Understand Figurative Language, p. 163</p>    |   |
|   |  | <p><b>Unit 4:</b></p>            | <p><b>TE Only:</b> <i>The Phantom Tollbooth, Act II</i>, Personalize for Learning: English Language Support: Figurative Language, p. 316</p>   |   |
|   |  | <p><b>Unit 5:</b></p>            | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Close Read, p. 415</p>   |   |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;Reading Skills and Literacy Analysis Practice&gt;Personification<br/> <i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 347-348</p> |   |

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| Alignment Grade 6   |  |                      |   |   |
|---|--|----------------------|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource |   |   |
|   |  | Unit Numbers         | Lessons   |   |
| <b>Supporting Standards</b>   |  |                      |   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |                      |   | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | L.6.2.b Spell correctly.   | <b>Unit 1:</b>       | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77   |   |
|   |  | <b>Unit 2:</b>       | <b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i> , Conventions: Spelling and Capitalization, p. 125<br><i>Hachiko: The True Story of a Loyal Dog</i> , Writing to Sources: Story Adaptation, p. 126 |   |
|   |  | <b>Unit 3:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 233   |   |
|   |  | <b>Unit 4:</b>       | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br>Performance Task: Writing Focus, p. 357      |   |
|   |  | <b>Unit 5:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br>from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i> , Writing to Compare: Comparison-and Contrast Essay, pp. 474-475                         |   |

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| Alignment Grade 6  |  |   |  |  |
|--|--|---|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource  |  |  |
|  |  | Unit Numbers  | Lessons  |  |
|  |  |   | Pacing   |  |
| <b>(Cont'd)</b><br><b>Unit 2</b><br><b>Overview:</b><br><b>Analyzing</b><br><b>Craft and</b><br><b>Structure</b> | <b>(cont'd)</b><br>L.6.2.b Spell correctly.  | <b>Digital Resources:</b>   | <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 333-334</i>   | <b>(Cont'd)</b><br><b>20 days (15 instructional days and 5 reteach days)</b><br><b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |   |  |  |
|  | L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.        | <b>Unit 1:</b>  | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Concept Vocabulary: Context Clues, pp. 50, 52, 56<br>from <i>Bad Boy</i> , Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65 |  |
|  |  | <b>Unit 2:</b>  | <b>SE/TE:</b> <i>Predators</i> , Concept Vocabulary: Context Clues, pp. 144, 146<br><i>Black Cowboy, Wild Horses</i> , Concept Vocabulary: Context Clues, pp. 162, 166, 168  |  |
|  | <b>Unit 3:</b>   | <b>SE/TE:</b> <i>The Fun They Had</i> , Concept Vocabulary: Context Clues, pp. 238, 240, 241  |  |  |
|  | <b>Unit 4:</b>   | <b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br><i>Jabberwocky</i> , Concept Vocabulary: Context Clues, pp. 372, 374, 376 |  |  |

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**Resource Name: *myPerspectives*® English Language Art, Grade 6**

| Alignment Grade 6   |   |   |  |   |
|---|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |  |   |
|   |   | Unit Numbers  | Lessons  | Pacing  |
| <p><b>(cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p><b>(cont'd)</b><br/>                     L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>            | <p><b>SE/TE:</b> from <i>Tales From the Odyssey</i>, Concept Vocabulary: Context Clues, pp. 452, 454<br/> <i>To the Top of Everest</i>, Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Context Clues<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 339-340</p> | <p><b>(Cont'd)</b><br/>                     20 days (15 instructional days and 5 reteach days)<br/>                     Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</p> |
|   | L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |   |  |   |
|   | <p>L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>, Word Study: Synonyms and Antonyms, p. 56</p> <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, Concept Vocabulary: Practice, p. 114<br/> <i>Hachiko: The True Story of a Loyal Dog</i>, Concept Vocabulary: Practice, p. 124</p> <p><b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i>, Word Study: Word Relationships, p. 368</p>                              |   |

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**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |   |  |   |
|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |
|   |   | Unit Numbers   | Lessons   |
|   |   |  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 2</b><br/> <b>Overview:</b><br/> <b>Analyzing</b><br/> <b>Craft and</b><br/> <b>Structure</b></p> | <p><b>(cont'd)</b><br/>           L.6.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>                       | <p><b>(Cont'd)</b><br/> <b>20 days (15 instructional days and 5 reteach days)</b><br/> <b>Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>       | <p><b>Unit 2:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> |   |

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| Alignment Grade 6  |   |                      |   |
|--|---|----------------------|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource |   |
|  |   | Unit Numbers         | Lessons   |
|  |   |                      | Pacing  |
| <b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b> | <b>Overarching Standards:</b> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                      | <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | <b>Priority Standards</b>   |                      |   |
|  | RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   | <b>Unit 1:</b>       | <b>SE/TE:</b> <i>I Was a Skinny Tom-boy Kid</i> , Analyze Craft and Structure: Theme, p. 74   |
|  |   | <b>Unit 2:</b>       | <b>SE/TE:</b> <i>Hachiko: The True Story of a Loyal Dog</i> , Analyze Craft and Structure: Historical Fiction, p. 123   |
|  |   | <b>Unit 3:</b>       | <b>SE/TE:</b> <i>Feathered Friend</i> , Analyze Craft and Structure: Determine Theme, p. 201<br><i>The Fun They Had</i> , Analyze Craft and Structure: Science-Fiction Writing, p. 245                        |
|  |   | <b>Unit 4:</b>       | <b>SE/TE:</b> <i>The Phantom Tollbooth, Act I</i> , Comprehension Check, p. 307<br><i>The Phantom Tollbooth, Act II</i> , Comprehension Check, p. 339   |
|  |   | <b>Unit 5:</b>       | <b>SE/TE:</b> from <i>Tales From the Odyssey</i> , Analyze Craft and Structure: Universal Theme, p. 460   |

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| Alignment Grade 6   |   |  |  |  |
|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  |  |
|   |   |  | Pacing   |  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b> | <b>(cont'd)</b><br>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                | <b>Digital Resources:</b>  | <i>Table of Contents</i> >myPerspectives Plus>Reading Skills and Literacy Analysis Practice>Theme<br><i>Table of Contents</i> > myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 15-16, 22  | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Overarching Standards:</b> RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  |  |  |
|   | <b>Priority Standards</b>   |  |  |  |
|   | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b> | <b>SE/TE:</b> Summary, p. 8 from <i>Bad Boy</i> , Analyze Craft and Structure: Central Idea, p. 66<br><br><b>SE/TE:</b> Summary, p. 96 Comprehension Check, p. 111<br><br><b>SE/TE:</b> Summary, p. 190 Comprehension Check, p. 251<br><br><b>SE/TE:</b> Comprehension Check, p. 383<br><i>The Importance of Imagination</i> , Analyze Craft and Structure: Author's Influences, 385 |  |

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| Alignment Grade 6   |  |                           |   |  |
|---|--|---------------------------|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |   |  |
|   |  | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b> | <b>(cont'd)</b><br>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | <b>Unit 5:</b>            | <b>SE/TE:</b> Summary, p. 406 from <i>A Long Way Home</i> , Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br>Comprehension Check, p. 470<br><i>To the Top of Everest</i> , Analyze Craft and Structure: Central Idea, p. 472 | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> > <i>myPerspectives Plus</i> > <i>Reading Skills and Literacy Analysis Practice</i> > <i>Main Idea (and Supporting Details)   Paraphrase a Text and Find the Main Idea</i>   |  |
|   | <b>Supporting Standards</b>  |                           |   |  |
|   | RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).                    | <b>Unit 1:</b>            | <b>SE/TE:</b> <i>Declaration of the Rights of the Child</i> , Analyze the Text, p. 46<br><i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Analyze Craft and Structure: Biographical Writing, p. 57   |  |
|   |  | <b>Unit 3:</b>            | <b>SE/TE:</b> <i>Is Our Gain Also Our Loss?</i> , Analyze Craft and Structure: Development of Ideas: Reflective Writing, p. 253   |  |
|   |  | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Importance of Imagination</i> , Analyze Craft and Structure: Author's Influences, p. 385   |  |

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| Alignment Grade 6  |  |  |  |   |
|--|--|--|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |  |   |
|  |  | Unit Numbers   | Lessons  |   |
|  |  |  | Pacing   |   |
| <b>(Cont'd)</b><br>Unit 3<br>Overview:<br>What's the Big Idea?   | <b>(cont'd)</b><br>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).   | <b>Unit 5:</b>   | <b>SE/TE:</b> from <i>A Long Way Home</i> , Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br><i>Mission Twinpossible</i> , Analyze Craft and Structure: Central Idea: Make Inferences, p. 449<br><i>To the Top of Everest</i> , Analyze Craft and Structure: Central Idea, p. 472 |   |
|  |  | <b>Digital Resources:</b>  |  |   |
|  | <b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |  |  | <b>(Cont'd)</b><br>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule |
|  | <b>Priority Standards</b>  |  |  |   |
| W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <b>Unit 1:</b>   | <b>SE/TE:</b> <i>Declaration of the Rights of Child</i> , Writing to Sources: Informational Article/Essay, p. 49<br>from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77                |  |   |
|  | <b>Unit 2:</b>   | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , Writing to Sources: How-to Essay, p. 116<br>Performance Task: Writing Focus, p. 129<br><i>A Blessing   Predators</i> , Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151 |  |   |



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| Alignment Grade 6  |  |  |   |  |
|--|--|--|---|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |   |  |
|  |  | Unit Numbers   | Lessons   |  |
| Pacing   |  |  |   |  |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b>  | <b>Overarching Standards:</b> SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |  |   | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | <b>Priority Standards</b>  |  |   |  |
|  | SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.                          | <b>Unit 1:</b>   | <b>SE/TE:</b> from <i>Brown Girl Dreaming</i> , Speaking and Listening, p. 25<br><i>Gallery of Calvin and Hobbes Comics</i> , Research, p. 31 |  |
|  |  | <b>Unit 2:</b>   | <b>SE/TE:</b> from <i>My Life with the Chimpanzees</i> , Speaking and Listening, p. 117   |  |
|  |  | <b>Unit 5:</b>   | <b>SE/TE:</b> from <i>A Long Way Home</i> , Speaking and Listening, p. 429  |  |
|  |  | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Speaking and Listening Center>Conversations and Discussions - Middle School   |  |
| <b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |   |  |
| <b>Priority Standards</b>  |  |  |   |  |
| L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.   | <b>Unit 1:</b>   | <b>SE/TE:</b> Performance Task: Writing Focus, pp. 35-37   |   |  |
|  | <b>Unit 4:</b>   | <b>SE/TE:</b> <i>The Phantom Tollbooth, Act II</i> , Conventions: Sentence Structure, p. 343<br><i>The Phantom Tollbooth, Act II</i> , Writing to Sources: Narrative Retelling, p. 344<br>Performance Task: Writing Focus, pp. 355-357 |   |  |

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| Alignment Grade 6   |  |   |  |  |
|---|--|---|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |  |
|   |  | Unit Numbers  | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b> | <b>(cont'd)</b><br>L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.                      | <b>Digital Resources:</b>   | <p><i>Table of Contents</i>&gt;Grammar Center&gt;Sentences: Sentence Structure&gt;Sentence Structure (Simple, Compound, &amp; Complex) Grammar Tutorial   Simple and Compound Sentences Grammar Worksheet</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 335-336</p>  | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Supporting Standards</b>  |   |  |  |
|   | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |   |  |  |
|   | L.6.2.b Spell correctly.   | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> | <p><b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p> <p><b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i>, Conventions: Spelling and Capitalization, p. 125<br/><i>Hachiko: The True Story of a Loyal Dog</i>, Writing to Sources: Story Adaptation, p. 126</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p> |  |
|   | <b>(cont'd)</b>  |   |  |  |

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| Alignment Grade 6   |  |                           |  |  |
|---|--|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |  |
|   |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 3</b><br><b>Overview:</b><br><b>What's the Big Idea?</b> | L.6.2.b Spell correctly.   | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison and Contrast Essay, pp. 350-351<br>Performance Task: Writing Focus, p. 357       | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Unit 5:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br>from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i> , Writing to Compare: Comparison and Contrast Essay, pp. 474-475                          |  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> > <i>myPerspectives Plus</i> > <i>Standards Practice</i> > <i>Grade 6 Common Core Companion Workbook</i> >pp. 333-334   |  |
|   | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |                           |  |  |
|   | L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.        | <b>Unit 1:</b>            | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Concept Vocabulary: Context Clues, pp. 50, 52, 56<br>from <i>Bad Boy</i> , Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65 |  |
|   |  | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>Predators</i> , Concept Vocabulary: Context Clues, pp. 144, 146<br><i>Black Cowboy, Wild Horses</i> , Concept Vocabulary: Context Clues, pp. 162, 166, 168  |  |

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| Alignment Grade 6  |   |  |  |   |
|--|---|--|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |   |
|  |   | Unit Numbers   | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 3</b><br/> <b>Overview:</b><br/> <b>What's the Big Idea?</b></p> | <p><i>(Cont'd)</i><br/>           L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>The Fun They Had</i>, Concept Vocabulary: Context Clues, pp. 238, 240, 241</p> <p><b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i>, Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br/> <i>Jabberwocky</i>, Concept Vocabulary: Context Clues, pp. 372, 374, 376</p> <p><b>SE/TE:</b> from <i>Tales From the Odyssey</i>, Concept Vocabulary: Context Clues, pp. 452, 454<br/> <i>To the Top of Everest</i>, Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Context Clues<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 339-340</p> | <p><i>(Cont'd)</i><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |



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| Alignment Grade 6  |   |   |   |   |
|--|---|---|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |   |   |
|  |   | Unit Numbers  | Lessons   |   |
|  |   |   | Pacing  |   |
|  | <p><b>(Cont'd)</b><br/>           RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>              | <p><b>Digital Resources:</b></p>  | <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Analyze Text Information<br/><br/> <i>Table of Contents</i>&gt; myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 2-3, 9</p>  |   |
| <p><b>Overarching Standards:</b> RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> |   |   |   |   |
| <p><b>Priority Standards:</b></p>  |   |   |   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p>   | <p>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> Summary, p. 8 from <i>Bad Boy</i>, Analyze Craft and Structure: Central Idea, p. 66</p> <p><b>SE/TE:</b> Summary, p. 96 Comprehension Check, p. 111</p> <p><b>SE/TE:</b> Summary, p. 190 Comprehension Check, p. 251</p> <p><b>SE/TE:</b> Comprehension Check, p. 383<br/> <i>The Importance of Imagination</i>, Analyze Craft and Structure: Author's Influences, 385</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |

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| Alignment Grade 6  |  |  |  |   |
|--|--|--|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource                                   |  |   |
|  |  | Unit Numbers   | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p><b>(Cont'd)</b><br/>           RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> Summary, p. 406 from <i>A Long Way Home</i>, Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br/>           Comprehension Check, p. 470<br/> <i>To the Top of Everest</i>, Analyze Craft and Structure: Central Idea, p. 472</p> <p><i>Table of Contents&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Main Idea (and Supporting Details)   Paraphrase a Text and Find the Main Idea</i><br/> <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 103-104, 110</i></p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>  | <p><b>Unit 3:</b></p>                                  | <p><b>SE/TE:</b> <i>Teens and Technology Share a Future</i>, Analyze Craft and Structure: Author's Perspective: Argument, p. 211<br/> <i>The Black Hole of Technology</i>, Analyze Craft and Structure: Persuasive Techniques, p. 219<br/> <i>Teens and Technology Share Future   The Black Hole of Technology</i>, Writing to Compare: Argumentative Essay, pp. 222-223</p>   |   |

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**Resource Name: myPerspectives® English Language Art, Grade 6**

| Alignment Grade 6   |   |                           |   |   |
|---|---|---------------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource      |   |   |
|   |   | Unit Numbers              | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Finding the Evidence</b> | <b>(cont'd)</b><br>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 151-152   | <b>(Cont'd)</b><br>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule |
|   | <b>Supporting Standards:</b>  |                           |   |   |
|   | RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.   | <b>Unit 1:</b>            | <b>SE/TE:</b> from <i>Bad Boy</i> , Analyze Craft and Structure: Central Idea, p. 66  |   |
|   |   | <b>Unit 2:</b>            | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , Analyze Craft and Structure: Author's Purpose, p. 113  |   |
|   |   | <b>Unit 3:</b>            | <b>SE/TE:</b> <i>Teens and Technology Share a Future</i> , Analyze Craft and Structure: Author's Perspective: Argument, p. 211<br><i>Is Our Gain Also Our Loss?</i> , Analyze Craft and Structure: Development of Ideas: Reflective Writing, p. 253 |   |
|   |   | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Importance of Imagination</i> , Analyze Craft and Structure: Author's Influences, p. 385   |   |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 137-138   |   |

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| Alignment Grade 6  |   |                                  |  |   |
|--|---|----------------------------------|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource             |  |   |
|  |   | Unit Numbers                     | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> | <p><b>Unit 1:</b></p>            | <p><b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>   Media Connection: Michaela DePrince - Ballet Dancer, p. 54<br/>                     from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77<br/> <b>TE Only:</b> Digital Perspectives: Illuminating the Media, p. 54</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |   | <p><b>Unit 3:</b></p>            | <p><b>SE/TE:</b> <i>Teens and Technology Share Future   The Black Hole of Technology</i>, Writing to Compare: Argumentative Essay, pp. 222-223</p>   |   |
|  |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 158-159</i></p>  |   |

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| Alignment Grade 6  |   |                                  |  |   |
|--|---|----------------------------------|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource             |  |   |
|  |   | Unit Numbers                     | Lessons  |   |
|  |   | Pacing                           |  |   |
| <p><i>(Cont'd)</i><br/> <b>Unit 4 Overview: Finding the Evidence</b></p> | <p><b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |                                  | <p><i>(Cont'd)</i><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p>  |   |
|  | <p><b>Priority Standards:</b></p>   |                                  |  |   |
|  | <p>W.6.1.b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p>   | <p><b>Unit 3:</b></p>            |  | <p><b>SE/TE:</b> <i>Feathered Friend</i>, Writing to Sources: Argumentative Essay, p. 204<br/> <i>Teens and Technology Share Future   The Black Hole of Technology</i>, Writing to Compare: Argumentative Essay, pp. 222-223<br/>                     Performance Task: Writing Focus, pp. 229-230, 232<br/>                     Deliver a Multimedia Presentation, pp. 260-261</p> |
|  |   | <p><b>Unit 5:</b></p>            |  | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Writing to Sources: Argument, p. 428<br/>                     Performance Task: Writing Focus, pp. 435-436, 438</p>   |
|  |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Argumentative Writing&gt;Argumentative Writing: Interactive Lesson (Middle School)<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of an Argumentative Essay<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 175-176</p> |   |

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| Alignment Grade 6  |   |  |   |   |
|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p>W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> | <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, pp. 231-232</p> <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Writing to Sources: Argument, p. 428<br/>           Performance Task: Writing Focus, p. 438</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Argumentative Writing&gt;Argumentative Writing: Interactive Lesson (Middle School)<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of an Argumentative Essay<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;p. 178</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |

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| <b>Alignment Grade 6</b>  |   |                             |  |  |
|---|---|-----------------------------|--|--|
| <b>Model Unit Name</b>  | <b>Model Unit Standards</b>   | <b>Publisher's Resource</b> |  |  |
|   |   | <b>Unit Numbers</b>         | <b>Lessons</b>   |  |
|   |   | <b>Pacing</b>               |  |  |
| <b>(Cont'd)<br/>Unit 4<br/>Overview:<br/>Finding<br/>the Evi-<br/>dence</b> | <b>Supporting Standards:</b>  |                             |  | <b>(Cont'd)<br/>30 days (25 instructional<br/>days and 5 re-teach/enrich-<br/>ment days) Elementary<br/>Model - 130 minutes to 180<br/>minutes per day; Middle<br/>School Model - five periods<br/>per week based on a tradi-<br/>tional bell schedule</b> |
|   | W.6.1 Write arguments to support claims with clear reasons and relevant evidence. |                             |  |  |
|   | W.6.1.a Introduce claim(s) and organize the reasons and evidence clearly.         | <b>Unit 3:</b>              | <b>SE/TE:</b> <i>Feathered Friend</i> , Writing to Sources: Argumentative Essay, p. 204<br><i>Teens and Technology Share Future</i>   <i>The Black Hole of Technology</i> , Writing to Compare: Argumentative Essay, pp. 222-223<br>Performance Task: Writing Focus, pp. 229-232<br>Deliver a Multimedia Presentation, pp. 260-261                             |  |
|   |   | <b>Unit 5:</b>              | <b>SE/TE:</b> from <i>A Long Way Home</i> , Writing to Sources: Argument, p. 428<br>Performance Task: Writing Focus, pp. 435, 436, 438   |  |
|   |   | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Writing and Research Center>Argumentative Writing>Argumentative Writing: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of an Argumentative Essay<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 177-178 |  |

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| Alignment Grade 6  |   |  |   |  |
|--|---|--|---|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |  |
|  |   | Unit Numbers   | Lessons   |  |
|  |   |  | Pacing  |  |
| <p><i>(Cont'd)</i><br/> <b>Unit 4 Overview: Finding the Evidence</b></p> | W.6.1.d Establish and maintain a formal style.  | <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 232</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, pp. 437, 438</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Argumentative Writing&gt;Argumentative Writing: Interactive Lesson (Middle School)</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;p. 178</p>   |  |
|  | W.6.1.e Provide a concluding statement or section that follows from the argument presented. | <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Feathered Friend</i>, Writing to Sources: Argumentative Essay, p. 204<br/>Performance Task: Writing Focus, p. 230</p> <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Writing to Sources: Argument, p. 428<br/>Performance Task: Writing Focus, p. 436</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Argumentative Writing&gt;Argumentative Writing: Interactive Lesson (Middle School)</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of an Argumentative Essay</p> |  |

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| Alignment Grade 6  |  |                           |   |   |
|--|--|---------------------------|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |   |   |
|  |  | Unit Numbers              | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <b>Unit 1:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 37  | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |  | <b>Unit 2:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 133<br><i>A Blessing   Predators</i> , Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151   |   |
|  |  | <b>Unit 3:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 233   |   |
|  |  | <b>Unit 4:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 357<br><i>The Importance of Imagination</i> , Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387  |   |
|  |  | <b>Unit 5:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439   |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Writing and Research Center>The Writing Process>The Writing Process: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 214-215, 221 |   |

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| Alignment Grade 6  |   |  |  |   |
|--|---|--|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |   |
|  |   | Unit Numbers   | Lessons  |   |
|  |   |  | Pacing   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p><b>Overarching Standards:</b> SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>   |  |  | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <p><b>Supporting Standards:</b></p>   |  |  |   |
|  | <p>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>  | <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>   | <p><b>SE/TE:</b> Deliver a Multimedia Presentation, pp. 260-261</p> <p><b>SE/TE:</b> Present an Advertisement, pp. 484-485</p> <p><i>Table of Contents</i>&gt;Speaking and Listening Center&gt;Evaluating Presentations - Middle School</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 297-298, 301</p> |   |
|  | <p><b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> |  |  |   |
|  | <p><b>Supporting Standards:</b></p>   |  |  |   |
|  | <p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>   |  |  |   |
| <p>L.6.2.b Spell correctly.</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p>   | <p><b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p> <p><b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i>, Conventions: Spelling and Capitalization, p. 125<br/> <i>Hachiko: The True Story of a Loyal Dog</i>, Writing to Sources: Story Adaptation, p. 126</p> |  |   |

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| Alignment Grade 6  |   |  |   |   |
|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 4</b><br/> <b>Overview:</b><br/> <b>Finding the Evidence</b></p> | <p><b>(cont'd)</b><br/>                     L.6.2.b Spell correctly.</p>  | <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p> <p><b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br/>                     Performance Task: Writing Focus, p. 357</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br/>                     from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i>, Writing to Compare: Comparison-and Contrast Essay, pp. 474-475<br/>                     *See also Grammar Handbook, R62-R63.</p> <p><i>Table of Contents</i>&gt;<i>myPerspectives Plus</i>&gt;<i>Standards Practice</i>&gt;<i>Grade 6 Common Core Companion Workbook</i>&gt;pp. 333-334</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> |  |   |   |
|  | <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>        | <p><b>Unit 1:</b></p>  | <p><b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>, Concept Vocabulary: Context Clues, pp. 50, 52, 56<br/>                     from <i>Bad Boy</i>, Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65</p>   |   |

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| Alignment Grade 6   |  |                           |  |  |
|---|--|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |  |
|   |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 4</b><br><b>Overview:</b><br><b>Finding</b><br><b>the Evi-</b><br><b>dence</b> | <b>(Cont'd)</b><br>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>Predators</i> , Concept Vocabulary: Context Clues, pp. 144, 146<br><i>Black Cowboy, Wild Horses</i> , Concept Vocabulary: Context Clues, pp. 162, 166, 168  | <b>(Cont'd)</b><br><b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Unit 3:</b>            | <b>SE/TE:</b> <i>The Fun They Had</i> , Concept Vocabulary: Context Clues, pp. 238, 240, 241   |  |
|   |  | <b>Unit 4:</b>            | <b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br><i>Jabberwocky</i> , Concept Vocabulary: Context Clues, pp. 372, 374, 376                              |  |
|   |  | <b>Unit 5:</b>            | <b>SE/TE:</b> from <i>Tales From the Odyssey</i> , Concept Vocabulary: Context Clues, pp. 452, 454, Context Clues, pp. 462, 463, 464, 471  |  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Reading Skills and Literacy Analysis Practice>Context Clues<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 339-340 |  |

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| Alignment Grade 6   |   |   |   |
|---|---|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |
|   |   | Unit Numbers  | Lessons   |
| <b>Unit 5</b><br><b>Overview:</b><br><b>Communicating for a Purpose</b> | <b>Overarching Standards:</b> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |   | <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Priority Standards:</b><br>RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.                      | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b> |   |



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| Alignment Grade 6  |   |   |  |  |
|--|---|---|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |  |
|  |   | Unit Numbers  | Lessons  |  |
| Pacing   |   |   |  |  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Communicating for a Purpose</b> | <b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.                                  |   |  | <b>(Cont'd)</b><br><b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | <b>Priority Standards:</b>  |   |  |  |
|  | W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | <b>Unit 1:</b>  | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77  |  |
|  |   | <b>Unit 2:</b>  | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , Writing to Sources: How-to Essay, p. 116<br>Performance Task: Writing Focus, p. 130<br><i>A Blessing   Predators</i> , Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151 |  |
|  | <b>Unit 4:</b>  | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br>from <i>Alice's Adventures in Wonderland</i> , Research, p. 371<br><i>The Importance of Imagination</i> , Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387 |  |  |

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| Alignment Grade 6   |   |  |   |   |
|---|---|--|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource                                   |   |   |
|   |   | Unit Numbers   | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview: Communicating for a Purpose</b></p> | <p><b>(Cont'd)</b><br/>           W.6.2.a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Mission Twinpossible</i>, Research, p. 451<br/>           from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i>, Writing to Compare: Comparison and Contrast Essay, pp. 474-475</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Informative/Explanatory Writing&gt;Informative/Explanatory Writing: Interactive Lesson (Middle School)<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of Expository Essays<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 187-188</p> | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>   | <p><b>Unit 1:</b></p>                                  | <p><b>SE/TE:</b> <i>Declaration of the Rights of Child</i>, Writing to Sources: Informational Article/Essay, p. 49<br/>           from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p>  |   |

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| Alignment Grade 6   |  |                       |  |   |
|---|--|-----------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |   |
|   |  | Unit Numbers          | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Communicating for a Purpose</b></p> | <p><b>(Cont'd)</b><br/>                     W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> | <p><b>Unit 2:</b></p> | <p><b>SE/TE:</b> rom <i>My Life With the Chimpanzees</i>, Writing to Sources: How-to Essay, p. 116<br/>                     Performance Task: Writing Focus, p. 129<br/> <i>A Blessing   Predators</i>, Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151</p>                   | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |  | <p><b>Unit 4:</b></p> | <p><b>SE/TE</b> <i>The Importance of Imagination</i>, Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387</p>   |   |
|   |  | <p><b>Unit 5:</b></p> | <p><b>SE/TE:</b> <i>BBC Science Club: All About Exploration</i>, Research, p. 433<br/> <i>Mission Twinpossible</i>, Research, p. 451<br/>                     from <i>Tales From the Odyssey   To the Top of Everest</i>, Writing to Compare: Comparison-and Contrast Essay, pp. 474-475</p> |   |

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| Alignment Grade 6  |   |  |   |  |
|--|---|--|---|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |  |
|  |   | Unit Numbers   | Lessons   |  |
|  |   |  | Pacing  |  |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Communicating for a Purpose</b> | <b>(Cont'd)</b><br>W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Writing and Research Center>Informative/Explanatory Writing>Informative/Explanatory Writing: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Anchor Charts>Elements of Expository Essays<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 186, 188  | <b>(Cont'd)</b><br><b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience       | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b><br><br><b>Unit 5:</b> | <b>SE/TE:</b> Write a Nonfiction Narrative, pp. 32-37<br>Writing to Sources: Nonfiction Narrative, pp. 86-87<br><br><b>SE/TE:</b> Write an Explanatory Essay, pp. 128-133<br>Writing to Sources: Explanatory Essay, pp. 180-181<br><br><b>SE/TE:</b> Write an Argument, pp. 228-233<br>Writing to Sources: Argument, pp. 268-269<br><br><b>SE/TE:</b> Write a Fictional Narrative, pp. 352-357<br>Writing to Sources: Fictional Narrative, pp. 396-397<br><br><b>SE/TE:</b> Write an Argument, pp. 434-439<br>Writing to Sources: Argument, pp. 492-493 |  |

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| Alignment Grade 6   |   |                                  |  |   |
|---|---|----------------------------------|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource             |  |   |
|   |   | Unit Numbers                     | Lessons  |   |
|   |   |                                  | Pacing   |   |
|   | <p><b>(Cont'd)</b><br/>                     . W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;The Writing Process&gt;The Writing Process: Interactive Lesson (Middle School)<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 207-208</p> |   |
|   | <p><b>Supporting Standards:</b></p>   |                                  |  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview: Communicating for a Purpose</b></p> | <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>      |                                  |  | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p>W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p>   | <p><b>Unit 1:</b></p>            | <p><b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p>  |   |
|   |   | <p><b>Unit 2:</b></p>            | <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, Writing to Sources: How-to Essay, p. 116<br/>                     Performance Task: Writing Focus, p. 132</p>   |   |
|   |   | <p><b>Unit 4:</b></p>            | <p><b>SE/TE:</b> <i>The Importance of Imagination</i>, Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387</p>  |   |
|   |   | <p><b>Unit 5:</b></p>            | <p><b>SE/TE:</b> <i>Mission Twinpossible</i>, Research, p. 451<br/>                     from <i>Tales From the Odyssey   To the Top of Everest</i>, Writing to Compare: Comparison-and Contrast Essay, pp. 474-475</p>   |   |

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| Alignment Grade 6   |  |  |  |   |
|---|--|--|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource   |  |   |
|   |  | Unit Numbers   | Lessons  |   |
|   |  | Pacing   |  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview: Communicating for a Purpose</b></p> | <p><b>(Cont'd)</b><br/> W.6.2.c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Informative/Explanatory Writing&gt;Informative/Explanatory Writing: Interactive Lesson (Middle School)</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of Expository Essays</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;p. 188</p>   | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p>W.6.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>               | <p><b>Unit 2:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, Writing to Sources: How-to Essay, p. 116<br/> Performance Task: Writing Focus, p. 132</p> <p><b>SE/TE:</b> <i>The Importance of Imagination</i>, Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387</p> <p><i>Table of Contents</i>&gt;Writing and Research Center&gt;Informative/Explanatory Writing&gt;Informative/Explanatory Writing: Interactive Lesson (Middle School)<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Anchor Charts&gt;Elements of Expository Essays</p> |   |

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| Alignment Grade 6  |   |   |  |  |
|--|---|---|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |  |  |
|  |   | Unit Numbers  | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 5</b><br><b>Overview:</b><br><b>Communicating for a Purpose</b> | W.6.2.e Establish and maintain a formal style.  | <b>Unit 2:</b><br><br><b>Digital Resources:</b>                       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 132<br><br><i>Table of Contents</i> >Writing and Research Center>In-formative/Explanatory Writing>Informative/Explanatory Writing: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPer-spectives Plus>Standards Practice>Grade 6 Common Core Companion Work-book>p. 189  | <b>(Cont'd)</b><br><b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  | W.6.2.f Provide a concluding statement or section that follows from the information or explanation presented. | <b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> Performance Task: Writing Focus, p. 130<br><i>A Blessing   Predators, Writing to Compare: Comparison-and-Contrast Essay</i> , pp. 150-151<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 230<br><br><i>Table of Contents</i> >Writing and Research Center>In-formative/Explanatory Writing>Informative/Explanatory Writing: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPer-spectives Plus>Anchor Charts>Elements of Expository Essays<br><i>Table of Contents</i> >myPer-spectives Plus>Standards Practice>Grade 6 Common Core Companion Work-book>p. 190 |  |

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| Alignment Grade 6   |  |                           |   |   |
|---|--|---------------------------|---|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |   |   |
|   |  | Unit Numbers              | Lessons   | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 5</b><br/> <b>Overview: Communicating for a Purpose</b></p> | <p>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> | <b>Unit 1:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 37  | <p><i>(Cont'd)</i><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |  | <b>Unit 2:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 133<br><i>A Blessing   Predators</i> , Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151   |   |
|   |  | <b>Unit 3:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 233   |   |
|   |  | <b>Unit 4:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 357<br><i>The Importance of Imagination</i> , Writing to Sources: Comparison-and-Contrast Essay/Cause-and-Effect Essay, p. 387  |   |
|   |  | <b>Unit 5:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439   |   |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >Writing and Research Center>The Writing Process>The Writing Process: Interactive Lesson (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 214-215, 221 |   |

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| Alignment Grade 6  |  |  |  |
|--|--|--|--|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource   |  |
|  |  | Unit Numbers   | Lessons  |
|  |  | Pacing   |  |
| <b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  |  |  |
| <b>Priority Standards:</b>   |  |  |  |
| <p><i>(Cont'd)</i><br/> <b>Unit 5 Overview: Communicating for a Purpose</b></p>  | <p>L.6.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> | <p><b>Unit 2:</b></p>  | <p><b>SE/TE:</b> from <i>My Life With the Chimpanzees</i>, Conventions: Commas, Parentheses, and Dashes, p. 115<br/>           from <i>My Life With the Chimpanzees</i>, Writing to Sources: How-to Essay, p. 116</p>  |
|  |  | <p><b>Unit 3:</b></p>  | <p><b>SE/TE:</b> <i>Teens and Technology Share a Future</i>, Conventions: Appositives and Appositive Phrases, p. 213<br/> <i>The Black Hole of Technology</i>, Conventions: Independent and Dependent Clauses, p. 221<br/>           *See also Grammar Handbook, R61-R62.</p>  |
|  |  | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents</i>&gt;Grammar Center&gt;Mechanics: Punctuation&gt;Dashes and Parentheses for Parenthetical Elements Grammar Tutorial   Punctuation to Set Off Nonrestrictive or Parenthetical Elements Interactive   Restrictive and Nonrestrictive Participial Phrases Grammar Worksheet<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 331-332</p> |
|  |  | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |  |

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| Alignment Grade 6   |   |                       |   |  |
|---|---|-----------------------|---|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource  |   |  |
|   |   | Unit Numbers          | Lessons   |  |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Communicating for a Purpose</b></p> | <p><b>Supporting Standards:</b><br/>                     L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> |                       |   | <p><b>(Cont'd)</b><br/>                     30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</p> |
|   | L.6.2.b Spell correctly.  | <p><b>Unit 1:</b></p> | <p><b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p>   |  |
|   |   | <p><b>Unit 2:</b></p> | <p><b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i>, Conventions: Spelling and Capitalization, p. 125<br/> <i>Hachiko: The True Story of a Loyal Dog</i>, Writing to Sources: Story Adaptation, p. 126</p>                  |  |
|   |   | <p><b>Unit 3:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p>  |  |
|   |   | <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br/>                     Performance Task: Writing Focus, p. 357</p> |  |
|   |   | <p><b>Unit 5:</b></p> | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br/>                     from <i>Tales From the Odyssey   To the Top of Everest</i>, Writing to Compare: Comparison-and Contrast Essay, pp. 474-475</p>                            |  |

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| Alignment Grade 6   |   |  |   |   |
|---|---|--|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |   |
|   |   | Unit Numbers   | Lessons   |   |
|   |   | Pacing   |   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Communicating for a Purpose</b></p> | <p><b>(cont'd)</b><br/>                     L.6.2.b Spell correctly.</p>  | <p><b>Digital Resources:</b></p>   | <p><i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 333-334</i></p>   | <p><b>(Cont'd)</b><br/> <b>30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   | <p>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> |  |   |   |
|   | <p>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>        | <p><b>Unit 1:</b></p>  | <p><b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>, Concept Vocabulary: Context Clues, pp. 50, 52, 56<br/>                     from <i>Bad Boy</i>, Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65</p> |   |
|   |   | <p><b>Unit 2:</b></p>  | <p><b>SE/TE:</b> <i>Predators</i>, Concept Vocabulary: Context Clues, pp. 144, 146<br/> <i>Black Cowboy, Wild Horses</i>, Concept Vocabulary: Context Clues, pp. 162, 166, 168</p>  |   |
|   |   | <p><b>Unit 3:</b></p>  | <p><b>SE/TE:</b> <i>The Fun They Had</i>, Concept Vocabulary: Context Clues, pp. 238, 240, 241</p>  |   |
|   | <p><b>Unit 4:</b></p>   | <p><b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i>, Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br/> <i>Jabberwocky</i>, Concept Vocabulary: Context Clues, pp. 372, 374, 376</p> |   |   |
|   | <p><b>Unit 5:</b></p>   | <p><b>SE/TE:</b> from <i>Tales From the Odyssey</i>, Concept Vocabulary: Context Clues, pp. 452, 454</p>   |   |   |

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|---|---|--|--|--|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |  |  |
|   |   | Unit Numbers   | Lessons  | Pacing   |
| <p><b>(Cont'd)</b><br/> <b>Unit 5</b><br/> <b>Overview:</b><br/> <b>Communicating for a Purpose</b></p> | <p><b>(cont'd)</b><br/>                     L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p><b>Digital Resources:</b></p>   | <p><i>To the Top of Everest</i>, Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Context Clues</p>  | <p><b>(Cont'd)</b><br/>                     30 days (25 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</p> |
|   | <p>L.6.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p>   | <p><b>Unit 2:</b></p> <p><b>Unit 4:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Predators</i>, Author's Style: Word Choice and Tone, p. 149</p> <p><b>SE/TE:</b> <i>The Phantom Toll-booth, Act I</i>, Word Study: Denotation and Nuance, p. 310</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 351-352</p> |  |

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|--|---|--|---|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |  |
|  |   | Unit Numbers   | Lessons   |  |
|  |   | Pacing   |   |  |
| <b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>Overarching Standards:</b> RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |  | <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |  |
|  | <b>Priority Standards:</b>  |  |   |  |
|  | RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <b>Unit 1:</b>   |   | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Analyze Craft and Structure: Biographical Writing, p. 57<br>from <i>Bad Boy</i> , Analyze Craft and Structure: Central Idea, p. 66 |
|  |   | <b>Unit 2:</b>   |   | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , Analyze the Text, p. 112<br>from <i>My Life With the Chimpanzees</i> , Analyze Craft and Structure: Author's Purpose, p. 113                              |
|  |   | <b>Unit 3:</b>   |   | <b>SE/TE:</b> <i>Teens and Technology Share a Future</i> , Analyze the Text, p. 210<br><i>Teens and Technology Share a Future</i> , Analyze Craft and Structure: Author's Perspective: Argument, p. 211            |
|  | <b>Unit 4:</b>  | <b>SE/TE:</b> <i>The Importance of Imagination</i> , Analyze Craft and Structure: Author's Influences, p. 385<br><i>Is Our Gain Also Our Loss?</i> , Analyze Craft and Structure: Development of Ideas: Reflective Writing, p. 253 |   |  |

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| Alignment Grade 6   |  |                           |  |  |
|---|--|---------------------------|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |  |  |
|   |  | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>(Cont'd)</b><br>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    | <b>Unit 5:</b>            | <b>SE/TE:</b> from <i>A Long Way Home</i> , Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br><i>Mission Twinpossible</i> , Analyze Craft and Structure: Central Idea: Make Inferences, p. 449<br><i>To the Top of Everest</i> , Analyze Craft and Structure: Central Idea, p. 472 | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Reading Skills and Literacy Analysis Practice>Analyze Text Information<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 90-91, 97  |  |
| <b>Supporting Standards:</b>  |  |                           |  |  |
|   | RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>Monkey Master</i> , pp. 152-160<br><i>Monkey Master</i> , Research and Discuss, p. 161  |  |

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| Alignment Grade 6   |   |                      |   |
|---|---|----------------------|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource |   |
|   |   | Unit Numbers         | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>(cont'd)</b><br>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | <b>Unit 3:</b>       | <b>SE/TE:</b> <i>Teens and Technology Share Future   The Black Hole of Technology</i> , Writing to Compare: Argumentative Essay, pp. 222-223<br><i>The Internet of Things</i> , pp. 224-226<br><i>The Internet of Things</i> , Writing to Sources: Objective Summary, p. 227<br><i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone</i> , pp. 256-258<br><i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone</i> , Research, p. 259 |
|   |   | <b>Unit 5:</b>       | <b>SE/TE:</b> <i>BBC Science Club: All About Exploration</i> , pp. 430-432<br><i>BBC Science Club: All About Exploration</i> , Research, p. 433 from <i>Tales From the Odyssey   To the Top of Everest</i> , Writing to Compare: Comparison and Contrast Essay, pp. 474-475<br>from <i>Lewis &amp; Clark</i> , Research, p. 483   |
|   |   |                      | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b>  |

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| Alignment Grade 6  |   |  |  |
|--|---|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |  |
|  |   | Unit Numbers   | Lessons  |
|  |   | Pacing   |  |
| <b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |   |  |  |
| <b>Priority Standards:</b>   |   |  |  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b>  | W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | <b>Unit 1:</b>   | <b>SE/TE:</b> <i>Gallery of Calvin and Hobbes Comics</i> , Research, p. 31   |
|  |   | <b>Unit 2:</b>   | <b>SE/TE:</b> <i>Monkey Master</i> , Research and Discuss, p. 161<br><i>Black Cowboy, Wild Horses</i> , Research, p. 171   |
|  |   | <b>Unit 3:</b>   | <b>SE/TE:</b> <i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone</i> , Research, p. 259   |
|  |   | <b>Unit 4:</b>   | <b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Research, p. 371  |
|  |   | <b>Unit 5:</b>   | <b>SE/TE:</b> <i>Mission Twinpossible</i> , Research, p. 451<br>from <i>Lewis &amp; Clark</i> , Research, p. 483   |
|  |   | <b>Digital Resources:</b>  | <i>Table of Contents</i> >Writing and Research Center>Research Writing>Research Writing (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 253-266 |
|  |   | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |  |

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| Alignment Grade 6  |   |                           |   |   |
|--|---|---------------------------|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource      |   |   |
|  |   | Unit Numbers              | Lessons   | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 6</b><br/> <b>Overview:</b><br/> <b>Investigations</b></p> | <p>W.6.9.b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p> | <b>Unit 1:</b>            | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77   | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |   | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>A Blessing   Predators</i> , Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151  |   |
|  |   | <b>Unit 3:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 268   |   |
|  |   | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351 |   |
|  |   | <b>Unit 5:</b>            | <b>SE/TE:</b> from <i>Tales From the Odyssey   To the Top of Everest</i> , Writing to Compare: Comparison-and Contrast Essay, pp. 474-475                           |   |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 267-268</i>                                      |   |

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| Alignment Grade 6   |   |  |   |
|---|---|--|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource   |   |
|   |   | Unit Numbers   | Lessons   |
| Supporting Standards:   |   |  |   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum or three pages in a single sitting. | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 5:</b><br><br><b>Digital Resources:</b>  | <b>SE/TE:</b> Performance Task: Writing Focus, p. 37<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 133<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 233<br><br><b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br><br><i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 227-228, 234, 240</i>   |
|   | W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.   | <b>Unit 1:</b><br><br><b>Unit 2:</b><br><br><b>Unit 3:</b><br><br><b>Unit 4:</b>   | <b>SE/TE:</b> <i>Gallery of Calvin and Hobbes Comics</i> , Research, p. 31<br><br><b>SE/TE:</b> <i>Monkey Master</i> , Research and Discuss, p. 161<br><i>Black Cowboy, Wild Horses</i> , Research, p. 171<br><br><b>SE/TE:</b> <i>Feathered Friend</i> , Speaking and Listening, p. 205<br><i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone</i> , Research, p. 259<br>Deliver a Multimedia Presentation, pp. 260-261<br><br><b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Research, p. 371 |
|   |   | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |   |

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| Alignment Grade 6                                     |   |                           |  |   |
|---|---|---------------------------|--|---|
| Model Unit Name                                       | Model Unit Standards  | Publisher's Resource      |  |   |
|   |   | Unit Numbers              | Lessons  | Pacing  |
| <b>(Cont'd)</b><br>Unit 6<br>Overview: Investigations | <b>(Cont'd)</b><br>W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.                              | <b>Unit 5:</b>            | <b>SE/TE:</b> <i>BBC Science Club: All About Exploration, Research</i> , p. 433<br><i>Mission Twinpossible, Research</i> , p. 451<br>from <i>Lewis &amp; Clark, Research</i> , p. 483  | <b>(Cont'd)</b><br>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule |
|   |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >Writing and Research Center>Research Writing>Research Writing (Middle School)<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 246-247, 250    |   |
|   | <b>Overarching Standards:</b> SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.                        |                           |  |   |
| <b>Priority Standards:</b>                            |   |                           |  |   |
|   | SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | <b>Unit 1:</b>            | <b>SE/TE:</b> <i>Gallery of Calvin and Hobbes Comics, Research</i> , p. 31   |   |
|   |   | <b>Unit 3:</b>            | <b>SE/TE:</b> <i>The Internet of Things, Speaking and Listening</i> , p. 227   |   |
|   |   | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Phantom Tollbooth (multimedia), Analyze the Media</i> , p. 349<br><i>The Phantom Tollbooth (drama)   from The Phantom Tollbooth (multimedia), Writing to Compare: Comparison and Contrast Essay</i> , pp. 350-351 |   |

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| Alignment Grade 6  |   |  |   |   |
|--|---|--|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource   |   |   |
|  |   | Unit Numbers   | Lessons   | Pacing  |
|  | <p><b>(Cont'd)</b><br/>           SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>             | <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>   | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Speaking and Listening, p. 429<br/>           from <i>Lewis &amp; Clark</i>, Research, p. 483</p> <p><i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 293-294</i></p>   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 6</b><br/> <b>Overview: Investigations</b></p> | <p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p> | <p><b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i>, Speaking and Listening, p. 59</p> <p><b>SE/TE:</b> Deliver an Informative Presentation, pp. 172-173<br/>           Speaking and Listening: Informative Presentation, p. 182</p> <p><b>SE/TE:</b> from <i>Feathered Friend</i>, Speaking and Listening, p. 205<br/> <i>The Internet of Things</i>, Speaking and Listening, p. 227<br/>           Deliver a Multimedia Presentation, pp. 260-261<br/>           Speaking and Listening: Oral Presentation p. 270</p> <p><b>SE/TE:</b> Present an Advertisement, pp. 484-485</p> <p><i>Table of Contents&gt;Speaking and Listening Center&gt;Giving a Presentation - Middle School</i></p> | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |

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| Alignment Grade 6                                 |  |                      |  |
|---|--|----------------------|--|
| Model Unit Name                                   | Model Unit Standards   | Publisher's Resource |  |
|   |  | Unit Numbers         | Lessons  |
| <b>Supporting Standards:</b>                      |  |                      |  |
| (Cont'd)<br>Unit 6<br>Overview:<br>Investigations | SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | <b>Unit 1:</b>       | <b>SE/TE:</b> Present a Retelling, pp. 78-79   |
|   |  | <b>Unit 2:</b>       | <b>SE/TE:</b> <i>Black Cowboy, Wild Horses</i> , Research, p. 171<br>Deliver an Informative Presentation, pp. 172-173  |
|   |  | <b>Unit 3:</b>       | <b>SE/TE:</b> from <i>Feathered Friend</i> , Speaking and Listening, p. 205<br><i>Bored...and Brilliant? A Challenge to Disconnect From Your Phone?</i> , Research, p. 259<br>Deliver a Multimedia Presentation, pp. 260-261 |
|   |  | <b>Unit 4:</b>       | <b>SE/TE:</b> <i>Jabberwocky</i> , Speaking and Listening, p. 379<br>Perform a Fictional Narrative, pp. 388-389  |
|   |  | <b>Unit 5:</b>       | <b>SE/TE:</b> <i>BBC Science Club: All About Exploration</i> , Research, p. 433<br>from <i>Lewis &amp; Clark</i> , Research, p. 483<br>Present an Advertisement, pp. 484-485   |
|   |  |                      | <b>(Cont'd)</b><br>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule    |

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| Alignment Grade 6   |  |   |   |  |
|---|--|---|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |   |  |
|   |  | Unit Numbers  | Lessons   |  |
|   |  |   | Pacing  |  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>(cont'd)</b><br>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  | <b>Digital Resources:</b>   | <i>Table of Contents</i> >Speaking and Listening Center>Giving a Presentation - Middle School<br><br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 311-312  | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   | <b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |   |   |  |
|   | <b>Priority Standards:</b>   |   |   |  |
|   | L.6.3.a Vary sentence patterns for meaning, reader/listener interest, and style.   | <b>Unit 1:</b><br><br><b>Unit 4:</b><br><br><b>Digital Resources:</b> | <b>SE/TE:</b> Performance Task: Writing Focus, pp. 35-37<br><br><b>SE/TE:</b> <i>The Phantom Tollbooth, Act II</i> , Conventions: Sentence Structure, p. 343<br><i>The Phantom Tollbooth, Act II</i> , Writing to Sources: Narrative Retelling, p. 344<br>Performance Task: Writing Focus, pp. 355-357<br><br><i>Table of Contents</i> >Grammar Center>Sentences: Sentence Structure>Sentence Structure (Simple, Compound, & Complex) Grammar Tutorial   Simple and Compound Sentences Grammar Worksheet<br><i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 335-336 |  |

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| Alignment Grade 6  |  |                           |  |   |
|--|--|---------------------------|--|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource      |  |   |
|  |  | Unit Numbers              | Lessons  | Pacing  |
| <p><i>(Cont'd)</i><br/> <b>Unit 6</b><br/> <b>Overview:</b><br/> <b>Investigations</b></p> | <p>L.6.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <b>Unit 1</b>             | <b>SE/TE:</b> <i>Declaration of the Rights of the Child</i> , Confirm the Definition, pp. 43, 44   | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |  | <b>Unit 2:</b>            | <b>SE/TE:</b> <i>Monkey Master</i> , Word Study: Greek Suffix: -ist, p. 160  |   |
|  |  | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>The Phantom Toll-booth, Act II</i> , Word Study: Latin Suffix: -ity, p. 342   |   |
|  |  | <b>Unit 5:</b>            | <b>SE/TE:</b> <i>To the Top of Everest</i> , Word Study: Latin Root: -ped-, p. 471   |   |
|  |  | <b>Digital Resources:</b> | <i>Table of Contents</i> > <i>myPerspectives Plus</i> > <i>Standards Practice</i> > <i>Grade 6 Common Core Companion Workbook</i> >pp. 345-346 |   |

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| Alignment Grade 6  |                      |                      |  |
|--|----------------------|----------------------|--|
| Model Unit Name  | Model Unit Standards | Publisher's Resource |  |
|  |                      | Unit Numbers         | Lessons  |
| <b>Supporting Standards:</b>   |                      |                      |  |
| L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |                      |                      |  |
| L.6.2.b Spell correctly.   |                      |                      |  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b>  |                      | <b>Unit 1:</b>       | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77  |
|  |                      | <b>Unit 2:</b>       | <b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i> , Conventions: Spelling and Capitalization, p. 125<br><i>Hachiko: The True Story of a Loyal Dog</i> , Writing to Sources: Story Adaptation, p. 126              |
|  |                      | <b>Unit 3:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 233  |
|  |                      | <b>Unit 4:</b>       | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br>Performance Task: Writing Focus, p. 357                   |
|  |                      | <b>Unit 5:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br>from <i>Tales From the Odyssey   To the Top of Everest</i> , Writing to Compare: Comparison-and Contrast Essay, pp. 474-475   |
|  |                      |                      | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |

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| Alignment Grade 6   |  |   |  |
|---|--|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |
|   |  | Unit Numbers  | Lessons  |
|   |  |   | <b>Pacing</b>  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>(cont'd)</b><br>L.6.2.b Spell correctly.  | <b>Digital Resources:</b>   | <i>Table of Contents</i> > <i>myPerspectives Plus</i> > <i>Standards Practice</i> > <i>Grade 6 Common Core Companion Workbook</i> >pp. 333-334   |
|   | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |   |  |
|   | L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.        | <b>Unit 1:</b>  | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Concept Vocabulary: Context Clues, pp. 50, 52, 56<br>from <i>Bad Boy</i> , Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65             |
|   |  | <b>Unit 2:</b>  | <b>SE/TE:</b> <i>Predators</i> , Concept Vocabulary: Context Clues, pp. 144, 146<br><i>Black Cowboy, Wild Horses</i> , Concept Vocabulary: Context Clues, pp. 162, 166, 168  |
|   | <b>Unit 3:</b>   | <b>SE/TE:</b> <i>The Fun They Had</i> , Concept Vocabulary: Context Clues, pp. 238, 240, 241  |  |
|   | <b>Unit 4:</b>   | <b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br><i>Jabberwocky</i> , Concept Vocabulary: Context Clues, pp. 372, 374, 376 |  |
|   |  |   | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |

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| Alignment Grade 6   |   |                      |   |   |
|---|---|----------------------|---|---|
| Model Unit Name   | Model Unit Standards  | Publisher's Resource |   |   |
|   |   | Unit Numbers         | Lessons   | Pacing  |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b> | <b>(cont'd)</b><br>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                          | <b>Unit 5:</b>       | <b>SE/TE:</b> from <i>Tales From the Odyssey</i> , Concept Vocabulary: Context Clues, pp. 452, 454<br><br><i>To the Top of Everest</i> , Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471<br><br><i>Table of Contents</i> >myPerspectives Plus>Reading Skills and Literacy Analysis Practice>Context Clues | <b>(Cont'd)</b><br>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule |
|   | L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | <b>Unit 1:</b>       | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Word Study: Synonyms and Antonyms, p. 56<br><i>Bad Boy</i> , Word Study: Latin Root: -spec-, p. 65  |   |
|   |   | <b>Unit 2:</b>       | <b>SE/TE:</b> <i>A Blessing</i> , Word Study: Multiple-Meaning Words, p. 141<br><i>Monkey Master</i> , Concept Vocabulary: Using a Specialized Dictionary, pp. 152, 156-158<br><i>Black Cowboy, Wild Horses</i> , Word Study: Multiple-Meaning Words, p. 168  |   |
|   |   | <b>Unit 3:</b>       | <b>SE/TE:</b> <i>Feathered Friend</i> , Word Study: Greek Root: -path-, p. 202<br><i>The Black Hole of Technology</i> , Word Study: Multiple-Meaning Words, p. 220  |   |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6  |   |                           |  |  |
|--|---|---------------------------|--|--|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource      |  |  |
|  |   | Unit Numbers              | Lessons  | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 6</b><br><b>Overview:</b><br><b>Investigations</b>    | <b>(cont'd)</b><br>L.6.4.c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.              | <b>Unit 4:</b>            | <b>SE/TE:</b> <i>Jabberwocky</i> , Word Study: Anglo-Saxon Word Origins, p. 376<br><i>The Importance of Imagination</i> , Word Study: Greek Prefix: para-, p. 384  | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|  |   | <b>Unit 5:</b>            | <b>SE/TE:</b> <i>Mission Twinpossible</i> , Technical Vocabulary: Latin Root: -dur-, p. 448 from <i>Tales From the Odyssey</i> , Word Study: Latin Root: -vad-, p. 459<br><i>To the Top of Everest</i> , Word Study: Latin Root: -ped-, p. 471 |  |
| <b>Unit 7</b><br><b>Overview:</b><br><b>Understanding the World through Text</b> | <b>Overarching Standards:</b> RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                           | <b>5 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b>                                   |  |
|  | <b>Priority Standards:</b><br>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.                          | <b>Unit 1:</b>            |  | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77  |
|  |   | <b>Unit 3:</b>            | <b>TE Only:</b> <i>The Fun They Had</i> , First Read, p. 238   |  |
|  |   | <b>Unit 5:</b>            | <b>SE/TE:</b> from <i>Tales From the Odyssey   To the Top of Everest</i> , Writing to Compare: Comparison-and Contrast Essay, pp. 474-475  |  |
|  |   | <b>Digital Resources:</b> | <i>Table of Contents</i> >myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook>pp. 75-76  |  |



**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |  |                                  |  |   |
|---|--|----------------------------------|--|---|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource             |  |   |
|   |  | Unit Numbers                     | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 7 Overview: Understanding the World through Text</b></p>  | <p><b>(cont'd)</b><br/>           RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>   | <p><b>Unit 4:</b></p>            | <p><b>SE/TE:</b> Comprehension Check, p. 383<br/> <i>The Importance of Imagination</i>, Analyze Craft and Structure: Author's Influences, 385</p>  | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|   |  | <p><b>Unit 5:</b></p>            | <p><b>SE/TE:</b> Summary, p. 406 from <i>A Long Way Home</i>, Analyze Craft and Structure: Central Ideas: Autobiographical Writing, p. 425<br/>           Comprehension Check, p. 470<br/> <i>To the Top of Everest</i>, Analyze Craft and Structure: Central Idea, p. 472</p> |   |
|   |  | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Main Idea (and Supporting Details)   Paraphrase a Text and Find the Main Idea</p>   |   |
| <p><b>Overarching Standards:</b> W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> |  |                                  |  |   |
| <p><b>Priority Standards:</b></p>   |  |                                  |  |   |
|   | <p>W.6.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> | <p><b>Unit 1:</b></p>            | <p><b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i>, Writing to Compare: Compare-and-Contrast Essay, pp. 76–77</p>  |   |
|   |  | <p><b>Unit 2:</b></p>            | <p><b>SE/TE:</b> <i>A Blessing   Predators</i>, Writing to Compare: Comparison-and-Contrast Essay, pp. 150-151</p>   |   |
|   |  | <p><b>Unit 3:</b></p>            | <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 268</p>   |   |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6  |   |   |   |   |
|--|---|---|---|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource  |   |   |
|  |   | Unit Numbers  | Lessons   |   |
|  |   |   | Pacing  |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 7</b><br/> <b>Overview:</b><br/> <b>Understanding the World through Text</b></p> | <p><b>(cont'd)</b><br/>                     W.6.9.a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> | <p><b>Unit 4:</b></p> <p><b>Unit 5:</b></p> <p><b>Digital Resources:</b></p>            | <p><b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison and Contrast Essay, pp. 350-351</p> <p><b>SE/TE:</b> from <i>Tales From the Odyssey</i>   <i>To the Top of Everest</i>, Writing to Compare: Comparison and Contrast Essay, pp. 474-475</p> <p><i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 267-268</p> | <p><b>(Cont'd)</b><br/>                     25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</p> |
|  | <b>Supporting Standards:</b>  |   |   |   |
|  | <b>Overarching Standards:</b> L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |   |   |   |
|  | <b>Priority Standards:</b>  |   |   |   |
|  | <p>L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>  | <p><b>Unit 1:</b></p> <p><b>Unit 2:</b></p> <p><b>Unit 3:</b></p> <p><b>Unit 4:</b></p> | <p><b>SE/TE:</b> from <i>Brown Girl Dreaming</i>, Analyze Craft and Structure: Memoir and Poetry, p. 21<br/>                     Performance Task: Writing Focus, p. 37</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, pp. 131-133</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 233</p> <p><b>SE/TE:</b> Performance Task: Writing Focus, p. 357<br/> <i>Jabberwocky</i>, Author's Style: Invented Language, p. 378</p>                              |   |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: myPerspectives® English Language Art, Grade 6**

| Alignment Grade 6   |  |                           |   |  |
|---|--|---------------------------|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |   |  |
|   |  | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 7</b><br><b>Overview:</b><br><b>Understanding</b><br><b>the World</b><br><b>through</b><br><b>Text</b> | <b>(cont'd)</b><br>L.6.1.e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | <b>Unit 5:</b>            | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br>*See also Grammar Handbook, R57-R63.   |  |
|   |  | <b>Digital Resources:</b> | <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 329-330</i>  |  |
|   | L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  | <b>Unit 1:</b>            | <b>SE/TE:</b> <i>Declaration of the Rights of the Child</i> , Word Study: Latin Root: -puls-, p. 46<br><i>Bad Boy</i> , Word Study: Latin Root: -spec-, p. 65   | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Unit 2:</b>            | <b>SE/TE:</b> from <i>My Life With the Chimpanzees</i> , Word Study: Latin Suffix: -able, p. 114<br><i>Predators</i> , Word Study: Latin Root: -dom-, p. 147<br><i>Monkey Master</i> , Word Study: Greek Suffix: -ist, p. 160                           |  |
|   |  | <b>Unit 3:</b>            | <b>SE/TE:</b> <i>Feathered Friend</i> , Word Study: Greek Root: -path-, p. 202<br><i>Teens and Technology Share a Future</i> , Word Study: Greek Suffix: -metry, p. 212<br><i>Is Our Gain Also Our Loss?</i> , Word Study: Latin Suffix: -ation, p. 252 |  |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6  |   |                                  |  |   |
|--|---|----------------------------------|--|---|
| Model Unit Name  | Model Unit Standards  | Publisher's Resource             |  |   |
|  |   | Unit Numbers                     | Lessons  | Pacing  |
| <p><b>(Cont'd)</b><br/> <b>Unit 7</b><br/> <b>Overview:</b><br/> <b>Understanding the World through Text</b></p> | <p><b>(cont'd)</b><br/>                     L.6.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> | <p><b>Unit 4:</b></p>            | <p><b>SE/TE:</b> <i>The Phantom Toll-booth, Act II</i>, Word Study: Latin Suffix: -ity, p. 342<br/> <i>The Importance of Imagination</i>, Word Study: Greek Prefix: para-, p. 384</p>  | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  |   | <p><b>Unit 5:</b></p>            | <p><b>SE/TE:</b> from <i>A Long Way Home</i>, Word Study: Latin Suffix: -ive, p. 426<br/> <i>Mission Twinpossible</i>, Word Study: Latin Root: -dur-, p. 448<br/>                     from <i>Tales From the Odyssey</i>, Word Study: Latin Root: -vad-, p. 459<br/> <i>To the Top of Everest</i>, Word Study: Latin Root: -ped-, p. 471</p> |   |
|  |   | <p><b>Digital Resources:</b></p> | <p><i>Table of Contents</i>&gt;Vocabulary Center&gt;Word Study Worksheets&gt;Greek Prefixes: auto-, di-, and mono-   Latin Prefixes: mal-, ob-, and omni-   Latin Roots: -doc-, -aud-, and -ten-<br/> <i>Table of Contents</i>&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 341-342</p>     |   |

**Connecticut Model English Language Arts Model Curriculum Alignment**  
**Resource Name: *myPerspectives*® English Language Art, Grade 6**

| Alignment Grade 6  |  |                      |   |   |
|--|--|----------------------|---|---|
| Model Unit Name  | Model Unit Standards   | Publisher's Resource |   |   |
|  |  | Unit Numbers         | Lessons   |   |
| <b>Supporting Standards:</b>   |  |                      |   |   |
| <p><b>(Cont'd)</b><br/> <b>Unit 7</b><br/> <b>Overview:</b><br/> <b>Understanding the World through Text</b></p> | L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |                      |   | <p><b>(Cont'd)</b><br/> <b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b></p> |
|  | L.6.2.b Spell correctly.   | <b>Unit 1:</b>       | <b>SE/TE:</b> from <i>Bad Boy   I Was a Skinny Tomboy Kid</i> , Writing to Compare: Compare-and-Contrast Essay, pp. 76–77   |   |
|  |  | <b>Unit 2:</b>       | <b>SE/TE:</b> from <i>Hachiko: The True Story of a Loyal Dog</i> , Conventions: Spelling and Capitalization, p. 125<br><i>Hachiko: The True Story of a Loyal Dog</i> , Writing to Sources: Story Adaptation, p. 126 |   |
|  |  | <b>Unit 3:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 233   |   |
|  |  | <b>Unit 4:</b>       | <b>SE/TE:</b> <i>The Phantom Tollbooth</i> (drama)   from <i>The Phantom Tollbooth</i> (multimedia), Writing to Compare: Comparison-and Contrast Essay, pp. 350-351<br>Performance Task: Writing Focus, p. 357      |   |
|  |  | <b>Unit 5:</b>       | <b>SE/TE:</b> Performance Task: Writing Focus, p. 439<br>from <i>Tales From the Odyssey   To the Top of Everest</i> , Writing to Compare: Comparison-and Contrast Essay, pp. 474-475                                |   |

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**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |  |   |  |  |
|---|--|---|--|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource  |  |  |
|   |  | Unit Numbers  | Lessons  |  |
|   |  | Pacing  |  |  |
| <b>(Cont'd)</b><br><b>Unit 7</b><br><b>Overview:</b><br><b>Understanding</b><br><b>the World</b><br><b>through</b><br><b>Text</b> | <b>(cont'd)</b><br>L.6.2.b Spell correctly.  | <b>Digital Resources:</b>   | <i>Table of Contents&gt;myPerspectives Plus&gt;Standards Practice&gt;Grade 6 Common Core Companion Workbook&gt;pp. 333-334</i>   |  |
|   | L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. |   |  |  |
|   | L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.        | <b>Unit 1:</b>  | <b>SE/TE:</b> <i>Michaela DePrince: The War Orphan Who Became a Ballerina</i> , Concept Vocabulary: Context Clues, pp. 50, 52, 56<br>from <i>Bad Boy</i> , Concept Vocabulary: Context Clues, pp. 60, 61, 62, 63, 65 | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |
|   |  | <b>Unit 2:</b>  | <b>SE/TE:</b> <i>Predators</i> , Concept Vocabulary: Context Clues, pp. 144, 146<br><i>Black Cowboy, Wild Horses</i> , Concept Vocabulary: Context Clues, pp. 162, 166, 168  |  |
|   | <b>Unit 4:</b>   | <b>SE/TE:</b> from <i>Alice's Adventures in Wonderland</i> , Concept Vocabulary: Context Clues, pp. 362, 363, 364, 368<br><i>Jabberwocky</i> , Concept Vocabulary: Context Clues, pp. 372, 374, 376 |  |  |
|   | <b>Unit 5:</b>   | <b>SE/TE:</b> from <i>Tales From the Odyssey</i> , Concept Vocabulary: Context Clues, pp. 452, 454<br><i>To the Top of Everest</i> , Concept Vocabulary: Context Clues, pp. 462, 463, 464, 471      |  |  |

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**Resource Name: *myPerspectives® English Language Art, Grade 6***

| Alignment Grade 6   |  |                           |   |  |
|---|--|---------------------------|---|--|
| Model Unit Name   | Model Unit Standards   | Publisher's Resource      |   |  |
|   |  | Unit Numbers              | Lessons   | Pacing   |
| <b>(Cont'd)</b><br><b>Unit 7</b><br><b>Overview:</b><br><b>Under-</b><br><b>standing</b><br><b>the World</b><br><b>through</b><br><b>Text</b> | <b>(cont'd)</b><br>L.6.4.a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <b>Digital Resources:</b> | <i>Table of Contents&gt;myPerspectives Plus&gt;Reading Skills and Literacy Analysis Practice&gt;Context Clues</i> | <b>(Cont'd)</b><br><b>25 days (20 instructional days and 5 re-teach/enrichment days) Elementary Model - 130 minutes to 180 minutes per day; Middle School Model - five periods per week based on a traditional bell schedule</b> |

**SAVVAS**

**SCOPE & SEQUENCE**  
Detailed

# myView

L I T E R A C Y



**Create Your Story!**

**GRADE 3**



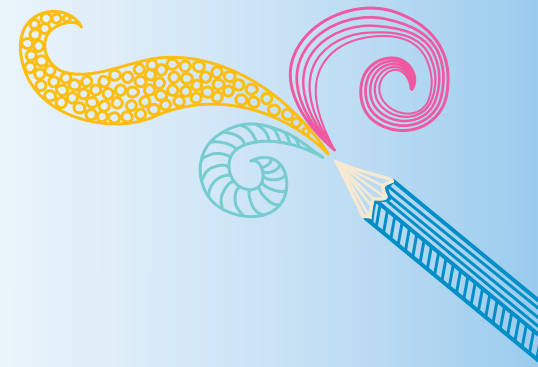


# myView

## L I T E R A C Y



# Grade 3



|                                |    |
|--------------------------------|----|
| Unit 1: Environments . . . . . | 4  |
| Unit 2: Interactions . . . . . | 6  |
| Unit 3: Heroes . . . . .       | 8  |
| Unit 4: Events . . . . .       | 10 |
| Unit 5: Solutions . . . . .    | 12 |



| READING  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|---|---|
| Reading Goal: I know about different types of traditional tales and understand their elements. |  |  |  |  |  |   |   |
|  | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills                                 | Reflect and Share   |
| Week 1   | <b>Question:</b> How do people travel in different environments?<br><b>Text:</b> Map   | fierce<br>baring<br>flexing<br>crouching<br>swipe                | I can learn more about traditional tales and analyze plot and setting in a folktale.                           | <b>Spotlight on Genre:</b> Traditional Tales<br><b>Feature:</b> My Notes   | <b>Shared Read:</b> <i>Grandma and the Great Gourd: A Bengali Folktale</i> retold by Chitra Banerjee Divakaruni<br><b>Book Club:</b> <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain | Analyze Plot and Setting<br>Use Text Evidence     | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>         |
| Week 2   | <b>Question:</b> How do different cultures relate to their environments?<br><b>Text:</b> Poem                                | preparations<br>magnificent<br>brooded<br>rejoicing<br>satisfied | I can learn more about traditional tales and infer theme in a folktale.  | <b>Spotlight on Genre:</b> Folktale<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> <i>Why the Sky Is Far Away</i> retold by Mary-Joan Gerson<br><b>Book Club:</b> <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain                                   | Infer Theme Ask and Answer Questions              | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 3   | <b>Question:</b> How can an environment affect lives and relationships?<br><b>Text:</b> Diagram                              | dreams<br>amazing<br>bored<br>discovery<br>proud                 | I can learn more about themes concerning environments by analyzing characters in realistic fiction.            | <b>Genre:</b> Realistic Fiction<br><b>Feature:</b> My Notes                | <b>Shared Read:</b> <i>Cocoliso</i> by Andres Pi Andreu<br><b>Book Club:</b> <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain   | Analyze Characters<br>Make Inferences             | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4   | <b>Question:</b> What creative solutions do people come up with to survive in their environment?<br><b>Text:</b> Infographic | shield<br>lack<br>exposure<br>nomadic<br>landscape               | I can learn more about the themes concerning environments by analyzing text features in an informational text. | <b>Genre:</b> Informational Text<br><b>Feature:</b> My Notes               | <b>Shared Read:</b> <i>Living in Deserts</i> by Tea Benduhn<br><b>Book Club:</b> <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain   | Analyze Text Features<br>Use Text Evidence        | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5   | <b>Question:</b> Why should we appreciate our environment?<br><b>Text:</b> Media   | pouch<br>globe<br>murmuring<br>mountainside<br>footpath          | I can learn more about traditional tales and analyze descriptive language in a myth.                           | <b>Spotlight on Genre:</b> Myth<br><b>Feature:</b> Fluency                 | <b>Shared Read:</b> <i>The Golden Flower: A Taino Myth from Puerto Rico</i> by Nina Jaffe<br><b>Book Club:</b> <i>Eleven Nature Tales: A Multicultural Journey</i> by Pleasant DeSpain                       | Analyze Descriptive Language<br>Visualize Details | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Weekly Response</li> </ul>                         |

| READING-WRITING BRIDGE  |   |  |  |   |   |  |  |  |                          |
|---|---|--|--|---|---|--|--|--|--------------------------|
| Reading-Writing Bridge Goal: Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction. |   |  |  |   |   |  |  |  |                          |
| Academic Vocabulary Words: competition, solve, custom, occasion, organization   |   |  |  |   |   |  |  |  |                          |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study                           | Foundational Skills: Spelling                             | Foundational Skills: Spelling List   | Foundational Skills: Challenge Words         | Foundational Skills: Spelling High-Frequency Words | Language and Conventions |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | Figurative Language                    | <b>Skill:</b> Syllable Pattern VC/CV                      | <b>Skill:</b> Syllable Pattern VC/CV                      | 1. basket<br>2. subject<br>3. lesson<br>4. traffic<br>5. mustard<br>6. compact<br>7. absent<br>8. cosmic<br>9. disgust<br>10. fantastic  | 1. expectation<br>2. distinct<br>3. progress | 1. table<br>2. north                               | Simple Sentences         |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Synonyms and Antonyms | Graphic Features (Illustrations)       | <b>Skill:</b> Inflected Endings -s, -es, -ies             | <b>Skill:</b> Inflected Endings -s, -es, -ies             | 1. inches<br>2. pitches<br>3. dishes<br>4. glasses<br>5. spies<br>6. fries<br>7. cities<br>8. pennies<br>9. families<br>10. faxes        | 1. countries<br>2. mysteries<br>3. varieties | 1. story<br>2. draw                                | Subjects and Predicates  |
| Week 3  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues         | Imagery                                | <b>Skill:</b> Base Words and Endings -ing, -ed, -er, -est | <b>Skill:</b> Base Words and Endings -ing, -ed, -er, -est | 1. moving<br>2. beginning<br>3. carried<br>4. easier<br>5. begged<br>6. noisier<br>7. using<br>8. angriest<br>9. dragging<br>10. emptied | 1. interesting<br>2. exciting<br>3. windiest | 1. notice<br>2. slowly                             | Compound Sentences       |

| <b>READING-WRITING BRIDGE</b>  |   |                                      |   |  |  |  |   |   |   |                                  |
|--|---|--------------------------------------|---|--|--|--|---|---|---|----------------------------------|
| <b>Reading-Writing Bridge Goal:</b> Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction. |   |                                      |   |  |  |  |   |   |   |                                  |
| <b>Academic Vocabulary Words:</b> competition, solve, custom, occasion, organization   |   |                                      |   |  |  |  |   |   |   |                                  |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Word Study</b>                     | <b>Foundational Skills: Spelling</b>                       | <b>Foundational Skills: Spelling List</b>                      |   | <b>Foundational Skills: Challenge Words</b>   | <b>Foundational Skills: Spelling High-Frequency Words</b> | <b>Language and Conventions</b>  |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | Graphic Features (photos, maps)               | <b>Skill:</b> Vowel Digraphs <i>ee, ea, ai, ay, ow, oa</i> | <b>Skill:</b> Vowel Digraphs <i>ee, ea, ai, ay, ow, oa</i> | 1. owner<br>2. peaches<br>3. asleep<br>4. display<br>5. shadow | 6. dream<br>7. braided<br>8. charcoal<br>9. agree<br>10. maintain | 1. tomorrow<br>2. freedom<br>3. entertain     | 1. voice<br>2. south                                      | Compound Subjects and Predicates |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | Analyze Author's Purpose                      | <b>Skill:</b> Diphthongs <i>ou, ow, oi, oy</i>             | <b>Skill:</b> Diphthongs <i>ou, ow, oi, oy</i>             | 1. thousand<br>2. shower<br>3. power<br>4. enjoy<br>5. bounce  | 6. avoid<br>7. appoint<br>8. annoy<br>9. proud<br>10. fountain    | 1. pronounce<br>2. surroundings<br>3. turmoil | 1. unit<br>2. figure                                      | Common and Proper Nouns          |

| <b>WRITING</b>  |                            |                           |   |                                |  |  |
|---|----------------------------|---------------------------|---|--------------------------------|--|--|
| <b>Unit Writing Goal:</b> I can use elements of narrative text to write a personal narrative. |                            |                           |   |                                |  |  |
| <b>Unit Writing Genre:</b> Personal Narrative   |                            |                           |   |                                |  |  |
|   | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>        | <b>Day 2 Skill</b>                                  | <b>Day 3 Skill</b>             | <b>Day 4 Skill</b>                       | <b>Day 5 Skill</b>                             |
| <b>Week 1</b>   | Introduce and Immerse      | Personal Narrative        | Character   | Setting and Sequence of Events | Brainstorm and Set a Purpose             | Plan Your Personal Narrative                   |
| <b>Week 2</b>   | Develop Elements           | Develop an Engaging Idea  | Characters  | Setting                        | Problem                                  | Plot: Resolution                               |
| <b>Week 3</b>   | Develop Structure          | Introduction              | Event Sequence                                      | Dialogue                       | Describe Actions, Thoughts, and Feelings | Conclusion                                     |
| <b>Week 4</b>   | Writer's Craft             | Coordinating Conjunctions | Descriptive Adjectives: Comparative and Superlative | Possessive Pronouns            | Adverbs                                  | Complete Sentences with Subject-Verb Agreement |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Edit for Legibility       | Edit for Verbs                                      | Publish and Celebrate          | Prepare for Assessment                   | Assessment                                     |

| <b>WEEK 6 INQUIRY and RESEARCH</b>                                 |   |   |  |   |   |                                |
|--|---|---|--|---|---|--------------------------------|
| <b>Theme Goal:</b> I can determine how our environment affects us. |   |   |  |   |   |                                |
| <b>Writing Mode:</b> Argumentative/Opinion                         |   |   |  |   |   |                                |
|  | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/Conduct Research</b>  | <b>Day 3 Collaborate and Discuss/Refine Research</b>  | <b>Day 4 Extend Research/Collaborate and Discuss</b>  | <b>Day 5 Reflect and Share</b> |
| <b>Week 6</b>  | <b>Title:</b> What Makes a Safe Playground?<br><b>Title:</b> Getting Outside<br><b>Title:</b> Discovering Great Smoky Mountains National Park | Look back at Weekly Questions<br>Use text evidence to answer EQ: <i>How does our environment affect us?</i><br>A Safe Place to Play: Examine a local playground and determine what could be done to make your park safer: lights, repairs, safety, such as broken glass etc. Write a letter to mayor or park official telling what you think could be done to make the public space better. | Field research (go to playground with an adult to take notes and photos to gather research/evidence) | Identify primary and secondary sources and that your notes and photos are examples of primary sources | Write a thank-you note to mayor or park official for listening/helping. Revise for mode of writing. Edit: past, present, future verbs | Present                        |



| READING  |   |  |   |  |   |   |   |
|--|---|--|---|--|---|---|---|
| Reading Goal: I know about different types of informational text and understand their elements |   |  |   |  |   |   |   |
|  | Weekly Launch   | Weekly Vocabulary  | Weekly Reading Learning Goal  | Genre  | Text  | Close Read Skills                                       | Reflect and Share   |
| Week 1   | <b>Question:</b> How do patterns in nature help plants and animals?<br><b>Text:</b> Infographic                           | nature patterns repeat sequence symmetry                       | I can learn more about informational texts and read a text that helps me identify main idea and details in an informational text. | <b>Spotlight on Genre:</b> Informational Text<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> <i>Patterns in Nature</i> by Jennifer Rozines Roy and Gregory Roy<br><b>Book Club:</b> <i>Wetlands</i> by Peter Benoit  | Identify Main Idea and Details<br>Monitor Comprehension | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2   | <b>Question:</b> How do living things in a habitat support one another?<br><b>Text:</b> Media                             | predators protection immune species emerges                    | I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.         | <b>Spotlight on Genre:</b> Informational Text<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> <i>Weird Friends: Unlikely Allies in the Animal Kingdom</i> by Jose Aruego and Ariane Dewey<br><b>Book Club:</b> <i>Wetlands</i> by Peter Benoit                    | Analyze Text Structure<br>Evaluate Details              | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3   | <b>Question:</b> How can a chain of events affect plants and animals?<br><b>Text:</b> Diagram                             | depended well-being population available balance               | I can learn more about the theme <i>interactions</i> by reading a text that helps me analyze illustrations in realistic fiction.  | <b>Genre:</b> Realistic Fiction<br><b>Feature:</b> Fluency                           | <b>Shared Read:</b> <i>Wolf Island</i> by Celia Godkin<br><b>Book Club:</b> <i>Wetlands</i> by Peter Benoit   | Analyze Illustrations<br>Synthesize Information         | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 4   | <b>Question:</b> How does reintroduction of a species affect plants and animals in a habitat?<br><b>Text:</b> Infographic | habitat solitary multiplied eliminated reintroduced            | I can learn more about the theme <i>interactions</i> by reading texts that help me analyze text structure in a persuasive texts.  | <b>Genre:</b> Persuasive<br><b>Feature:</b> My Notes                                 | <b>Shared Read:</b> <i>Welcome Back, Wolves!</i> By Pooja Makhijani<br><i>Wolves Don't Belong in Yellowstone</i> by Frances Ruffin<br><b>Book Club:</b> <i>Wetlands</i> by Peter Benoit | Analyze Text Structure<br>Compare and Contrast Texts    | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 5   | <b>Question:</b> Why is it important for plants and animals to depend on each other?<br><b>Text:</b> Diagram              | interdependence food chain camouflage adaptations biodiversity | I can learn more about informational texts and read a text that helps me explain the author's purpose in an informational text.   | <b>Spotlight on Genre:</b> Informational Text<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> <i>Nature's Patchwork Quilt</i> by Mary Miche<br><b>Book Club:</b> <i>Wetlands</i> by Peter Benoit  | Explain Author's Purpose<br>Visualize Details           | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |  |  |  |  |  |  |  |  |                           |
|---|--|--|--|--|--|--|--|--|---------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text. |  |  |  |  |  |  |  |  |                           |
| Academic Vocabulary Words: associate, prefer, features, investigate, avoid  |  |  |  |  |  |  |  |  |                           |
|   | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                    | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study                    | Foundational Skills: Spelling                      | Foundational Skills: Spelling List   | Foundational Skills: Challenge Words         | Foundational Skills: Spelling High-Frequency Words | Language and Conventions  |
| Week 1  | I can develop knowledge about language to make connections between reading an informational text and writing a how-to article. | <b>Strategy:</b> Related Words         | Graphic Features                       | <b>Skill:</b> Syllable Patterns VC/V and V/CV      | <b>Skill:</b> Syllable Patterns VC/V and V/CV      | 1. total<br>2. minus<br>3. equal<br>4. digit<br>5. defend<br>6. salad<br>7. lumber<br>8. history<br>9. famous<br>10. human                             | 1. library<br>2. mishap<br>3. spiral         | 1. certain<br>2. half                              | Singular and Plural Nouns |
| Week 2  | I can develop knowledge about language to make connections between reading an informational text and writing a how-to article. | <b>Strategy:</b> Synonyms and Antonyms | Precise Verbs                          | <b>Skill:</b> r-Controlled Vowels ar, or, ore, oar | <b>Skill:</b> r-Controlled Vowels ar, or, ore, oar | 1. morning<br>2. deserve<br>3. explore<br>4. cardboard<br>5. soared<br>6. darkness<br>7. alarm<br>8. adore<br>9. target<br>10. absorb                  | 1. bargain<br>2. argument<br>3. departure    | 1. finally<br>2. money                             | Irregular Plural Nouns    |
| Week 3  | I can develop knowledge about language to make connections between reading and writing.  | <b>Strategy:</b> Context Clues         | Author's Message                       | <b>Skill:</b> Compound Words                       | <b>Skill:</b> Compound Words                       | 1. popcorn<br>2. airport<br>3. outside<br>4. football<br>5. haircut<br>6. playground<br>7. moonlight<br>8. fireworks<br>9. rattlesnake<br>10. eyesight | 1. courthouse<br>2. thumbtack<br>3. teammate | 1. minutes<br>2. decided                           | Singular Possessive Nouns |

| <b>READING-WRITING BRIDGE</b>  |  |                                      |   |  |                                      |   |   |   |   |                                 |
|--|--|--------------------------------------|---|--|--------------------------------------|---|---|---|---|---------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing informational text. |  |                                      |   |  |                                      |   |   |   |   |                                 |
| <b>Academic Vocabulary Words:</b> associate, prefer, features, investigate, avoid  |  |                                      |   |  |                                      |   |   |   |   |                                 |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>   | <b>Academic Vocabulary</b>           | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Word Study</b> | <b>Foundational Skills: Spelling</b> | <b>Foundational Skills: Spelling List</b>                           |   | <b>Foundational Skills: Challenge Words</b>   | <b>Foundational Skills: Spelling High-Frequency Words</b> | <b>Language and Conventions</b> |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading persuasive texts and writing a how-to article.      | <b>Strategy:</b> Figurative Language | Tone  | <b>Skill:</b> Syllable Pattern VCe     | <b>Skill:</b> Syllable Pattern VCe   | 1. dispute<br>2. expose<br>3. mistake<br>4. compete<br>5. translate | 6. include<br>7. explode<br>8. despite<br>9. subscribe<br>10. reptile | 1. incubate<br>2. stipulate<br>3. confinement | 1. fact<br>2. course                                      | Plural Possessive Nouns         |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading an informational text and writing a how-to article. | <b>Strategy:</b> Parts of Speech     | Text Structure                                | <b>Skill:</b> Contractions             | <b>Skill:</b> Contractions           | 1. I've<br>2. let's<br>3. can't<br>4. aren't<br>5. didn't           | 6. won't<br>7. couldn't<br>8. wouldn't<br>9. you've<br>10. doesn't    | 1. would've<br>2. should've<br>3. o'clock     | 1. contain<br>2. front                                    | Types of Verbs                  |

| <b>WRITING</b>   |                            |  |   |                              |                              |                                  |
|--|----------------------------|--|---|------------------------------|------------------------------|----------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of an informational text to write a how-to article. |                            |  |   |                              |                              |                                  |
| <b>Unit Writing Genre:</b> How-To Article  |                            |  |   |                              |                              |                                  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                     | <b>Day 2 Skill</b>                                      | <b>Day 3 Skill</b>           | <b>Day 4 Skill</b>           | <b>Day 5 Skill</b>               |
| <b>Week 1</b>  | Introduce and Immerse      | How-to Article                         | Headline and Lead                                       | Facts and Details            | Brainstorm and Set a Purpose | Plan Your How-To Article         |
| <b>Week 2</b>  | Develop Elements           | Develop an Engaging Main Idea          | Develop Relevant Details                                | Add Facts and Definitions    | Write a Command              | Clarify Steps Using Strong Verbs |
| <b>Week 3</b>  | Develop Structure          | Introduction                           | Organize Ideas into Steps                               | Organize Steps into Sequence | Illustrations                | Conclusion                       |
| <b>Week 4</b>  | Writer's Craft             | Prepositions and Prepositional Phrases | Combining Ideas for Coherence and Clarity               | Nouns                        | Adverbs                      | Coordinating Conjunctions        |
| <b>Week 5</b>  | Publish, Assess, Celebrate | Edit for Legibility                    | Edit for Complete Sentences with Subject-Verb Agreement | Publish and Celebrate        | Prepare for Assessment       | Assessment                       |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |   |  |   |  |   |                                |
|---|---|--|---|--|---|--------------------------------|
| <b>Unit Theme Goal:</b> I can determine how plants and animals live together. |   |  |   |  |   |                                |
| <b>Writing Mode:</b> Informational  |   |  |   |  |   |                                |
|   | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b> | <b>Day 4 Extend Research/Collaborate and Discuss</b>                                | <b>Day 5 Reflect and Share</b> |
| <b>Week 6</b>   | <b>Title:</b> Relationships in Nature<br><b>Title:</b> Coral Reefs: Living Environments<br><b>Title:</b> Why We Need Plants | Look Back at Weekly Questions<br>Use text evidence to answer EQ:<br><i>How do plants and animals live together?</i> Scrapbook or other notebook on a plant and animal partnership. A relationship that favors both the plant and animal. | Plan Your Research<br>Library database and books      | Create a works cited page                            | Include visuals/media<br>Revise for mode of writing<br>Edit: subject-verb agreement | Present                        |



| READING  |  |  |   |  |   |  |   |
|--|--|--|---|--|---|--|---|
| Reading Goal: I know about historical fiction and understand its elements. |  |  |   |  |   |  |   |
|  | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal  | Genre  | Text  | Close Read Skills  | Reflect and Share   |
| Week 1   | <b>Question:</b> What qualities do we see in heroes?<br><b>Text:</b> Primary Source              | enormous<br>interfered<br>stationary<br>abandon<br>appeared  | I can learn more about historical fiction and read a text that helps me analyze plot and setting in historical fiction. | <b>Spotlight on Genre:</b> Historical Fiction<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> <i>Below Deck: A Titanic Story</i> by Tony Bradman<br><b>Book Club:</b> <i>The Hero Two Doors Down</i> by Sharon Robinson   | Analyze Plot and Setting<br>Confirm or Correct Predictions | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2   | <b>Question:</b> How can a hero's actions affect other people?<br><b>Text:</b> Poem              | figured<br>complain<br>patience<br>temper<br>remembered      | I can learn more about historical fiction and read a text that helps me analyze characters in historical fiction.       | <b>Spotlight on Genre:</b> Historical Fiction<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> <i>Granddaddy's Turn: A Journey to the Ballot Box</i> by Michael Bandy and Eric Stein<br><b>Book Club:</b> <i>The Hero Two Doors Down</i> by Sharon Robinson  | Analyze Characters<br>Make Connections                     | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 3   | <b>Question:</b> How do challenges turn ordinary people into heroes?<br><b>Text:</b> Infographic | horribly<br>furious<br>insisted<br>terribly<br>disturbed     | I can learn more about historical fiction and read texts that help me infer theme in historical fiction.                | <b>Spotlight on Genre:</b> Historical Fiction<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> from <i>Little House on the Prairie</i> by Laura Ingalls Wilder from <i>By the Shores of Silver Lake</i> by Laura Ingalls Wilder<br><b>Book Club:</b> <i>The Hero Two Doors Down</i> by Sharon Robinson   | Infer Theme<br>Compare and Contrast Texts                  | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4   | <b>Question:</b> Why do people need heroes?<br><b>Text:</b> Timeline                             | ceremonies<br>tradition<br>medicine<br>lamenting<br>offering | I can learn more about the theme heroes by reading a text that helps me analyze text structure in a biography.          | <b>Genre:</b> Biography<br><b>Feature:</b> Fluency                                   | <b>Shared Read:</b> <i>Mama Miti: Wangari Maathi and the Trees of Kenya</i> by Donna Jo Napoli, Illustrations by Kadir Nelson<br><b>Book Club:</b> <i>The Hero Two Doors Down</i> by Sharon Robinson  | Analyze Text<br>Structure Summarize<br>Informational Text  | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5   | <b>Question:</b> What kinds of actions can be heroic?<br><b>Text:</b> Infographic                | twinkle<br>triumphant<br>company<br>challenge<br>curious     | I can learn more about the theme heroes by reading texts that help me explain poetic elements in poetry.                | <b>Genre:</b> Poetry<br><b>Feature:</b> My Notes                                     | <b>Shared Read:</b> "In Daddy's Arms" by Folami Abiade from <i>In Daddy's Arms I Am Tall</i> , "Miss Stone" by Nikki Grimes, "Firefighter Face" by Mary E. Cronin both of these poems are from <i>Amazing Faces</i> , "Race" by Jennifer Trujillo from <i>Love to Mama</i> , "Wright Brothers" by Charles R. Smith Jr.<br><b>Book Club:</b> <i>The Hero Two Doors Down</i> by Sharon Robinson | Explain Poetic Elements<br>Monitor Comprehension           | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>         |

| READING-WRITING BRIDGE   |   |  |  |  |  |  |  |  |                           |
|--|---|--|--|--|--|--|--|--|---------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading historical fiction and writing historical fiction. |   |  |  |  |  |  |  |  |                           |
| Academic Vocabulary: encourage, defeat, distinguish, achieve, command  |   |  |  |  |  |  |  |  |                           |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study  | Foundational Skills: Spelling  | Foundational Skills: Spelling List   | Foundational Skills: Challenge Words               | Foundational Skills: Spelling High-Frequency Words | Language and Conventions  |
| Week 1   | I can develop knowledge about language to make connections between reading fiction and writing historical fiction.            | <b>Strategy:</b> Related Words         | Graphic Features (Illustrations)       | <b>Skill:</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i> | <b>Skill:</b> Prefixes <i>pre-</i> , <i>dis-</i> , <i>in-</i> , <i>im-</i> , <i>non-</i> | 1. prepay<br>2. nonstop<br>3. disagree<br>4. impolite<br>5. incorrect<br>6. preapprove<br>7. indirect<br>8. insecure<br>9. imperfect<br>10. nonfiction | 1. impossibility<br>2. indefinite<br>3. disqualify | 1. surface<br>2. produce                           | Subject-Verb Agreement I  |
| Week 2   | I can develop knowledge about language to make connections between reading historical fiction and writing historical fiction. | <b>Strategy:</b> Synonyms and Antonyms | Author's Message                       | <b>Skill:</b> Abbreviations  | <b>Skill:</b> Abbreviations  | 1. P.S.<br>2. ASAP<br>3. Blvd.<br>4. Rd.<br>5. A.M.<br>6. P.M.<br>7. wt.<br>8. etc.<br>9. no.<br>10. vs.   | 1. dept.<br>2. hrs.<br>3. FYI                      | 1. building<br>2. ocean                            | Subject-Verb Agreement II |
| Week 3   | I can develop knowledge about language to make connections between reading historical fiction and writing historical fiction. | <b>Strategy:</b> Context Clues         | Mood                                   | <b>Skill:</b> Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>                            | <b>Skill:</b> Suffixes <i>-ful</i> , <i>-y</i> , <i>-ness</i>                            | 1. readiness<br>2. cloudy<br>3. stormy<br>4. peaceful<br>5. eagerness<br>6. illness<br>7. freshness<br>8. happiness<br>9. graceful<br>10. frightful    | 1. plentiful<br>2. billowy<br>3. fierceness        | 1. nothing<br>2. scientists                        | Simple Verb Tenses        |

| READING-WRITING BRIDGE  |  |   |  |   |   |  |   |  |  |                          |
|---|--|---|--|---|---|--|---|--|--|--------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading historical fiction and writing historical fiction. |  |   |  |   |   |  |   |  |  |                          |
| <b>Academic Vocabulary:</b> encourage, defeat, distinguish, achieve, command  |  |   |  |   |   |  |   |  |  |                          |
|   | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                     | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study                     | Foundational Skills: Spelling                       | Foundational Skills: Spelling List                             |   | Foundational Skills: Challenge Words   | Foundational Skills: Spelling High-Frequency Words | Language and Conventions |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading a biography and writing historical fiction. | <b>Strategy:</b><br>Figurative Language | Tone                                   | <b>Skill:</b> Vowel Teams <i>oo, ew, ue, ui, eu</i> | <b>Skill:</b> Vowel Teams <i>oo, ew, ue, ui, eu</i> | 1. newest<br>2. suitable<br>3. balloon<br>4. feud<br>5. choose | 6. statue<br>7. threw<br>8. spooky<br>9. recruit<br>10. rescue    | 1. soothe<br>2. renewal<br>3. nuisance | 1. island<br>2. machine                            | Irregular Verbs          |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading and writing.                                | <b>Strategy:</b><br>Parts of Speech     | Descriptive Language                   | <b>Skill:</b> Irregular Plurals                     | <b>Skill:</b> Irregular Plurals                     | 1. wolves<br>2. knives<br>3. children<br>4. sheep<br>5. heroes | 6. scarves<br>7. geese<br>8. calves<br>9. volcanoes<br>10. loaves | 1. crises<br>2. cacti<br>3. vertebrae  | 1. ago<br>2. stood                                 | Pronouns                 |

| WRITING   |                            |                            |   |  |                         |                                    |
|---|----------------------------|----------------------------|---|--|-------------------------|------------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of narrative text to write a historical fiction story. |                            |                            |   |  |                         |                                    |
| <b>Unit Writing Genre:</b> Historical Fiction   |                            |                            |   |  |                         |                                    |
|   | Weekly Focus               | Day 1 Skill                | Day 2 Skill                                     | Day 3 Skill                              | Day 4 Skill             | Day 5 Skill                        |
| <b>Week 1</b>   | Introduce and Immerse      | Historical Fiction         | Characters and Setting                          | Plot                                     | Brainstorm Ideas        | Plan Your Historical Fiction Story |
| <b>Week 2</b>   | Develop Elements           | Characters                 | Setting   | Plot: Establish a Problem                | Plot: Plan a Resolution | Select a Genre                     |
| <b>Week 3</b>   | Develop Structure          | Introduction               | Event Sequence                                  | When to Start a New Paragraph            | Dialogue                | Describe Events with Details       |
| <b>Week 4</b>   | Writer's Craft             | Capitalization             | Adding Ideas for Coherence and Clarity          | Deleting ideas for Coherence and Clarity | Verbs                   | Possessive Pronouns                |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Edit for Punctuation Marks | Edit for Prepositions and Prepositional Phrases | Publish and Celebrate                    | Prepare for Assessment  | Assessment                         |

| WEEK 6: INQUIRY and RESEARCH   |  |   |  |  |   |                         |
|--|--|---|--|--|---|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine what makes a hero. |  |   |  |  |   |                         |
| <b>Writing Mode:</b> Argument/Opinion Speech                                     |  |   |  |  |   |                         |
|  | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/Conduct Research | Day 3 Collaborate and Discuss/Refine Research  | Day 4 Extend Research   | Day 5 Reflect and Share |
| <b>Week 6</b>  | <b>Title:</b> Heroes Aren't Just for Comic Books<br><b>Title:</b> I'm a Volunteer!<br><b>Title:</b> A Helping Hand | Look Back at Weekly Questions<br>Use text evidence to answer Essential Question<br>A Call to Action speech: <i>What makes an action heroic?</i> We all have opportunities to be heroic. Why is it important to take advantage of these opportunities? | Plan Your Research Search online               | Example: Opinion Speech plagiarizing and paraphrasing with practice quoting material | Incorporate Media: Use media images and videos<br>Revise for mode of writing.<br>Edit: singular, plural, common, and proper nouns | Present                 |



| READING  |  |  |   |   |  |                                    |  |   |
|--|--|--|---|---|--|------------------------------------|--|---|
| Unit Reading Goal: I know about biography and understand its elements. |  |  |   |   |  |                                    |  |   |
|  | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal  | Genre   | Text   | Close Read Skills                  | Close Read Day 4                                 | Reflect and Share   |
| Week 1   | <b>Question:</b> How can one person improve a community?<br><b>Text:</b> Primary source    | community<br>donate<br>convince<br>generous<br>transformed             | I can learn more about biography and read a text that helps me analyze text structure in a biography.                     | <b>Spotlight on Genre:</b> Biography<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> <i>The House That Jane Built: A Story About Jane Addams</i> by Tanya Lee Stone<br><b>Book Club:</b> <i>Sonia Sotomayor</i> by Barbara Kramer | Analyze Text Structure             | Confirm or Correct Predictions                   | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2   | <b>Question:</b> How can personal stories change society?<br><b>Text:</b> Primary source   | slavery<br>abolitionist<br>violence<br>equality<br>influential         | I can learn more about biography and read a text that helps me identify the main idea and key details in a biography.     | <b>Spotlight on Genre:</b> Biography<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> <i>Frederick Douglass</i> by Josh Gregory<br><b>Book Club:</b> <i>Sonia Sotomayor</i> by Barbara Kramer                                      | Identify Main Idea and Key Details | Make Inferences                                  | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>    |
| Week 3   | <b>Question:</b> How do big ideas change communities?<br><b>Text:</b> Infographic          | succeed,<br>determined<br>impressed<br>eventually<br>imagined          | I can learn more about biography and read a text that helps me explain the author's purpose in a biography.               | <b>Spotlight on Genre:</b> Biography<br><b>Feature:</b> Fluency (accuracy)  | <b>Shared Read:</b> <i>Milton Hershey: Chocolate King, Town Builder</i> by Charnan Simon<br><b>Book Club:</b> <i>Sonia Sotomayor</i> by Barbara Kramer           | Explain Author's Purpose           | Ask and Answer Questions                         | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>    |
| Week 4   | <b>Question:</b> How can a leader's experiences inspire change?<br><b>Text:</b> Timeline   | destroyed<br>opportunity<br>sustainability<br>reclaimed<br>constructed | I can learn more about the theme <i>events</i> by reading a text that helps me distinguish viewpoint in an autobiography. | <b>Genre:</b> Narrative nonfiction<br><b>Feature:</b> Establish a Purpose   | <b>Shared Read:</b> <i>Green City</i> by Allan Drummond<br><b>Book Club:</b> <i>Sonia Sotomayor</i> by Barbara Kramer  | Distinguish Viewpoint              | Make Connections                                 | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 5   | <b>Question:</b> How do people support each other in difficult times?<br><b>Text:</b> Poem | heritage<br>immigrants<br>interview<br>permission<br>arrival           | I can learn more about the theme <i>events</i> by reading a text that helps me identify play elements in a drama.         | <b>Genre:</b> Drama<br><b>Feature:</b> My Notes                             | <b>Shared Read:</b> <i>Grace and Grandma</i> by Rich Lo<br><b>Book Club:</b> <i>Sonia Sotomayor</i> by Barbara Kramer  | Identify Play Elements             | Monitor Comprehension (about elements of a play) | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |  |  |   |   |  |   |  |                          |
|---|---|--|--|---|---|--|---|--|--------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing narrative nonfiction. |   |  |  |   |   |  |   |  |                          |
| Academic Vocabulary: benefit, generation, advice, consumer, familiar  |   |  |  |   |   |  |   |  |                          |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study                             | Foundational Skills: Spelling                               | Foundational Skills: Spelling List   | Foundational Skills: Challenge Words          | Foundational Skills: Spelling High-Frequency Words | Language and Conventions |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | Descriptive Language                   | <b>Skill:</b> r-Controlled Vowels<br><i>ir, er, ur, ear</i> | <b>Skill:</b> r-Controlled Vowels<br><i>ir, er, ur, ear</i> | 1. termite<br>2. third<br>3. thirty<br>4. thirteen<br>5. return<br>6. earn<br>7. search<br>8. swerve<br>9. certainty<br>10. thirsty        | 1. determine<br>2. virtual<br>3. muscular     | 1. system<br>2. brought                            | Possessive Pronouns      |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Synonyms and Antonyms | Graphic Features (Illustrations)       | <b>Skill:</b> VCCCV Pattern                                 | <b>Skill:</b> VCCCV Pattern                                 | 1. surprise<br>2. pilgrim<br>3. subtract<br>4. control<br>5. sample<br>6. inspect<br>7. contrast<br>8. employ<br>9. exclaim<br>10. athlete | 1. contraction<br>2. embrace<br>3. completion | 1. common<br>2. though                             | Contractions             |

| <b>READING-WRITING BRIDGE</b>  |   |   |   |   |   |   |  |   |   |  |
|--|---|---|---|---|---|---|--|---|---|--|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing narrative nonfiction. |   |   |   |   |   |   |  |   |   |  |
| <b>Academic Vocabulary:</b> benefit, generation, advice, consumer, familiar  |   |   |   |   |   |   |  |   |   |  |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>              | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Word Study</b>            | <b>Foundational Skills: Spelling</b>              | <b>Foundational Skills: Spelling List</b>                             |  | <b>Foundational Skills: Challenge Words</b>     | <b>Foundational Skills: Spelling High-Frequency Words</b> | <b>Language and Conventions</b>        |
| <b>Week 3</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Context Clues       | Tone  | <b>Skill:</b> Latin Suffixes -able, -ible, -ation | <b>Skill:</b> Latin Suffixes -able, -ible, -ation | 1. terrible<br>2. dependable<br>3. likable<br>4. usable<br>5. visible | 6. flexible<br>7. convertible<br>8. movable<br>9. anticipation<br>10. civilization | 1. traceable<br>2. invincible<br>3. inspiration | 1. language<br>2. clear                                   | Prepositions and Prepositional Phrases |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Figurative Language | Text Structure & Purpose                      | <b>Skill:</b> Homographs                          | <b>Skill:</b> Homographs                          | 1. transplant<br>2. consult<br>3. finance<br>4. content<br>5. minute  | 6. digest<br>7. upset<br>8. research<br>9. incline<br>10. construct                | 1. entrances<br>2. manifest<br>3. invalid       | 1. equation<br>2. among                                   | Adjectives and Articles                |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Parts of Speech     | Author's Message                              | <b>Skill:</b> Homophones                          | <b>Skill:</b> Homophones                          | 1. cell<br>2. sell<br>3. pause<br>4. paws<br>5. eight                 | 6. ate<br>7. deer<br>8. dear<br>9. dual<br>10. duel                                | 1. weather<br>2. whether<br>3. seize            | 1. government<br>2. material                              | Adverbs                                |

| <b>WRITING</b>   |                            |                                       |   |                                      |                                |  |
|--|----------------------------|---------------------------------------|---|--------------------------------------|--------------------------------|--|
| <b>Unit Writing Goal:</b> I can use elements of opinion writing to write an opinion essay. |                            |                                       |   |                                      |                                |  |
| <b>Unit Writing Genre:</b> Opinion Essay   |                            |                                       |   |                                      |                                |  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                    | <b>Day 2 Skill</b>                      | <b>Day 3 Skill</b>                   | <b>Day 4 Skill</b>             | <b>Day 5 Skill</b>                       |
| <b>Week 1</b>  | Introduce and Immerse      | Opinion Essay                         | Topic                                   | Point of View and Reasons            | Brainstorm a Topic and Opinion | Plan Your Opinion Essay                  |
| <b>Week 2</b>  | Develop Elements           | Develop the Topic                     | Develop an Opinion                      | Distinguish Between Fact and Opinion | Develop Reasons                | Develop Supporting Facts                 |
| <b>Week 3</b>  | Develop Structure          | Introduction                          | Organize Supporting Reasons             | Organize Supporting Facts            | Conclusion                     | Use Technology                           |
| <b>Week 4</b>  | Writer's Craft             | Revise Drafts by Adding Linking Words | Revise Drafts by Adding Details to Text | Capitalization                       | Peer Edit                      | Incorporate Peer and Teacher Suggestions |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Use Technology to Publish Writing     | Edit for Spelling                       | Publish and Celebrate                | Prepare for Assessment         | Assessment                               |

| <b>WEEK 6 INQUIRY and RESEARCH</b>  |   |  |   |  |  |                                |
|---|---|--|---|--|--|--------------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how communities change over time. |   |  |   |  |  |                                |
| <b>Writing Mode:</b> Informational Text   |   |  |   |  |  |                                |
|   | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b>   | <b>Day 4 Extend Research</b>   | <b>Day 5 Reflect and Share</b> |
| <b>Week 6</b>   | <b>Title:</b> From Wood to Stone<br><b>Title:</b> Yankee Stadium: Then and Now<br><b>Title:</b> History in the Making | Look Back at Weekly Questions<br>Use text evidence to answer Essential Question<br>Poster showing a part of a city or town that has changed. | Plan Your Research Library of Congress Web site       | Example: Poster Identify primary and secondary sources | Incorporate Media: Drawing and taking photographs for research<br>Revise for mode of writing.<br>Edit: punctuation | Oral Presentation              |



| READING   |  |   |  |   |  |  |   |
|---|--|---|--|---|--|--|---|
| Reading Goal: I know about different types of informational text and understand their elements. |  |   |  |   |  |  |   |
|   | Weekly Launch  | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre Spread  | Text   | Close Read Skills  | Reflect and Share   |
| Week 1  | <b>Question:</b> How can nature change people's lives?<br><b>Text:</b> Timeline              | extreme<br>spectacular<br>attracts<br>region<br>transport       | I can learn more about informational texts and read a text that helps me analyze text features in an informational text.       | <b>Spotlight on Genre:</b> Informational Text<br><b>Feature:</b> My Notes | <b>Shared Read:</b> <i>Deep Down and Other Extreme Places to Live</i> by Shirin Yim Bridges<br><b>Book Club:</b> <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger           | Analyze Text Features<br>Confirm or Correct<br>Predictions | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2  | <b>Question:</b> How do changes on Earth affect its environment?<br><b>Text:</b> Map         | surface<br>landforms<br>processes<br>damaging<br>produces       | I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.      | <b>Spotlight on Genre:</b> Informational Text<br><b>Feature:</b> My Notes | <b>Shared Read:</b> <i>Earthquakes, Eruptions, and Other Events that Change Earth</i> by Natalie Hyde<br><b>Book Club:</b> <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger | Analyze Text Structure<br>Synthesize Information           | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> What are some ways to prepare for an emergency?<br><b>Text:</b> Infographic | prepared<br>emergency<br>memorize<br>responsible<br>instruction | I can learn more about informational texts and read a text that helps me analyze text structure in a procedural text.          | <b>Genre:</b> Procedural text<br><b>Feature:</b> Establish a Purpose      | <b>Shared Read:</b> <i>A Safety Plan: In Case of Emergency</i> by Marcie Rendon<br><b>Book Club:</b> <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger                       | Analyze Text Structure<br>Monitor<br>Comprehension         | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4  | <b>Question:</b> How should people respond during a disaster?<br><b>Text:</b> Primary source | survived<br>astonished<br>dangerous<br>piteously<br>relief      | I can learn more about the theme <i>solutions</i> by reading a text that helps me analyze point of view in historical fiction. | <b>Genre:</b> Historical Fiction<br><b>Feature:</b> Fluency               | <b>Shared Read:</b> <i>Nora's Ark</i> by Natalie Kinsey-Warnock<br><b>Book Club:</b> <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger                                       | Analyze point of view<br>Make Connections                  | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 5  | <b>Question:</b> What can nature teach us about ourselves?<br><b>Text:</b> Poem              | elegant<br>remarkable<br>flattery<br>spectacle<br>imitation     | I can learn more about the theme <i>solutions</i> by reading a text that helps me infer theme in a traditional tale.           | <b>Genre:</b> Traditional Tales<br><b>Feature:</b> My Notes               | <b>Shared Read:</b> <i>Aesop's Fox</i> by Aki Sogabe<br><b>Book Club:</b> <i>Do Tornadoes Really Twist</i> by Melvin and Gilda Berger  | Infer Theme<br>Evaluate Details                            | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>         |

| READING-WRITING BRIDGE  |   |  |  |  |  |   |  |  |                           |
|---|---|--|--|--|--|---|--|--|---------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text. |   |  |  |  |  |   |  |  |                           |
| Academic Vocabulary: analysis, threat, damage, anticipate, pollution  |   |  |  |  |  |   |  |  |                           |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Read Like a Writer, Write for a Reader | Foundational Skills: Word Study                            | Foundational Skills: Spelling                              | Foundational Skills: Spelling List  | Foundational Skills: Challenge Words           | Foundational Skills: Spelling High-Frequency Words | Language and Conventions  |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | Text Features                          | <b>Skill:</b> Vowel Patterns <i>au, aw, al, augh, ough</i> | <b>Skill:</b> Vowel Patterns <i>au, aw, al, augh, ough</i> | 1. fault<br>2. author<br>3. bought<br>4. sought<br>5. awful<br>6. distraught<br>7. naughty<br>8. fought<br>9. squawk<br>10. sprawls       | 1. awesome<br>2. afterthought<br>3. exhaustion | 1. special<br>2. heavy                             | Comparing with Adjectives |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Synonyms and Antonyms | Graphic Features (photos)              | <b>Skill:</b> Vowel Patterns <i>ei, eigh</i>               | <b>Skill:</b> Vowel Patterns <i>ei, eigh</i>               | 1. eighty<br>2. eighteen<br>3. weigh<br>4. weight<br>5. weightless<br>6. neighbor<br>7. ceiling<br>8. receive<br>9. height<br>10. freight | 1. perceive<br>2. paperweight<br>3. leisurely  | 1. built<br>2. square                              | Comparing with Adverbs    |
| Week 3  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues         | Text Structure                         | <b>Skill:</b> Words with Suffix <i>-en</i>                 | <b>Skill:</b> Words with Suffix <i>-en</i>                 | 1. awaken<br>2. given<br>3. widen<br>4. soften<br>5. sharpen<br>6. length<br>7. gladden<br>8. brighten<br>9. loosen<br>10. lighten        | 1. strengthen<br>2. misshapen<br>3. refasten   | 1. syllables<br>2. direction                       | Complex Sentences         |

| READING-WRITING BRIDGE  |   |   |   |  |  |  |   |   |  |                              |
|---|---|---|---|--|--|--|---|---|--|------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text. |   |   |   |  |  |  |   |   |  |                              |
| Academic Vocabulary: analysis, threat, damage, anticipate, pollution  |   |   |   |  |  |  |   |   |  |                              |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                     | Read Like a Writer, Write for a Reader  | Foundational Skills: Word Study                                    | Foundational Skills: Spelling                                      | Foundational Skills: Spelling List                               |   | Foundational Skills: Challenge Words              | Foundational Skills: Spelling High-Frequency Words | Language and Conventions     |
| Week 4  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Figurative Language | Mood Voice                              | <b>Skill:</b> Schwa  | <b>Skill:</b> Schwa  | 1. global<br>2. economy<br>3. travel<br>4. nickel<br>5. item     | 6. delicious<br>7. citizen<br>8. gallon<br>9. notify<br>10. decimal     | 1. synthesis<br>2. precedent<br>3. president      | 1. ready<br>2. anything                            | Pronoun-Antecedent Agreement |
| Week 5  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Parts of Speech     | Precise Verbs (Nuance in Word Meanings) | <b>Skill:</b> Final Stable Syllables <i>-le, -ture, -ive, -ize</i> | <b>Skill:</b> Final Stable Syllables <i>-le, -ture, -ive, -ize</i> | 1. title<br>2. vegetable<br>3. humble<br>4. active<br>5. capture | 6. organize<br>7. positive<br>8. posture<br>9. creature<br>10. finalize | 1. characterize<br>2. legislature<br>3. chronicle | 1. love<br>2. developed                            | Comma Uses                   |

| WRITING  |                            |                                |   |                               |  |                     |
|--|----------------------------|--------------------------------|---|-------------------------------|--|---------------------|
| Unit Writing Goal: I can use knowledge of the sound and shape of poetry to write a poem. |                            |                                |   |                               |  |                     |
| Unit Writing Genre: Poetry   |                            |                                |   |                               |  |                     |
|  | Weekly Focus               | Day 1 Skill                    | Day 2 Skill                                 | Day 3 Skill                   | Day 4 Skill                            | Day 5 Skill         |
| Week 1   | Introduce and Immerse      | Poetry                         | What Poetry Sounds Like                     | What Poetry Looks Like        | Brainstorm Ideas                       | Plan Your Poetry    |
| Week 2   | Develop Elements           | Seeing Something Like a Poet   | Imagery                                     | Rhythm and Rhyme              | Alliteration                           | Figurative Language |
| Week 3   | Develop Structure          | Line Breaks and Stanzas        | Select a Genre                              | Revise for Word Choice: Verbs | Audio Recording                        | Visual Displays     |
| Week 4   | Writer's Craft             | Revise for Structure           | Rearranging Ideas for Coherence and Clarity | Nouns                         | Comparative and Superlative Adjectives | Punctuation Marks   |
| Week 5   | Publish, Celebrate, Assess | Edit for Coherence and Clarity | Adjectives and Adverbs                      | Publish and Celebrate         | Prepare for Assessment                 | Assessment          |

| WEEK 6 INQUIRY and RESEARCH                                    |   |  |   |  |  |                         |
|--|---|--|---|--|--|-------------------------|
| Theme Goal: I can determine how the environment challenges us. |   |  |   |  |  |                         |
| Writing Mode: Argument/Opinion Text                            |   |  |   |  |  |                         |
|  | Leveled Research Articles   | Day 1 Introduce the Project and Academic Vocabulary  | Day 2 Collaborate and Discuss/Conduct Research  | Day 3 Collaborate and Discuss/Refine Research  | Day 4 Extend Research  | Day 5 Reflect and Share |
| Week 6   | <b>Title:</b> Living on a Fault Line<br><b>Title:</b> The City I Love<br><b>Title:</b> A Mighty Flood | Look Back at Weekly Questions<br>Use text evidence to answer Essential Question<br>Travel Brochure | Plan Your Research<br>Bookmarking Websites (determine if website is valuable, gather info, demonstrate understanding of info) | Example: Brochure<br>Create a works cited page | Incorporate Media: Slideshow Presentation<br>Revise for mode of writing.<br>Edit: prepositions and prepositional phrases | Present                 |







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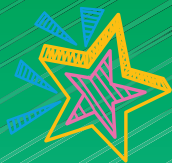
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Detailed

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L I T E R A C Y



**Create Your Story!**

**GRADE 4**



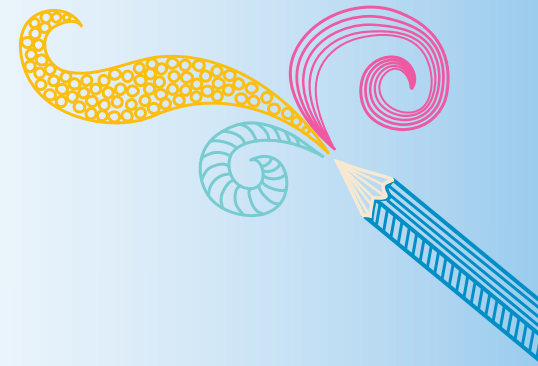


# myView

## L I T E R A C Y



# Grade 4



|                           |    |
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| Unit 1: Networks .....    | 4  |
| Unit 2: Adaptations ..... | 6  |
| Unit 3: Diversity .....   | 8  |
| Unit 4: Impacts .....     | 10 |
| Unit 5: Features .....    | 12 |



| READING   |  |   |  |  |   |   |   |
|---|--|---|--|--|---|---|---|
| Reading Goal: I know about different types of narrative nonfiction and understand their elements. |  |   |  |  |   |   |   |
|   | Weekly Launch  | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre  | Text  | Close Read Skills                                     | Reflect and Share   |
| Week 1  | <b>Question:</b> How can visiting new places expand our understanding of our place in the world?<br><b>Text:</b> Map | determination<br>independence<br>specialized<br>struggled<br>confidence | I can learn more about narrative nonfiction and read a text that helps me understand the author's purpose in an autobiography.                 | <b>Spotlight on Genre:</b><br>Autobiography-<br>Narrative Nonfiction | <b>Shared Read:</b> <i>Reaching for the Moon</i> by Buzz Aldrin<br><b>Book Club:</b> <i>Life in the West</i> by Teresa Domnauer                                   | Explain Author's Purpose Use Text Evidence            | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2  | <b>Question:</b> In what ways can a place enrich our lives?<br><b>Text:</b> Infographic                              | poverty<br>pursued<br>treacherous<br>remarkable<br>assembled            | I can learn more about narrative nonfiction and read a text that helps me understand how an author supports ideas with details in a biography. | <b>Spotlight on Genre:</b> Biography                                 | <b>Shared Read:</b> <i>Rare Treasure: Mary Anning and Her Remarkable Discoveries</i> by Don Brown<br><b>Book Club:</b> <i>Life in the West</i> by Teresa Domnauer | Analyze Main Idea and Details<br>Generate Questions   | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 3  | <b>Question:</b> What can living in outer space teach us about the human body?<br><b>Text:</b> Media                 | identical<br>radiation<br>comparison<br>DNA<br>chromosomes<br>duplicate | I can learn more about the theme networks by reading a text that helps me analyze the text structure of a magazine article.                    | <b>Genre:</b> Magazine Article                                       | <b>Shared Read:</b> "Twins in Space" from <i>Ask Magazine</i><br><b>Book Club:</b> <i>Life in the West</i> by Teresa Domnauer                                     | Analyze Text Structure<br>Evaluate Details            | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 4  | <b>Question:</b> What are the advantages of living in different places?<br><b>Text:</b> Infographic                  | endurance<br>excel<br>capacity<br>motivation<br>drive                   | I can learn more about narrative nonfiction and analyze text features to understand information in a text.                                     | <b>Genre:</b> Informational Text                                     | <b>Shared Read:</b> <i>Life at the Top</i> by Veronica Ellis<br><b>Book Club:</b> <i>Life in the West</i> by Teresa Domnauer                                      | Analyze Text Features<br>Make and Confirm Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How can people influence the places where they live?<br><b>Text:</b> Primary Source                 | descent<br>internment<br>desolate<br>diverted<br>spectators             | I can learn more about narrative nonfiction and read a text that helps me understand text structure in a biography.                            | <b>Spotlight on Genre:</b> Biography                                 | <b>Shared Read:</b> <i>Barbed Wire Baseball</i> by Marissa Moss<br><b>Book Club:</b> <i>Life in the West</i> by Teresa Domnauer                                   | Analyze Text Structure<br>Summarize a Text            | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE   |   |   |  |  |  |  |   |  |  |  |                                  |
|--|---|---|--|--|--|--|---|--|--|--|----------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading narrative nonfiction and writing a personal narrative. |   |   |  |  |  |  |   |  |  |  |                                  |
| Academic Vocabulary Words: contribute, exposed, habit, severe, significant   |   |   |  |  |  |  |   |  |  |  |                                  |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study                        | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                          | Foundational Skills: Spelling List                             |   |  |  | Foundational Skills: Challenge Words             | Language and Conventions         |
| Week 1   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Suffixes <i>-ed, -ing, -s, -er, -est</i> | Analyze Author's use of Graphics       | <b>Skill:</b> Suffixes <i>-ed, -ing, -s, -er, -est</i> | 1. crying<br>2. cried<br>3. cries<br>4. shipped<br>5. shipping | 6. tagged<br>7. scarier<br>8. scariest<br>9. sadder<br>10. saddest      | 11. earlier<br>12. earliest<br>13. lazier<br>14. laziest<br>15. supplies         | 16. denied<br>17. tying<br>18. prettier<br>19. prettiest<br>20. huger            | 1. magnified<br>2. iciest<br>3. interfering      | Subjects and Predicates          |
| Week 2   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Suffixes <i>-ity, -ty, -ic, -ment</i>    | Understand Figurative Language         | <b>Skill:</b> Suffixes <i>-ity, -ty, -ic, -ment</i>    | 1. base<br>2. basic<br>3. able<br>4. ability<br>5. festive     | 6. festivity<br>7. management<br>8. loyalty<br>9. safety<br>10. commune | 11. community<br>12. payment<br>13. enjoyment<br>14. amusement<br>15. microscope | 16. microscopic<br>17. creative<br>18. creativity<br>19. majesty<br>20. economic | 1. diversity<br>2. requirement<br>3. opportunity | Compound Subjects and Predicates |





| <b>READING-WRITING BRIDGE</b>   |   |                                      |  |  |  |   |   |   |  |  |                          |
|---|---|--------------------------------------|--|--|--|---|---|---|--|--|--------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading narrative nonfiction and writing a personal narrative. |   |                                      |  |  |  |   |   |   |  |  |                          |
| <b>Academic Vocabulary Words:</b> contribute, exposed, habit, severe, significant   |   |                                      |  |  |  |   |   |   |  |  |                          |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                  | Foundational Skills: Word Study        | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling          | Foundational Skills: Spelling List  |   |   |  | Foundational Skills: Challenge Words                 | Language and Conventions |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Syllable Pattern VCe     | Text Structure                         | <b>Skill:</b> Syllable Pattern VCe     | 1. educate<br>2. fascinate<br>3. imitate<br>4. advertise<br>5. supervise    | 6. criticize<br>7. impose<br>8. corrode<br>9. cyclone<br>10. envelope     | 11. contribute<br>12. ridicule<br>13. distribute<br>14. module<br>15. episode | 16. cooperate<br>17. participate<br>18. survive<br>19. acquire<br>20. recognize      | 1. meteorite<br>2. accumulate<br>3. retaliate        | Complete Sentences       |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Vowel Teams and Digraphs | Analyze Author's use of Graphics       | <b>Skill:</b> Vowel Teams and Digraphs | 1. increase<br>2. yesterday<br>3. acquaint<br>4. achievement<br>5. reproach | 6. marrow<br>7. virtue<br>8. continue<br>9. betray<br>10. array           | 11. campaign<br>12. revenue<br>13. meadow<br>14. deceive<br>15. appeal        | 16. agreement<br>17. streamline<br>18. proceed<br>19. remainder<br>20. straight      | 1. mayonnaise<br>2. reasonable<br>3. conceited       | Fix Run-On Sentences     |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Prefixes mis-, en-, em-  | Analyze Author's Purpose               | <b>Skill:</b> Prefixes mis-, en-, em-  | 1. misspell<br>2. misbehave<br>3. misplace<br>4. enlarge<br>5. enable       | 6. enclosed<br>7. empower<br>8. encourage<br>9. misquote<br>10. mishandle | 11. encode<br>12. enlighten<br>13. engulf<br>14. enclosure<br>15. endangered  | 16. misjudge<br>17. misfortune<br>18. misadventure<br>19. misunderstand<br>20. embed | 1. misinterpret<br>2. misrepresent<br>3. encapsulate | Fix Sentence Fragments   |

| <b>WRITING</b>  |                            |                                     |  |   |                                |                                  |
|---|----------------------------|-------------------------------------|--|---|--------------------------------|----------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of narrative nonfiction writing to write a personal narrative. |                            |                                     |  |   |                                |                                  |
| <b>Unit Writing Genre:</b> Personal Narrative   |                            |                                     |  |   |                                |                                  |
|   | Weekly Focus               | Day 1 Skill                         | Day 2 Skill                            | Day 3 Skill                               | Day 4 Skill                    | Day 5 Skill                      |
| <b>Week 1</b>   | Introduce and Immerse      | Personal Narrative                  | Know the Narrator                      | Know the Setting and Events               | Brainstorm and Set a Purpose   | Plan Your Personal Narrative     |
| <b>Week 2</b>   | Develop Elements           | Portray People                      | Compose a Setting                      | Develop an Idea with and Relevant Details | Use Concrete Words and Phrases | Compose with Sensory Details     |
| <b>Week 3</b>   | Develop Structure          | Develop and Compose an Introduction | Compose an Event Sequence              | Use Transition Words and Phrases          | Compose Dialogue               | Develop and Compose a Conclusion |
| <b>Week 4</b>   | Writer's Craft             | Add Ideas for Coherence and Clarity | Delete Ideas for Coherence and Clarity | Edit for Adjectives                       | Edit for Adverbs               | Edit for Pronouns                |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Edit for Irregular Verbs            | Edit for Punctuation Marks             | Publish and Celebrate                     | Prepare for Assessment         | Assessment                       |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |  |   |   |   |   |                         |
|---|--|---|---|---|---|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to explore how elements of systems change. |  |   |   |   |   |                         |
| <b>Writing Mode:</b> Argumentative  |  |   |   |   |   |                         |
|   | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/ Conduct Research | Day 3 Collaborate and Discuss/Refine Research                             | Day 4 Extend Research/Collaborate and Discuss   | Day 5 Reflect and Share |
| <b>Week 6</b>   | <b>Title:</b> Historic Landmarks<br><b>Title:</b> Save Our Theater<br><b>Title:</b> Ellis Island: Gateway to America | Look Back at Weekly Questions<br>Use text evidence to answer EQ:<br><i>How can a place affect how we live?</i> Create a brochure about a place in your community that should be designated as a landmark. | Plan Your Research Field Research               | How to structure information for a brochure Primary and Secondary Sources | Incorporate Media Revise for writing mode<br>Edit: Descriptive adjectives, comparative, superlative | Present                 |

# Grade 4, Unit 2

**Unit Theme:** SCIENCE: PATTERNS  
(Life Science) Adaptations

**Essential Question:** How do living things adapt to the world around them?  
**Genre:** Informational Text

| READING  |  |  |  |  |   |   |   |
|--|--|--|--|--|---|---|---|
| Reading Goal: I know about different types of informational text and understand their structures and features. |  |  |  |  |   |   |   |
|  | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal   | Genre  | Text  | Close Read Skills   | Reflect and Share   |
| Week 1   | <b>Question:</b> What different purposes do animal adaptations serve?<br><b>Text:</b> Infographic      | prey<br>brittle<br>system<br>bristle<br>contour          | I can learn more about informational text by analyzing the main idea and details.                                    | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>Feathers: Not Just for Flying</i> by Melissa Stewart<br><b>Book Club:</b> <i>Animal Camouflage</i> by Vicky Franchino  | Analyze Main Idea and Details<br>Monitor Comprehension    | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2   | <b>Question:</b> How do adaptations help animals survive?<br><b>Text:</b> Media                        | mimicry<br>species<br>environment<br>arranged<br>habitat | I can learn about informational text by analyzing cause-and-effect text structure.                                   | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>Animal Mimics</i> by Marie Racanelli<br><b>Book Club:</b> <i>Animal Camouflage</i> by Vicky Franchino  | Analyze Text Structure<br>Make and Confirm Predictions    | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3   | <b>Question:</b> What challenges do animals face in their environments?<br><b>Text:</b> Primary Source | rapids<br>shimmering<br>desire<br>shallow<br>deserted    | I can learn about fiction and read a text that helps me analyze the significance of plot and setting.                | <b>Genre:</b> Fiction                            | <b>Shared Read:</b> from <i>Minn of the Mississippi</i> by Holling Clancy Holling<br><b>Book Club:</b> <i>Animal Camouflage</i> by Vicky Franchino  | Analyze Plot and Setting<br>Use Text Evidence             | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 4   | <b>Question:</b> In what ways do living things depend on each other?<br><b>Text:</b> Poem              | tender<br>steeped<br>excreted<br>vessels<br>ultraviolet  | I can learn about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.                  | <b>Genre:</b> Poetry                             | <b>Shared Read:</b> "Bubble Song", "Sap Song", "Heavenly", "Ultraviolet", "The Gray Ones", "We Are Waiting" from <i>Butterfly Eyes and Other Secrets of the Meadow</i> by Joyce Sidman<br><b>Book Club:</b> <i>Animal Camouflage</i> by Vicky Franchino | Explain Poetic Language and Elements<br>Visualize Imagery | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 5   | <b>Question:</b> How do adaptations make animals unique?<br><b>Text:</b> Infographic                   | unique<br>monotremes<br>adaptations<br>burrow<br>sense   | I can learn more about informational text by reading texts that help me integrate information from multiple sources. | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>The Weird and Wonderful Echidna</i> by Mike Jung and <i>The Very Peculiar Platypus</i> by Wade Hudson<br><b>Book Club:</b> <i>Animal Camouflage</i> by Vicky Franchino   | Synthesize Information<br>Monitor Comprehension           | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |   |                                 |  |                               |   |   |   |  |   |                    |
|---|---|---|---------------------------------|--|-------------------------------|---|---|---|--|---|--------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational text. |   |   |                                 |  |                               |   |   |   |  |   |                    |
| Academic Vocabulary Words: survive, defense, classified, acquire, sufficient  |   |   |                                 |  |                               |   |   |   |  |   |                    |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study | Read Like a Writer, Write for a Reader       | Foundational Skills: Spelling | Foundational Skills: Spelling List                                      |   |   | Foundational Skills: Challenge Words   | Language and Conventions                        |                    |
| Week 1  | I can develop knowledge about language to make connections between reading and writing.                                       | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Plurals           | Analyze Print and Graphic Features           | <b>Skill:</b> Plurals         | 1. services<br>2. primaries<br>3. consumers<br>4. holidays<br>5. lenses | 6. sandwiches<br>7. monkeys<br>8. berries<br>9. counties<br>10. taxes | 11. hoaxes<br>12. classes<br>13. gases<br>14. viruses<br>15. speeches | 16. skies<br>17. activities<br>18. colonies<br>19. galaxies<br>20. victories | 1. eyelashes<br>2. ambulances<br>3. inventories | Compound Sentences |
| Week 2  | I can develop knowledge about language to make connections between reading informational text and writing informational text. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Vowel Diphthongs  | Analyze Print Text Features (sidebars, etc.) | <b>Skill:</b> Diphthongs      | 1. coward<br>2. boundary<br>3. foundation<br>4. announce<br>5. boycott  | 6. voyage<br>7. exploit<br>8. poison<br>9. toil<br>10. decoy          | 11. scrounge<br>12. moist<br>13. choice<br>14. boil<br>15. ouch       | 16. scout<br>17. allow<br>18. sour<br>19. browser<br>20. outline             | 1. corduroy<br>2. annoyance<br>3. trapezoid     | Complex Sentences  |

| READING-WRITING BRIDGE  |   |                                      |   |  |   |  |   |  |  |   |                           |
|---|---|--------------------------------------|---|--|---|--|---|--|--|---|---------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing informational text.<br><b>Academic Vocabulary Words:</b> survive, defense, classified, acquire, sufficient |   |                                      |   |  |   |  |   |  |  |   |                           |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                  | Foundational Skills: Word Study                                       | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling   | Foundational Skills: Spelling List                                     |   |  |  | Foundational Skills: Challenge Words                | Language and Conventions  |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing.                                       | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Irregular Plurals                                       | Explain Figurative Language            | <b>Skill:</b> Irregular Plurals                                       | 1. tooth<br>2. teeth<br>3. shelf<br>4. shelves<br>5. halves            | 6. leaf<br>7. leaves<br>8. scissors<br>9. veto<br>10. vetoes                    | 11. antenna<br>12. antennae<br>13. ox<br>14. oxen<br>15. species                     | 16. life<br>17. lives<br>18. moose<br>19. echo<br>20. echoes                   | 1. embargoes<br>2. nebulae<br>3. phenomena          | Common and Proper Nouns   |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing.                                       | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Greek Roots <i>bio, phon, scope, graph, meter, tele</i> | Figurative Language                    | <b>Skill:</b> Greek Roots <i>bio, phon, scope, graph, meter, tele</i> | 1. biography<br>2. biology<br>3. biologist<br>4. biome<br>5. telephone | 6. microphone<br>7. headphones<br>8. gyroscope<br>9. telescope<br>10. periscope | 11. telegraph<br>12. pictography<br>13. photograph<br>14. kilometer<br>15. barometer | 16. centimeter<br>17. diameter<br>18. teleport<br>19. phonics<br>20. perimeter | 1. kaleidoscope<br>2. biodegradable<br>3. cacophony | Singular and Plural Nouns |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading informational text and writing informational text. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Latin Roots <i>terr, rupt, tract, aqua, dict</i>        | Analyze Text Structure                 | <b>Skill:</b> Latin Roots <i>terr, rupt, tract, aqua, dict</i>        | 1. attract<br>2. distract<br>3. distraction<br>4. erupt<br>5. eruption | 6. disrupt<br>7. interrupt<br>8. territory<br>9. territorial<br>10. terrain     | 11. traction<br>12. abstract<br>13. aquatic<br>14. aquamarine<br>15. aquarium        | 16. abrupt<br>17. diction<br>18. dictionary<br>19. dictate<br>20. verdict      | 1. jurisdiction<br>2. corruption<br>3. extractable  | Subject-Verb Agreement    |

| WRITING  |                            |                               |                                     |                                    |                              |                                    |
|--|----------------------------|-------------------------------|-------------------------------------|------------------------------------|------------------------------|------------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of informational text to write an article.<br><b>Unit Writing Genre:</b> Travel Article |                            |                               |                                     |                                    |                              |                                    |
|  | Weekly Focus               | Day 1 Skill                   | Day 2 Skill                         | Day 3 Skill                        | Day 4 Skill                  | Day 5 Skill                        |
| <b>Week 1</b>  | Introduce and Immerse      | Analyze a Travel Article      | Analyze a Lead Paragraph            | Analyze Photographs                | Brainstorm and Set a Purpose | Plan Your Travel Article           |
| <b>Week 2</b>  | Develop Elements           | Develop an Introduction       | Develop Relevant Details            | Develop Different Types of Details | Compose Captions for Visuals | Develop a Conclusion               |
| <b>Week 3</b>  | Develop Structure          | Compose a Headline            | Compose Body Paragraphs             | Group Paragraphs into Sections     | Develop Transitions          | Compose with Multimedia            |
| <b>Week 4</b>  | Writer's Craft             | Use Linking Words and Phrases | Use Precise Language and Vocabulary | Edit for Capitalization            | Edit for Adverbs             | Edit for Coordinating Conjunctions |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Edit Complete Sentences       | Edit for Nouns                      | Publish and Celebrate              | Prepare for Assessment       | Assessment                         |

| WEEK 6: INQUIRY and RESEARCH   |  |   |  |  |   |                         |
|--|--|---|--|--|---|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how living things adapt to the world around them.<br><b>Writing Mode:</b> Informational Text |  |   |  |  |   |                         |
|  | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/Conduct Research | Day 3 Collaborate and Discuss/Refine Research  | Day 4 Extend Research/Collaborate and Discuss                           | Day 5 Reflect and Share |
| <b>Week 6</b>  | <b>Title:</b> Adapting to Urban Habitats<br><b>Title:</b> An Unlikely Friendship<br><b>Title:</b> Biomimicry: Shaping the Shinkansen | Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do living things adapt to the world around them?</i> Create a poster about an endangered animal. | Plan Your Research Library Database            | Read a Student Model Identify features of Informational Texts Develop a Bibliography | Incorporate Media Revise for writing mode Edit for language conventions | Present                 |



# Grade 4, Unit 3

**Unit Theme:** HUMANITIES:  
EXPRESSIONS (Arts and Literature) Diversity

**Essential Question:** How can we reach new understandings through exploring diversity? **Genre:** Fiction

| READING  |  |  |  |  |  |   |   |
|--|--|--|--|--|--|---|---|
| Reading Goal: I know about different types of fiction and understand their elements. |  |  |  |  |  |   |   |
|  | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills   | Reflect and Share   |
| Week 1   | <b>Question:</b> Why do people communicate in diverse ways?<br><b>Text:</b> Infographic                            | frustrated<br>cool<br>confused<br>irritable<br>bothered        | I can learn about fiction and read a text that helps me understand characters in realistic fiction.                      | <b>Spotlight on Genre:</b> Realistic Fiction             | <b>Shared Read:</b> from <i>Out of My Mind</i> by Sharon Draper<br><b>Book Club:</b> <i>Rickshaw Girl</i> by Mitali Perkins  | Analyze Characters<br>Make Inferences                       | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |
| Week 2   | <b>Question:</b> How do our experiences help us see the world differently?<br><b>Text:</b> Poem                    | dedication<br>subsided<br>impulsively<br>trance<br>grudge      | I can learn about fiction and read a text that helps me analyze plot and setting.  | <b>Spotlight on Genre:</b> Realistic Fiction             | <b>Shared Read:</b> from <i>Mama's Window</i> by Lynn Rubright<br><b>Book Club:</b> <i>Rickshaw Girl</i> by Mitali Perkins   | Analyze Plot and Setting<br>Confirm and Correct Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3   | <b>Question:</b> How does music bring people together?<br><b>Text:</b> Media                                       | inspiration<br>create<br>heritage<br>festival<br>performance   | I can learn more about the theme diversity by reading a text that helps me analyze author's purpose in an autobiography. | <b>Genre:</b> Autobiography                              | <b>Shared Read:</b> <i>Trombone Shorty</i> by Troy Andrews<br><b>Book Club:</b> <i>Rickshaw Girl</i> by Mitali Perkins   | Explain Author's Purpose<br>Make Connections                | <ul style="list-style-type: none"> <li>• <b>Write to Sources: Opinion</b></li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                |
| Week 4   | <b>Question:</b> How do new places influence us?<br><b>Text:</b> Infographic                                       | miserable<br>thrilling<br>recover<br>instinctively<br>savoring | I can learn about fiction and read texts that help me compare and contrast point of view in realistic fiction.           | <b>Spotlight on Genre:</b> Realistic Fiction and Fantasy | <b>Shared Read:</b><br><i>Weslandia</i> by Paul Fleischman and<br>"The Circuit" by Francisco Jimenez<br><b>Book Club:</b> <i>Rickshaw Girl</i> by Mitali Perkins   | Compare and Contrast Point of View<br>Generate Questions    | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5   | <b>Question:</b> How do people with interests different from ours help us grow?<br><b>Text:</b> Poetry Infographic | plunge<br>thud<br>trilled<br>buoy<br>flocked                   | I can learn more about the theme diversity by reading texts that help me analyze poetic elements.                        | <b>Genre:</b> Poetry                                     | <b>Shared Read:</b> "A Day on a Boat" by Gwendolyn Zepeda;<br>"I Will Be a Chemist: Mario José Molina" by Alma Flor Ada; "I Heart Mozart" by Dana Crum<br><b>Book Club:</b> <i>Rickshaw Girl</i> by Mitali Perkins | Examine Poetic Elements<br>Visualize                        | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |

| READING-WRITING BRIDGE   |   |  |   |  |  |  |  |   |   |  |  |
|--|---|--|---|--|--|--|--|---|---|--|--|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction. |   |  |   |  |  |  |  |   |   |  |  |
| Academic Vocabulary Words: accomplish, expand, conflict, challenge, participate                          |   |  |   |  |  |  |  |   |   |  |  |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Foundational Skills: Word Study                               | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling            | Foundational Skills: Spelling List                                       |  |   |   | Foundational Skills: Challenge Words         | Language and Conventions               |
| Week 1   | I can develop knowledge about language to make connections between reading fiction and writing fiction. | <b>Strategy:</b> Related Words         | <b>Skill:</b> Related Words                                   | repetition                             | <b>Skill:</b> Related words              | 1. tutor<br>2. tutorial<br>3. breath<br>4. breathe<br>5. image           | 6. imagine<br>7. product<br>8. production<br>9. heal<br>10. health           | 11. triple<br>12. triplet<br>13. relate<br>14. relative<br>15. medic        | 16. medical<br>17. compose<br>18. composition<br>19. crumb<br>20. crumble | 1. origin<br>2. original<br>3. originality   | Prepositions and Prepositional Phrases |
| Week 2   | I can develop knowledge about language to make connections between reading fiction and writing fiction. | <b>Strategy:</b> Synonyms and Antonyms | <b>Skill:</b> <i>r-Controlled Vowels</i>                      | mood and tone<br>voice                 | <b>Skill:</b> <i>r-Controlled Vowels</i> | 1. discard<br>2. margin<br>3. marvel<br>4. remark<br>5. orchard          | 6. portrait<br>7. foreign<br>8. dormant<br>9. format<br>10. permanent        | 11. nervous<br>12. thermal<br>13. purchase<br>14. conserve<br>15. confirm   | 16. absurd<br>17. ardent<br>18. rehearse<br>19. versus<br>20. converse    | 1. deterrent<br>2. oratory<br>3. affirmative | Subject-Verb Agreement II              |
| Week 3   | I can develop knowledge about language to make connections between reading and writing.                 | <b>Strategy:</b> Context Clues         | <b>Skill:</b> Final Stable Syllables <i>-le, -tion, -sion</i> | graphic features (illustrations)       | <b>Skill:</b> Final Stable Syllables     | 1. pollute<br>2. pollution<br>3. revolve<br>4. revolution<br>5. generate | 6. generation<br>7. decorate<br>8. decoration<br>9. confuse<br>10. confusion | 11. erode<br>12. erosion<br>13. conclude<br>14. conclusion<br>15. timetable | 16. castle<br>17. adorable<br>18. stifle<br>19. stable<br>20. vehicle     | 1. occasion<br>2. separation<br>3. example   | Irregular Verbs                        |

| READING-WRITING BRIDGE  |   |                                      |   |  |   |  |  |   |  |   |                         |
|---|---|--------------------------------------|---|--|---|--|--|---|--|---|-------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing fiction. |   |                                      |   |  |   |  |  |   |  |   |                         |
| <b>Academic Vocabulary Words:</b> accomplish, expand, conflict, challenge, participate                          |   |                                      |   |  |   |  |  |   |  |   |                         |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                  | Foundational Skills: Word Study               | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                 | Foundational Skills: Spelling List                               |  |   | Foundational Skills: Challenge Words                               | Language and Conventions                        |                         |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading fiction and writing fiction. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Syllable Patterns V/CV and VC/V | author's purpose and message           | <b>Skill:</b> Syllable Patterns V/CV and VC/V | 1. hazard<br>2. novel<br>3. savage<br>4. habit<br>5. vanish      | 6. proper<br>7. balance<br>8. credit<br>9. modern<br>10. vivid | 11. result<br>12. decent<br>13. rival<br>14. cubic<br>15. vapor   | 16. humor<br>17. pilot<br>18. final<br>19. student<br>20. focus    | 1. pretentious<br>2. civilian<br>3. spontaneous | Progressive Verb Tenses |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading and writing.                 | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Silent Letters                  | literary devices                       | <b>Skill:</b> Silent Letters                  | 1. glisten<br>2. sword<br>3. subtle<br>4. wreckage<br>5. wrestle | 6. align<br>7. salmon<br>8. autumn<br>9. aisle<br>10. doubt    | 11. heir<br>12. mortgage<br>13. debris<br>14. corps<br>15. asthma | 16. gourmet<br>17. tongue<br>18. ballet<br>19. condemn<br>20. yolk | 1. pneumonia<br>2. fascination<br>3. acquiesce  | Auxiliary Verbs         |

| WRITING   |                            |   |   |   |                                    |                                      |
|---|----------------------------|---|---|---|------------------------------------|--------------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of narrative writing to write a realistic fiction story. |                            |   |   |   |                                    |                                      |
| <b>Unit Writing Genre:</b> Realistic Fiction  |                            |   |   |   |                                    |                                      |
|   | Weekly Focus               | Day 1 Skill                               | Day 2 Skill                               | Day 3 Skill                             | Day 4 Skill                        | Day 5 Skill                          |
| <b>Week 1</b>   | Introduce and Immerse      | Understand Realistic Fiction              | Identify Parts of the Plot                | Recognize Elements of Realistic Fiction | Brainstorm a Topic                 | Plan Your Realistic Fiction Story    |
| <b>Week 2</b>   | Develop Elements           | Compose a Character Description: External | Compose a Character Description: Internal | Compose Information About the Setting   | Compose a Plot: Develop a Problem  | Compose a Plot: Develop a Resolution |
| <b>Week 3</b>   | Develop Structure          | Compose from a Point of View              | Compose an Event Sequence                 | Compose Dialogue                        | Plan Illustrations                 | Select a Genre                       |
| <b>Week 4</b>   | Writer's Craft             | Use Irregular Verbs                       | Edit for Punctuation                      | Edit for Prepositional Phrases          | Edit for Coordinating Conjunctions | Use Pronouns                         |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Rearrange and Combine                     | Edit for Capitalization                   | Publish and Celebrate                   | Prepare for Assessment             | Assessment                           |

| WEEK 6: INQUIRY and RESEARCH   |  |   |  |   |  |                         |
|--|--|---|--|---|--|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how we reach new understandings about diversity. |  |   |  |   |  |                         |
| <b>Writing Mode:</b> Argumentative/Opinion   |  |   |  |   |  |                         |
|  | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/Conduct Research | Day 3 Collaborate and Discuss/Refine Research                     | Day 4 Extend Research/Collaborate and Discuss  | Day 5 Reflect and Share |
| <b>Week 6</b>  | <b>Title:</b> Playing Together!<br><b>Title:</b> Who Needs Recess?<br><b>Title:</b> Understanding Physical Disabilities: A Path to Support | Look Back at Weekly Questions<br>Use text evidence to answer EQ:<br><i>How can we reach new understandings through exploring diversity?</i> Write a letter to the principal arguing that inclusive play equipment should be on the school playground. | Plan Your Research Search online               | Parts of an Argumentative Letter<br>Plagiarizing and Paraphrasing | Incorporate Media: Using media images and diagrams<br>Revise for writing mode<br>Edit for language conventions | Present                 |



| READING   |  |  |   |  |  |                             |                         |   |
|---|--|--|---|--|--|-----------------------------|-------------------------|---|
| Reading Goal: I know about different types of traditional literature and understand their elements. |  |  |   |  |  |                             |                         |   |
|   | Weekly Launch  | Weekly Vocabulary  | Weekly Reading Learning Goal  | Genre  | Text   | Close Read Day 3            | Close Read Day 4        | Reflect and Share   |
| Week 1  | <b>Question:</b> How can revealing a secret make it lose its power?<br><b>Text:</b> Media                    | deceived<br>bargain<br>reputation<br>astonishment<br>composure | I can learn about traditional literature and read texts that help me analyze characters in traditional tales. | <b>Spotlight on Genre:</b> Traditional Tales | <b>Shared Read:</b> from <i>Can You Guess My Name? Traditional Tales Around the World</i> by Judy Sierra<br><b>Book Club:</b> <i>Where the Mountain Meets the Moon</i> by Grace Lin                      | Analyze Characters          | Synthesize Information  | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |
| Week 2  | <b>Question:</b> How can being different be an advantage?<br><b>Text:</b> Poem                               | accentuated<br>obliged<br>misled<br>commendable<br>riled       | I can learn more about traditional literature by inferring theme.   | <b>Spotlight on Genre:</b> Tall Tale         | <b>Shared Read:</b> <i>Thunder Rose</i> by Jerdine Nolen<br><b>Book Club:</b> <i>Where the Mountain Meets the Moon</i> by Grace Lin  | Infer Theme                 | Make Connections        | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> Why should we do good deeds without expecting anything in return?<br><b>Text:</b> Fairytale | sensitive<br>exchange<br>deed<br>insisted<br>satisfied         | I can learn more about the theme impacts by reading a text that helps me identify elements of a drama.        | <b>Genre:</b> Drama                          | <b>Shared Read:</b> "La Culebra" ("The Snake") in <i>Multicultural Plays for Children, Vol. 2: Grades 4–6</i> by Pamela Gerke<br><b>Book Club:</b> <i>Where the Mountain Meets the Moon</i> by Grace Lin | Explain Elements of a Drama | Summarize Literary Text | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                |
| Week 4  | <b>Question:</b> How can what we learn from stories guide our actions?<br><b>Text:</b> Primary Source        | drought<br>intricate<br>wavering<br>unbidden<br>snoozing       | I can learn more about the theme Impacts by reading a text that helps me infer theme in historical fiction.   | <b>Genre:</b> Historical Fiction             | <b>Shared Read:</b> <i>The Secret of the Winter Count</i> by Jacqueline Guest<br><b>Book Club:</b> <i>Where the Mountain Meets the Moon</i> by Grace Lin   | Infer Theme                 | Make Connections        | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How can being disobedient cause problems?<br><b>Text:</b> Infographic                       | shrewd<br>ornate<br>temperaments<br>parapet<br>infernal        | I can learn more about traditional literature and read a text that helps me analyze myths.                    | <b>Spotlight on Genre:</b> Myths             | <b>Shared Read:</b> "Pandora" by Cynthia Rylant and "Race to the Top" by Geraldine McCaughrean<br><b>Book Club:</b> <i>Where the Mountain Meets the Moon</i> by Grace Lin                                | Analyze Myths               | Evaluate Details        | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |

| READING-WRITING BRIDGE   |  |  |   |  |   |  |  |   |  |   |                          |
|--|--|--|---|--|---|--|--|---|--|---|--------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing. |  |  |   |  |   |  |  |   |  |   |                          |
| Academic Vocabulary Words: reveal, traditional, illustrate, interpret, predict                   |  |  |   |  |   |  |  |   |  |   |                          |
|  | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                    | Foundational Skills: Word Study   | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling   | Foundational Skills: Spelling List   |  |   |  | Foundational Skills: Challenge Words              | Language and Conventions |
| Week 1   | I can use language to make connections between reading about traditional literature and writing a narrative. | <b>Strategy:</b> Related Words         | <b>Skill:</b> Greek and Latin Prefixes<br><i>auto, anti, trans, amphi</i> | Voice                                  | <b>Skill:</b> Greek and Latin Prefixes<br><i>auto, anti, trans, amphi</i> | 1. automobile<br>2. automatic<br>3. autopilot<br>4. automation<br>5. autocracy | 6. autonomous<br>7. autoimmune<br>8. transparent<br>9. transit<br>10. transfer | 11. transaction<br>12. transect<br>13. transform<br>14. amphibian<br>15. amphitheater | 16. amphibious<br>17. antidote<br>18. antiseptic<br>19. antimatter<br>20. antibiotic | 1. amphibolite<br>2. autoclave<br>3. transcendent | Pronouns                 |
| Week 2   | I can use language to make connections between reading and writing.  | <b>Strategy:</b> Synonyms and Antonyms | <b>Skill:</b> Suffixes<br><i>-able, -ible</i>                             | Exaggeration                           | <b>Skill:</b> Suffixes<br><i>-able, -ible</i>                             | 1. valuable<br>2. lovable<br>3. favorable<br>4. understandable<br>5. excitable | 6. sizable<br>7. comfortable<br>8. measurable<br>9. tolerable<br>10. excusable | 11. horrible<br>12. sensible<br>13. divisible<br>14. gullible<br>15. responsible      | 16. collapsible<br>17. eligible<br>18. audible<br>19. reversible<br>20. plausible    | 1. illegible<br>2. irreparable<br>3. inevitable   | Adjectives               |



| <b>READING-WRITING BRIDGE</b>   |  |   |   |  |   |  |   |   |   |   |                          |
|---|--|---|---|--|---|--|---|---|---|---|--------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing. |  |   |   |  |   |  |   |   |   |   |                          |
| <b>Academic Vocabulary Words:</b> reveal, traditional, illustrate, interpret, predict                   |  |   |   |  |   |  |   |   |   |   |                          |
|   | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary   | Foundational Skills: Word Study             | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling               | Foundational Skills: Spelling List                                       |   |   |   | Foundational Skills: Challenge Words                | Language and Conventions |
| <b>Week 3</b>   | I can use language to make connections between reading and writing.  | <b>Strategy:</b> Context Clues  | <b>Skill:</b> Syllable Pattern VV           | Analyze Message                        | <b>Skill:</b> Syllable Pattern VV           | 1. trial<br>2. triumph<br>3. violet<br>4. pioneer<br>5. dialogue         | 6. diagram<br>7. reality<br>8. immediate<br>9. duality<br>10. pliable     | 11. reliable<br>12. diagonal<br>13. fluid<br>14. client<br>15. poetry         | 16. create<br>17. gradual<br>18. quiet<br>19. variety<br>20. denial                   | 1. diaphanous<br>2. conspicuous<br>3. virtuous      | Adverbs                  |
| <b>Week 4</b>   | I can use language to make connections between reading about traditional literature and writing a narrative. | <b>Strategy:</b> Figurative Language  | <b>Skill:</b> Prefixes <i>im-, in-, ir-</i> | Figurative Language and Mood           | <b>Skill:</b> Prefixes <i>im-, in-, ir-</i> | 1. mature<br>2. immature<br>3. practical<br>4. impractical<br>5. precise | 6. imprecise<br>7. patient<br>8. impatient<br>9. justice<br>10. injustice | 11. complete<br>12. incomplete<br>13. capable<br>14. incapable<br>15. regular | 16. irregular<br>17. resistible<br>18. irresistible<br>19. relevant<br>20. irrelevant | 1. intolerant<br>2. incompetent<br>3. irresponsible | Comparative Adjectives   |
| <b>Week 5</b>   | I can use language to make connections between reading about traditional literature and writing a narrative. | <b>Strategy:</b> Parts of Speech (understanding how parts of speech affect usage; can also include multiple-meaning words here) | <b>Skill:</b> Homophones                    | Analyze Allusions / Use Allusions      | <b>Skill:</b> Homophones                    | 1. break<br>2. brake<br>3. thrown<br>4. throne<br>5. pear                | 6. pair<br>7. past<br>8. passed<br>9. stair<br>10. stare                  | 11. peak<br>12. peek<br>13. council<br>14. counsel<br>15. idle                | 16. idol<br>17. steal<br>18. steel<br>19. soul<br>20. sole                            | 1. principal<br>2. principle<br>3. colonel          | Superlative Adjectives   |

| <b>WRITING</b>   |                            |   |   |                                      |                                |                                   |
|--|----------------------------|---|---|--------------------------------------|--------------------------------|-----------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of opinion writing to write an essay. |                            |   |   |                                      |                                |                                   |
| <b>Unit Writing Genre:</b> Opinion Essay   |                            |   |   |                                      |                                |                                   |
|  | Weekly Focus               | Day 1 Skill   | Day 2 Skill                             | Day 3 Skill                          | Day 4 Skill                    | Day 5 Skill                       |
| <b>Week 1</b>  | Introduce and Immerse      | Opinion Essay   | Point of View                           | Reasons and Information              | Brainstorm a Topic and Opinion | Plan Your Opinion Essay           |
| <b>Week 2</b>  | Develop Elements           | Develop a Topic and Opinion   | Develop Reasons                         | Develop Supporting Details and Facts | Develop a Concluding Statement | Use Technology to Produce Writing |
| <b>Week 3</b>  | Develop Structure          | Introduction and Conclusion   | Organize Reasons                        | Organize Supporting Details          | Linking Words and Phrases      | Use Technology to Collaborate     |
| <b>Week 4</b>  | Writer's Craft             | Rearrange Ideas for Coherence and Clarity<br>Complete Sentences with Subject-Verb Agreement | Combine Ideas for Coherence and Clarity | Peer Edit                            | Edit for Complete Sentences    | Nouns                             |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Incorporate Peer and Teacher Suggestions  | Publish a Final Draft                   | Publish and Celebrate                | Prepare for Assessment         | Assessment                        |

| <b>WEEK 6: INQUIRY and RESEARCH</b>  |  |   |  |   |   |                         |
|--|--|---|--|---|---|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how stories shape our world. |  |   |  |   |   |                         |
| <b>Writing Mode:</b> Argumentative/Opinion   |  |   |  |   |   |                         |
|  | Leveled Research Articles  | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/Conduct Research | Day 3 Collaborate and Discuss/Refine Research                         | Day 4 Extend Research/Collaborate and Discuss   | Day 5 Reflect and Share |
| <b>Week 6</b>  | <b>Title:</b> The Truth Behind the Legend<br><b>Title:</b> The Library of Congress<br><b>Title:</b> Who's Your Hero? | Look Back at Weekly Questions<br>Use text evidence to answer EQ:<br><i>How do our stories shape our world?</i><br>Write a letter to the principal arguing that inclusive play equipment should be on the school playground. | Plan Your Research Library of Congress Website | Example of a blog Develop a bibliography (including online resources) | Media Literacy Revise: Rearrange ideas for coherence and clarity<br>Edit for language conventions | Present                 |

| READING  |   |   |  |  |   |   |   |
|--|---|---|--|--|---|---|---|
| Reading Goal: I know about different types of informational text and understand their structures and features. |   |   |  |  |   |   |   |
|  | Weekly Launch   | Weekly Vocabulary                               | Weekly Reading Learning Goal   | Genre  | Text  | Close Read Skills   | Reflect and Share   |
| Week 1   | <b>Question:</b> What do we know about Earth's features and processes?<br><b>Text:</b> Infographic                  | mantle circulates<br>adopted abundant molten    | I can learn more about informational text by analyzing text features.                                | <b>Spotlight on Genre:</b><br>Informational Text           | <b>Shared Read:</b> from <i>Planet Earth</i> by Christine Taylor-Butler<br><b>Book Club:</b> <i>Geology: The Study of Rocks</i> by Susan H. Gray              | Analyze Text Features<br>Make Inferences  | • <b>Talk About It:</b> Opinion<br>• <b>Respond to the Weekly Question:</b> Written Response                        |
| Week 2   | <b>Question:</b> In what ways do volcanoes impact Earth?<br><b>Text:</b> Media                                      | magma face<br>reclaim gushes threatened         | I can learn more about informational text by analyzing the main, or central, idea and details.       | <b>Spotlight on Genre:</b><br>Informational Text           | <b>Shared Read:</b> <i>Volcanoes</i> by Seymour Simon<br><b>Book Club:</b> <i>Geology: The Study of Rocks</i> by Susan H. Gray                                | Analyze Main Idea and Details<br>Monitor Comprehension                            | • <b>Write to Sources:</b> Response to Informational Text<br>• <b>Respond to the Weekly Question:</b> Oral Response |
| Week 3   | <b>Question:</b> What daily actions can help reduce pollution?<br><b>Text:</b> Diagram                              | emissions excessive<br>underlie watt innovative | I can learn more about the theme <i>Features</i> by analyzing the argument in an argumentative text. | <b>Genre:</b><br>Argumentative Text                        | <b>Shared Read:</b> from <i>The Top 10 Ways You Can Reduce Waste</i> by Nick Winnick<br><b>Book Club:</b> <i>Geology: The Study of Rocks</i> by Susan H. Gray | Analyze Argument Summarize Text   | • <b>Write to Sources:</b> Opinion<br>• <b>Respond to the Weekly Question:</b> Oral Response                        |
| Week 4   | <b>Question:</b> What makes an extreme location a place to both protect and explore?<br><b>Text:</b> Primary Source | survey subcontinent<br>plateau altitude erosion | I can learn more about informational text by explaining ideas from a text.                           | <b>Spotlight on Genre:</b><br>Informational Text           | <b>Shared Read:</b> <i>The Himalayas</i> by Charles W. Maynard<br><b>Book Club:</b> <i>Geology: The Study of Rocks</i> by Susan H. Gray                       | Explain Ideas<br>Make Inferences  | • <b>Write to Sources:</b> Response to Informational Text<br>• <b>Respond to the Weekly Question:</b> Oral Response |
| Week 5   | <b>Question:</b> What happens to what we throw away?<br><b>Text:</b> Infographic                                    | marred disposable<br>crude oil toxic phenomenon | I can learn more about informational text by explaining concepts in a text.                          | <b>Spotlight on Genre:</b><br>Informational Text and Video | <b>Shared Read:</b> <i>Trashing Paradise</i> by Rukhsana Khan<br><b>Book Club:</b> <i>Geology: The Study of Rocks</i> by Susan H. Gray                        | Explain Events<br>Use Text Evidence to Explain Concepts<br>Synthesize Information | • <b>Talk About It:</b> Opinion<br>• <b>Respond to the Weekly Question:</b> Written Response                        |

| READING-WRITING BRIDGE   |   |  |   |  |   |  |  |   |  |   |                          |
|--|---|--|---|--|---|--|--|---|--|---|--------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing. |   |  |   |  |   |  |  |   |  |   |                          |
| Academic Vocabulary Words: label, amazed, border, consequences, preserve                         |   |  |   |  |   |  |  |   |  |   |                          |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Foundational Skills: Word Study                         | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                           | Foundational Skills: Spelling List   |  |   |  | Foundational Skills: Challenge Words            | Language and Conventions |
| Week 1   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | <b>Skill:</b> Latin Roots <i>gener, port, dur, ject</i> | Text Structure                         | <b>Skill:</b> Latin Roots <i>gener, port, dur, ject</i> | 1. generous<br>2. generic<br>3. degenerated<br>4. general<br>5. generalization | 6. portable<br>7. transport<br>8. comport<br>9. passport<br>10. rapport  | 11. duration<br>12. durable<br>13. endure<br>14. enduring<br>15. endurance    | 16. projector<br>17. eject<br>18. ejection<br>19. interjection<br>20. objection            | 1. portmanteau<br>2. trajectory<br>3. obdurate  | Relative Adverbs         |
| Week 2   | I can use language to make connections between reading and writing.                     | <b>Strategy:</b> Synonyms and Antonyms | <b>Skill:</b> Suffixes <i>-en, -ent, -ence</i>          | Author's Message                       | <b>Skill:</b> Suffixes <i>-en, -ent, -ence</i>          | 1. chosen<br>2. frozen<br>3. stolen<br>4. forgotten<br>5. driven               | 6. spoken<br>7. tighten<br>8. forbidden<br>9. undertaken<br>10. mistaken | 11. present<br>12. presence<br>13. evident<br>14. evidence<br>15. confident   | 16. confidence<br>17. intelligent<br>18. intelligence<br>19. persistent<br>20. persistence | 1. opalescence<br>2. fraudulent<br>3. divergent | Capitalization Rules     |
| Week 3   | I can use language to make connections between reading and writing.                     | <b>Strategy:</b> Context Clues         | <b>Skill:</b> Syllable Pattern VCCCV                    | Literary Devices                       | <b>Skill:</b> Syllable Pattern VCCCV                    | 1. complex<br>2. fortress<br>3. extra<br>4. function<br>5. instant             | 6. arctic<br>7. conflict<br>8. partner<br>9. substance<br>10. extreme    | 11. apply<br>12. complaint<br>13. sculpture<br>14. emphasize<br>15. hindrance | 16. technical<br>17. puncture<br>18. juncture<br>19. congress<br>20. simply                | 1. conscience<br>2. conscious<br>3. hatchet     | Titles Capitalization    |

| <b>READING-WRITING BRIDGE</b>   |   |                                      |  |  |   |  |   |   |   |   |                          |
|---|---|--------------------------------------|--|--|---|--|---|---|---|---|--------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing. |   |                                      |  |  |   |  |   |   |   |   |                          |
| <b>Academic Vocabulary Words:</b> label, amazed, border, consequences, preserve                         |   |                                      |  |  |   |  |   |   |   |   |                          |
|   | Weekly Reading-Writing Bridge Learning Goal                         | Academic Vocabulary                  | Foundational Skills: Word Study  | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling   | Foundational Skills: Spelling List   |   |   |   | Foundational Skills: Challenge Words                  | Language and Conventions |
| <b>Week 4</b>   | I can use language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Prefixes <i>dis-</i> , <i>over-</i> , <i>non-</i> , <i>under-</i>      | Text Features                          | <b>Skill:</b> Prefixes <i>dis-</i> , <i>over-</i> , <i>non-</i> , <i>under-</i>     | 1. disobey<br>2. disconnect<br>3. disinfect<br>4. disembark<br>5. disappoint   | 6. overreact<br>7. overachieve<br>8. overwhelm<br>9. overcast<br>10. overcharge | 11. nonexistent<br>12. nonsense<br>13. nonrenewable<br>14. nonverbal<br>15. nonliving | 16. underachieve<br>17. understatement<br>18. underarm<br>19. underdog<br>20. underline | 1. overabundance<br>2. nonchalant<br>3. underestimate | Comma Rules              |
| <b>Week 5</b>   | I can use language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Greek and Latin Word Parts, <i>sub-</i> , <i>inter-</i> , <i>fore-</i> | Author's Purpose                       | <b>Skill:</b> Greek and Latin Word Parts <i>sub-</i> , <i>inter-</i> , <i>fore-</i> | 1. submarine<br>2. submerge<br>3. international<br>4. forehead<br>5. interfere | 6. subfreezing<br>7. interception<br>8. foreperson<br>9. forearm<br>10. suburb  | 11. interpreter<br>12. forecast<br>13. subdue<br>14. interaction<br>15. foremost      | 16. substandard<br>17. interface<br>18. foreground<br>19. subheading<br>20. subvert     | 1. subcontinent<br>2. interference<br>3. foreseeable  | Dialogue Punctuation     |

| <b>WRITING</b>   |                            |   |   |                                    |                            |                                |
|--|----------------------------|---|---|------------------------------------|----------------------------|--------------------------------|
| <b>Unit Writing Goal:</b> I can use knowledge of the elements and structure of poetry to write a poem. |                            |   |   |                                    |                            |                                |
| <b>Unit Writing Genre:</b> Poetry  |                            |   |   |                                    |                            |                                |
|  | Weekly Focus               | Day 1 Skill                                       | Day 2 Skill                             | Day 3 Skill                        | Day 4 Skill                | Day 5 Skill                    |
| <b>Week 1</b>  | Introduce and Immerse      | Understand Poetry                                 | Explore What Poetry Sounds Like         | Explore What Poetry Looks Like     | Brainstorm Ideas           | Plan Your Poem                 |
| <b>Week 2</b>  | Develop Elements           | Compose a Rhythm                                  | Compose with Alliteration and Assonance | Compose with Similes and Metaphors | Compose with Rhyming Words | Use Repetition                 |
| <b>Week 3</b>  | Develop Structure          | Compose with Line Breaks                          | Arrange Stanzas                         | Select Punctuation                 | Set a Rhyme Scheme         | Select a Genre                 |
| <b>Week 4</b>  | Writer's Craft             | Use Verbs   | Revise for Structure                    | Revise for Word Choice             | Edit for Adjectives        | Edit for Prepositional Phrases |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Adding and Delete Ideas for Coherence and Clarity | Prepare for the Celebration             | Publish and Celebrate              | Prepare for Assessment     | Assessment                     |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |   |   |   |   |  |                         |
|---|---|---|---|---|--|-------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine why it is important to understand our planet. |   |   |   |   |  |                         |
| <b>Writing Mode:</b> Argumentative/Opinion  |   |   |   |   |  |                         |
|   | Leveled Research Articles   | Day 1 Introduce the Project and Academic Vocabulary   | Day 2 Collaborate and Discuss/Conduct Research  | Day 3 Collaborate and Discuss/Refine Research               | Day 4 Extend Research/Collaborate and Discuss                                      | Day 5 Reflect and Share |
| <b>Week 6</b>   | <b>Title:</b> Warning! Warning!<br><b>Title:</b> Too Tied to Technology?<br><b>Title:</b> Living Near a Volcano | Look Back at Weekly Questions Use text evidence to answer EQ: <i>Why is it important to understand our planet?</i> Write an opinion article about the most dangerous environmental event. | Plan Your Research Send an email to a local weather forecaster, NOAA, storm chaser, etc., requesting information about your chosen weather pattern/storm and the danger(s) posed. | Example of an opinion article Primary and secondary sources | Online newspaper archives Revise for mode of writing Edit for language conventions | Present                 |



Notes



A series of horizontal lines for writing notes, spanning the width of the page.



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SCOPE & SEQUENCE  
Detailed

# myView

L I T E R A C Y



**Create Your Story!**

GRADE 5



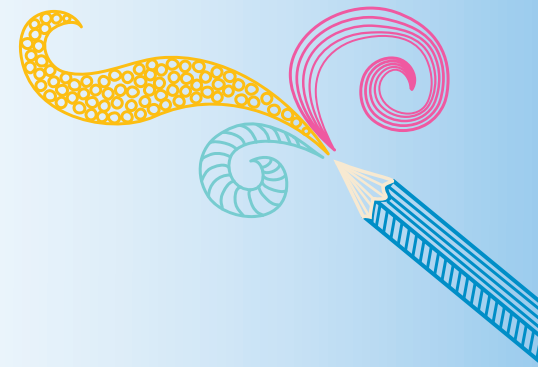


# myView

## L I T E R A C Y



# Grade 5



|                            |    |
|----------------------------|----|
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| Unit 2: Observations ..... | 6  |
| Unit 3: Reflections .....  | 8  |
| Unit 4: Liberty .....      | 10 |
| Unit 5: Systems .....      | 12 |



# Grade 5, Unit 1

**Unit Theme:** SOCIAL STUDIES:  
EXPLORATION (Geography) Journeys

**Essential Question:** How do journeys change us?  
**Genre:** Informational Text

| READING   |   |   |  |   |  |   |   |
|---|---|---|--|---|--|---|---|
| Unit Reading Goal: I know about different types of informational text and understand their structures and features. |   |   |  |   |  |   |   |
|   | Weekly Launch   | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre   | Texts  | Close Read Skills                                       | Reflect and Share   |
| Week 1  | <b>Question:</b> What motivates people to leave a place they call home?<br><b>Text:</b> Infographic       | citizens<br>immigration<br>opportunity<br>processing<br>admitted        | I can learn more about informational texts and read a text that helps me analyze main ideas and details in an informational text.        | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> My Notes            | <b>Shared Read:</b> "The Path to Paper Son" by Grant Din and "Louie Share Kim, Paper Son" by Barbara D. Krasner <i>Cobblestone Magazine</i><br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock   | Analyze Main Ideas and Details Use Text Evidence        | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2  | <b>Question:</b> What can scientists discover by traveling to distant places?<br><b>Text:</b> Infographic | astrobiologists<br>microbes<br>colony<br>sensors<br>radiation<br>rovers | I can learn more about informational texts and read a text that helps me analyze text features in an informational text.                 | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> Establish a Purpose | <b>Shared Read:</b> from <i>Life On Earth and Beyond</i> by Pamela S. Turner<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock  | Analyze Text Features Make Inferences                   | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> What can people learn from visiting unknown lands?<br><b>Text:</b> Map                   | tide<br>course<br>leagues<br>fathoms<br>jaunts                          | I can learn more about the theme journeys by reading a text that helps me understand point of view in historical fiction.                | <b>Genre: Historical Fiction</b><br><b>Feature:</b> Fluency                             | <b>Shared Read:</b> <i>Pedro's Journal</i> by Pam Conrad<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock  | Understand Point of View Use Text Evidence              | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4  | <b>Question:</b> What inspires people to start a journey?<br><b>Text:</b> Poem                            | peering<br>via<br>traversed<br>girth<br>intersecting                    | I can learn more about the theme journeys by reading a text that helps me explain poetry by using sound devices and figurative language. | <b>Genre:</b> Poetry<br><b>Feature:</b> My Notes  | <b>Shared Read:</b> "A Map and a Dream" by Karen O'Donnell Taylor and "Learning the World" by Kristine O'Connell George and "Latitude Longitude Dreams" by Drew Lamm and James Hildreth are all from <i>Got Geography</i> , "Early Explorers" by Marilyn Singer<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock | Explain Sound Devices and Figurative Language Visualize | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 5  | <b>Question:</b> How can new places change the way a person sees the world?<br><b>Text:</b> Media         | inspired<br>express<br>exhibit<br>imitated<br>compositions              | I can learn more about informational texts and read a text that helps me analyze text structure in an informational text.                | <b>Spotlight on Genre:</b><br>Informational Text<br><b>Feature:</b> Make Predictions    | <b>Shared Read:</b> <i>Picturesque Journeys</i> by Yanitzia Canetti<br><b>Book Club:</b> <i>Journeys in Time: A New Atlas of American History</i> by Susan Buckley and Elspeth Leacock   | Analyze Text Structure Make and Confirm Predictions     | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE   |  |   |  |  |  |   |  |  |  |  |                                   |
|--|--|---|--|--|--|---|--|--|--|--|-----------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing informational texts. |  |   |  |  |  |   |  |  |  |  |                                   |
| Academic Vocabulary Words: insight, wandered, passage, adventure, curious  |  |   |  |  |  |   |  |  |  |  |                                   |
|  | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                       | Foundational Skills: Word Study                                      | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling  | Foundational Skills: Spelling List  |  |  |  | Foundational Skills: Challenge Words                 | Language and Conventions          |
| Week 1   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Suffixes -ic, -ism, -ive                               | Author's Purpose                       | <b>Skill:</b> Suffixes -ic, -ism, -ive                               | 1. heroic<br>2. heroism<br>3. comic<br>4. atomic<br>5. kinetic                      | 6. dramatic<br>7. artistic<br>8. historic<br>9. tourism<br>10. realism   | 11. organism<br>12. capitalism<br>13. federalism<br>14. secretive<br>15. defensive | 16. deflative<br>17. executive<br>18. perspective<br>19. narrative<br>20. representative | 1. possessive<br>2. aerobic<br>3. athleticism        | Simple Sentences                  |
| Week 2   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Greek Roots <i>chron, meter, photo, bio, geo, logy</i> | Text Features                          | <b>Skill:</b> Greek Roots <i>chron, meter, photo, bio, geo, logy</i> | 1. chronology<br>2. chronological<br>3. chronic<br>4. synchronize<br>5. speedometer | 6. symmetry<br>7. odometer<br>8. parameter<br>9. photon<br>10. photocopy | 11. photocell<br>12. photogenic<br>13. biosphere<br>14. symbiotic<br>15. geography | 16. geology<br>17. geocentric<br>18. geometric<br>19. ecology<br>20. meteorology         | 1. psychology<br>2. photosynthesis<br>3. anachronism | Independent and Dependent Clauses |

| <b>READING-WRITING BRIDGE</b>   |  |                                      |  |   |  |  |   |  |  |  |  |
|---|--|--------------------------------------|--|---|--|--|---|--|--|--|--|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing informational texts. |  |                                      |  |   |  |  |   |  |  |  |  |
| <b>Academic Vocabulary Words:</b> insight, wandered, passage, adventure, curious  |  |                                      |  |   |  |  |   |  |  |  |  |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>   | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>     | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>       | <b>Foundational Skills: Spelling List</b>                                    |   |  |  | <b>Foundational Skills: Challenge Words</b>          | <b>Language and Conventions</b>                        |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading historical fiction and writing a personal narrative.    | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Vowel Teams                  | Voice   | <b>Skill:</b> Vowel Teams                  | 1. bayonet<br>2. committee<br>3. leukemia<br>4. cowardice<br>5. realm        | 6. royalty<br>7. embroider<br>8. nautical<br>9. gauntlet<br>10. treasury              | 11. zeal<br>12. zealous<br>13. typhoon<br>14. marshmallow<br>15. flounder    | 16. allowance<br>17. concealment<br>18. treachery<br>19. approach<br>20. proclaim    | 1. scoundrel<br>2. endowment<br>3. endeavor          | Compound and Complex Sentences (include use of commas) |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading poetry and writing a personal narrative.                | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Suffixes <i>-able, -ible</i> | Imagery                                       | <b>Skill:</b> Suffixes <i>-able, -ible</i> | 1. advisable<br>2. workable<br>3. available<br>4. allowable<br>5. noticeable | 6. justifiable<br>7. accountable<br>8. considerable<br>9. irritable<br>10. perishable | 11. forcible<br>12. edible<br>13. credible<br>14. digestible<br>15. mandible | 16. reducible<br>17. compatible<br>18. tangible<br>19. admissible<br>20. combustible | 1. conceivable<br>2. incombustible<br>3. conceivable | Common, Proper, and Collective Nouns                   |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading an informational text and writing a personal narrative. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> VCe Syllables                | Figurative language                           | <b>Skill:</b> VCe Syllables                | 1. improvise<br>2. evaporate<br>3. remote<br>4. obsolete<br>5. evacuate      | 6. centigrade<br>7. elevate<br>8. negotiate<br>9. excavate<br>10. intervene           | 11. devastate<br>12. liberate<br>13. schedule<br>14. prosecute<br>15. delete | 16. serene<br>17. provoke<br>18. oppose<br>19. appetite<br>20. coincide              | 1. accumulate<br>2. eradicate<br>3. advertisement    | Regular and Irregular Plural Nouns                     |

| <b>WRITING</b>   |                            |   |   |                            |                                  |                                    |
|--|----------------------------|---|---|----------------------------|----------------------------------|------------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of narrative writing to write a personal narrative. |                            |   |   |                            |                                  |                                    |
| <b>Unit Writing Genre:</b> Personal Narrative  |                            |   |   |                            |                                  |                                    |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                                  | <b>Day 2 Skill</b>                                      | <b>Day 3 Skill</b>         | <b>Day 4 Skill</b>               | <b>Day 5 Skill</b>                 |
| <b>Week 1</b>  | Introduce and Immerse      | Personal Narrative                                  | Character   | Setting and Plot           | Brainstorm a Topic               | Planning Your Personal Narrative   |
| <b>Week 2</b>  | Develop Elements           | Develop an Engaging Idea                            | Specific Facts and Details                              | Writing a Good Description | About the Narrator               | Dialogue                           |
| <b>Week 3</b>  | Develop Structure          | Introduction  | Event Sequence  | Transitions                | Shifts in Time                   | Conclusion                         |
| <b>Week 4</b>  | Writer's Craft             | Descriptive Adjectives                              | Adverbs   | Indefinite Pronouns        | Revise: Adding Ideas for Clarity | Revise: Deleting Ideas for Clarity |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Revise: Rearranging and Combining Ideas for Clarity | Edit for Complete Sentences with Subject-Verb Agreement | Publish and Celebrate      | Prepare for Assessment           | Assessment                         |

| <b>WEEK 6 INQUIRY and RESEARCH</b>  |  |  |   |  |   |                                    |
|---|--|--|---|--|---|------------------------------------|
| <b>Theme Goal:</b> I can collaborate with others to determine how journeys change us. |  |  |   |  |   |                                    |
| <b>Writing Mode:</b> Argumentative/Opinion  |  |  |   |  |   |                                    |
|   | <b>Leveled Research Articles</b>   | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss</b>                                   | <b>Day 4 Extend Research/Collaborate and Discuss</b>  | <b>Day 5 Celebrate and Reflect</b> |
| <b>Week 6</b>   | <b>Title:</b> Culture Shock: Informational<br><b>Title:</b> All Aboard!: Opinion<br><b>Title:</b> Ellis Island: The Immigrant Journey: Informational | Look back at Weekly Questions. Use text evidence to answer EQ: <i>How do journeys change us?</i> Choose a country you would like to visit. Research currency, transportation, culture, language, food, etc. to determine how this journey would change your lifestyle. Write an argumentative travel guide convincing others to join you. Include map and facts. | Plan Your Research<br>Conduct Online Research         | Travelogue pamphlet; identify cultural, economic, language, food, etc. | Have students write a business letter to a tourist bureau requesting more information about the country they chose. Provide Student Model of business letter. Revise for writing mode and clarity. Edit for language conventions. | Present                            |



| READING   |   |  |  |  |  |  |   |
|---|---|--|--|--|--|--|---|
| Unit Reading Goal: I know about different types of informational text and understand their structures and features. |   |  |  |  |  |  |   |
|   | Weekly Launch   | Weekly Vocabulary  | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills                                      | Reflect and Share   |
| Week 1  | <b>Question:</b> Why do scientists explore and study oceans?<br><b>Text:</b> Infographic                                      | marine ecosystem<br>flying bridge<br>chlorophyll<br>nautical   | I can learn more about informational text and read a text that helps me analyze author's purpose in an informational text.   | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> from <i>Far from Shore</i> by Sophie Webb<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Author's Purpose<br>Evaluate Details           | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2  | <b>Question:</b> What can people do to protect species from a changing environment?<br><b>Text:</b> Map                       | comeback<br>native<br>migrating<br>restore<br>fungus           | I can learn more about informational text and read a text that helps me analyze text structure in an informational text.     | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>A Place for Frogs</i> by Melissa Stewart<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Text Structure<br>Monitor Comprehension        | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> How can careful observation help a person survive?<br><b>Text:</b> Narrative poem                            | gingerly<br>ignite<br>sputtered<br>painstaking<br>gratified    | I can learn more about the theme observations by reading a text that helps me understand point of view in realistic fiction. | <b>Genre:</b> Realistic Fiction                  | <b>Shared Read:</b> from <i>Hatchet</i> by Gary Paulsen<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery   | Analyze Point of View<br>Generate Questions            | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>         |
| Week 4  | <b>Question:</b> What can we learn from studying animals in their natural habitats?<br><b>Text:</b> Primary source            | transmitter<br>iconic<br>nocturnal<br>burrows<br>fragmented    | I can learn more about informational text and read a text that helps me explain ideas.                                       | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> "Tracking Monsters" from <i>Park Scientists</i> by Mary Kay Carson<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery  | Explain Ideas in Texts<br>Make and Confirm Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 5  | <b>Question:</b> What are some different ways in which people can observe and protect wildlife?<br><b>Text:</b> Media (video) | sanctuaries<br>diminished<br>thrive<br>unfettered<br>cooperate | I can learn more about the theme observations by reading a text that helps me analyze argumentative texts.                   | <b>Genre:</b> Argumentative Text                 | <b>Shared Read:</b> <i>Let Wild Animals Be Wild</i> by David Bowles<br><i>Don't Release Animals Back to the Wild</i> by Rene Saldana, Jr.<br><b>Book Club:</b> <i>The Tarantula Scientist</i> by Sy Montgomery | Analyze Argumentative Texts<br>Synthesize Information  | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE   |  |   |  |  |  |   |  |  |   |   |   |
|--|--|---|--|--|--|---|--|--|---|---|---|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about informational text and writing persuasive texts. |  |   |  |  |  |   |  |  |   |   |   |
| Academic Vocabulary Words: expert, focus, visible, relate, detect  |  |   |  |  |  |   |  |  |   |   |   |
|  | Weekly Reading-Writing Bridge Learning Goal  | Academic Vocabulary                       | Foundational Skills: Word Study                        | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                          | Foundational Skills: Spelling List                                  |  |  |   | Foundational Skills: Challenge Words              | Language and Conventions  |
| Week 1   | I can develop knowledge about language to make connections between reading an informational text and writing an informational article. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Open and Closed Syllables V/CV and VC/V1 | Graphic Features                       | <b>Skill:</b> Open and Closed Syllables V/CV and VC/V  | 1. agent<br>2. recent<br>3. apex<br>4. vital<br>5. rotate           | 6. musical<br>7. donut<br>8. solar<br>9. vacation<br>10. slogan            | 11. malice<br>12. recommend<br>13. energetic<br>14. register<br>15. lavish   | 16. topical<br>17. enemy<br>18. honest<br>19. element<br>20. minimum        | 1. hypnotizing<br>2. epidemic<br>3. equinox       | Subject-Verb Agreement (Include shifts in tense)                                      |
| Week 2   | I can develop knowledge about language to make connections between reading an informational text and writing an informational article. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Final Stable Syllables -le, -tion, -sion | Author's Purpose                       | <b>Skill:</b> Final Stable Syllables -le, -tion, -sion | 1. scuffle<br>2. article<br>3. ripple<br>4. particle<br>5. assemble | 6. untangle<br>7. observe<br>8. observation<br>9. situate<br>10. situation | 11. declare<br>12. declaration<br>13. occupy<br>14. occupation<br>15. invade | 16. invasion<br>17. collide<br>18. collision<br>19. extend<br>20. extension | 1. administration<br>2. irrigation<br>3. preamble | Principal Parts of Regular Verbs (present, present participle, past, past participle) |

| <b>READING-WRITING BRIDGE</b>   |  |                                      |  |   |  |   |  |  |  |   |                                    |
|---|--|--------------------------------------|--|---|--|---|--|--|--|---|------------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about informational text and writing persuasive texts. |  |                                      |  |   |  |   |  |  |  |   |                                    |
| <b>Academic Vocabulary Words:</b> expert, focus, visible, relate, detect  |  |                                      |  |   |  |   |  |  |  |   |                                    |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>   | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>   | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>     | <b>Foundational Skills: Spelling List</b>                             |  |  |  | <b>Foundational Skills: Challenge Words</b>           | <b>Language and Conventions</b>    |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing.  | <b>Strategy:</b> Context Clues       | <b>Skill:</b> r-Controlled Vowels        | Voice   | <b>Skill:</b> r-Controlled Vowels        | 1. armada<br>2. anarchy<br>3. guitar<br>4. proportion<br>5. originate | 6. category<br>7. conquer<br>8. partition<br>9. adversary<br>10. guardian        | 11. external<br>12. cardinal<br>13. excursions<br>14. injury<br>15. majority | 16. turbulent<br>17. quarter<br>18. harmony<br>19. vertex<br>20. minority                | 1. tarpaulin<br>2. notorious<br>3. honorable          | Principal Parts of Irregular Verbs |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing.  | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Prefixes il-, in-, im-, ir | Author's Message                              | <b>Skill:</b> Prefixes il-, in-, im-, ir | 1. logical<br>2. illogical<br>3. legal<br>4. illegal<br>5. adequate   | 6. inadequate<br>7. offensive<br>8. inoffensive<br>9. accurate<br>10. inaccurate | 11. passible<br>12. impassible<br>13. mobile<br>14. immobile<br>15. probable | 16. improbable<br>17. rational<br>18. irrational<br>19. replaceable<br>20. irreplaceable | 1. illumination<br>2. inefficiency<br>3. inexplicable | Perfect Verb Tenses                |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading argumentative texts and writing an informational article. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Base Words and Endings     | Literary device of first-person point of view | <b>Skill:</b> Base Words and Endings     | 1. program<br>2. programming<br>3. equip<br>4. equipped<br>5. permit  | 6. permitting<br>7. involve<br>8. involvement<br>9. benefit<br>10. benefited     | 11. rely<br>12. relies<br>13. theory<br>14. theories<br>15. revise           | 16. revising<br>17. industry<br>18. industries<br>19. conveys<br>20. conveying           | 1. preferred<br>2. committing<br>3. accommodating     | Active Voice                       |

| <b>WRITING</b>   |                            |   |                                     |                            |                                    |  |
|--|----------------------------|---|-------------------------------------|----------------------------|------------------------------------|--|
| <b>Unit Writing Goal:</b> I can use elements of informational writing to write an informational article. |                            |   |                                     |                            |                                    |  |
| <b>Unit Writing Genre:</b> Informational Article   |                            |   |                                     |                            |                                    |  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                              | <b>Day 2 Skill</b>                  | <b>Day 3 Skill</b>         | <b>Day 4 Skill</b>                 | <b>Day 5 Skill</b>                     |
| <b>Week 1</b>  | Introduce and Immerse      | Informational Article                           | Lead Paragraph                      | Details and Photographs    | Set a Purpose                      | Plan Your Informational Article        |
| <b>Week 2</b>  | Develop Elements           | Develop an Engaging Idea                        | Specific Facts and Concrete Details | Definitions and Quotations | Other Information and Examples     | Illustrations, Photos, and Multimedia  |
| <b>Week 3</b>  | Develop Structure          | Introduction                                    | Grouping Related Information        | Transitions                | Formatting                         | Conclusion                             |
| <b>Week 4</b>  | Writer's Craft             | Precise Language and Domain-Specific Vocabulary | Verb Tense                          | Adverbs                    | Edit Simple and Compound Sentences | Prepositions and Prepositional Phrases |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Edit for Punctuation Marks                      | Edit for Capitalization             | Publish and Celebrate      | Prepare for Assessment             | Assessment                             |

| <b>WEEK 6: INQUIRY and RESEARCH</b>  |  |  |  |  |  |   |
|--|--|--|--|--|--|---|
| <b>Theme Goal:</b> I can collaborate with others to explore how we learn through our observations. |  |  |  |  |  |   |
| <b>Writing Mode:</b> Informational Text  |  |  |  |  |  |   |
|  | <b>Leveled Research Articles</b>   | <b>Day 1 Introduce the Project and Academic Vocabulary</b>   | <b>Day 2 Collaborate and Discuss/Conduct Research</b>  | <b>Day 3 Collaborate and Discuss/Refine Research</b>   | <b>Day 4 Extend Research/Collaborate and Discuss</b>   | <b>Day 5 Reflect and Share</b>  |
| <b>Week 6</b>  | <b>Title:</b> Sights and Sounds in a Forest Preserve<br><b>Title:</b> Do You See What I See?<br><b>Title:</b> Naturally Inspired | Look Back at Weekly Questions Use text evidence to answer EQ: <i>How do plants and animals live together?</i> Scrapbook or other notebook on a plant and animal partnership. A relationship that favors both the plant and animal. | Plan Your Research Search online (choose a search engine to use and evaluate the search results) Annotating Research article | Example of a how-to guide Send an email to the National Park Service, a wilderness guide, a professor, or someone other expert requesting information about wilderness survival and clues to look for. | Primary and Secondary Sources Revise for mode of writing and domain-specific vocabulary. Edit for language conventions | Demonstrate one of your survival techniques, such as reading a compass, finding the North Star, building a fire, etc. |



| READING   |   |   |  |  |  |  |   |
|---|---|---|--|--|--|--|---|
| Unit Reading Goal: I know about different types of fiction and understand their elements. |   |   |  |  |  |  |   |
|   | Weekly Launch   | Weekly Vocabulary   | Weekly Reading Learning Goal   | Genre  | Text   | Close Read Skills  | Reflect and Share   |
| Week 1  | <b>Question:</b> What can we learn from the experiences of older generations?<br><b>Text:</b> Poem commissioned poem with clear characters      | enthusiasm<br>shattered<br>reassuring<br>encompass<br>inseparable | I can learn more about realistic fiction and read a text that helps me analyze characters in realistic fiction.                | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> from <i>Love, Amalia</i> by Alma Flor Ada and Gabriel M. Zubizarreta<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Analyze Characters<br>Make Connections                     | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2  | <b>Question:</b> What are some different ways in which people can reach a goal?<br><b>Text:</b> Infographic                                     | tolerate<br>loamy<br>wriggled<br>quarters<br>tingled              | I can learn more about realistic fiction and read a text that helps me analyze plot elements in realistic fiction.             | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> "A Pet for Calvin" from <i>Dude: Stories and Stuff for Boys</i> by Barbara Robinson<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary                                   | Analyze Plot Elements<br>Summarize Plot Elements           | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3  | <b>Question:</b> How are the experiences of people in ancient times similar to those of people in the modern world?<br><b>Text:</b> Infographic | quell<br>tactics<br>persevere<br>conscientious<br>supportive      | I can learn more about the theme reflections by reading a text that helps me explain literary structure in a drama and legend. | <b>Genre:</b> Legend and drama               | <b>Shared Read:</b> <i>The Carp</i> by Marie Yuen<br><i>The Hermit Thrush</i> by Dana Crum<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Explain Literary Structure<br>Synthesize Genre Information | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                |
| Week 4  | <b>Question:</b> What can our families teach us about ourselves?<br><b>Text:</b> Riddle/Poem  | vivid<br>retired<br>trembles<br>crinkled<br>melodic               | I can learn more about the theme Reflections by reading poetry.  | <b>Genre:</b> Poetry                         | <b>Shared Read:</b> "Artist to Artist" by Davida Adejouma<br>"Sepia" and "Spruce" from <i>Tan to Tamarind</i> by Malathi Michelle Iyengar<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary | Explain Figurative Language<br>Visualize                   | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Literature</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How does art reflect people's experiences?<br><b>Text:</b> Media (video)   | radically<br>embodies<br>indivisible<br>revolutionary<br>ironic   | I can learn more about realistic fiction and read a text that helps me infer multiple themes in realistic fiction.             | <b>Spotlight on Genre:</b> Realistic Fiction | <b>Shared Read:</b> "Life & Art" from <i>The Wright 3</i> by Blue Balliett<br><b>Book Club:</b> <i>Dear Mr. Henshaw</i> by Beverly Cleary  | Infer Multiple Themes<br>Make and Confirm Predictions      | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                |

| READING-WRITING BRIDGE   |   |  |  |  |  |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|--|--|--|--|
| Reading-Writing Bridge Goal: I can use language to make connections between reading and writing fiction. |   |  |  |  |  |  |  |  |  |  |  |
| Academic Vocabulary Words: demonstrate, perspective, recall, appeal, confide                             |   |  |  |  |  |  |  |  |  |  |  |
|  | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                    | Foundational Skills: Word Study                  | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                    | Foundational Skills: Spelling List   |  |  |  | Foundational Skills: Challenge Words                 | Language and Conventions               |
| Week 1   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Related Words         | <b>Skill:</b> Latin Roots port, dict, ject, terr | Imagery                                | <b>Skill:</b> Latin Roots port, dict, ject, terr | 1. transportation<br>2. reporter<br>3. supportive<br>4. portage<br>5. prediction | 6. unpredictable<br>7. contradict<br>8. contradiction<br>9. dictator<br>10. indictment | 11. reject<br>12. conjecture<br>13. injection<br>14. objective<br>15. subjective   | 16. dejected<br>17. projectile<br>18. terrarium<br>19. subterranean<br>20. terrace | 1. valedictorian<br>2. reportorial<br>3. terrestrial | Prepositions and Prepositional Phrases |
| Week 2   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Synonyms and Antonyms | <b>Skill:</b> Suffixes -ize, -ance, -ence, -ist  | Puns and Hyperbole                     | <b>Skill:</b> Suffixes -ize, -ance, -ence, -ist  | 1. pessimist<br>2. optimist<br>3. physicist<br>4. protagonist<br>5. antagonist   | 6. clearance<br>7. brilliance<br>8. performance<br>9. appearance<br>10. disappearance  | 11. insurance<br>12. preference<br>13. existence<br>14. coherence<br>15. influence | 16. familiarize<br>17. memorize<br>18. colonize<br>19. sanitize<br>20. italicize   | 1. coincidence<br>2. pharmacist<br>3. abolitionist   | Pronouns and Antecedents               |



| <b>READING-WRITING BRIDGE</b>   |   |                                      |  |   |  |  |   |  |  |   |                                   |
|---|---|--------------------------------------|--|---|--|--|---|--|--|---|-----------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading and writing fiction. |   |                                      |  |   |  |  |   |  |  |   |                                   |
| <b>Academic Vocabulary Words:</b> demonstrate, perspective, recall, appeal, confide                             |   |                                      |  |   |  |  |   |  |  |   |                                   |
|   | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>           | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>             | <b>Foundational Skills: Spelling List</b>                                |   |  |  | <b>Foundational Skills: Challenge Words</b>               | <b>Language and Conventions</b>   |
| <b>Week 3</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Unusual Spellings                  | Stereotyping and Anecdotes                    | <b>Skill:</b> Unusual Spellings                  | 1. league<br>2. sergeant<br>3. yacht<br>4. fatigue<br>5. debt            | 6. embarrass<br>7. vague<br>8. anxious<br>9. genealogy<br>10. queue           | 11. epitome<br>12. intrigue<br>13. villain<br>14. cantaloupe<br>15. flood    | 16. dept<br>17. cordial<br>18. disguise<br>19. jeopardy<br>20. liaison                 | 1. onomatopoeia<br>2. auxiliary<br>3. reminiscent         | Possessive Pronouns               |
| <b>Week 4</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Suffixes <i>-ous, -eous, -ious</i> | Mood  | <b>Skill:</b> Suffixes <i>-ous, -eous, -ious</i> | 1. jealous<br>2. fabulous<br>3. enormous<br>4. ridiculous<br>5. humorous | 6. numerous<br>7. adventurous<br>8. curious<br>9. furious<br>10. mysterious   | 11. victorious<br>12. obvious<br>13. previous<br>14. precious<br>15. vicious | 16. suspicious<br>17. cautious<br>18. courageous<br>19. courteous<br>20. miscellaneous | 1. advantageous<br>2. impervious<br>3. mischievous        | Indefinite and Reflexive Pronouns |
| <b>Week 5</b>   | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Syllable Patterns                  | Effect of Point of View                       | <b>Skill:</b> Syllable Patterns                  | 1. dispel<br>2. syntax<br>3. selfish<br>4. dismal<br>5. segment          | 6. confiscate<br>7. compensate<br>8. indignant<br>9. insistent<br>10. crusade | 11. humane<br>12. protest<br>13. profile<br>14. diabolic<br>15. museum       | 16. congruent<br>17. defiance<br>18. supreme<br>19. ignite<br>20. impede               | 1. identification<br>2. contemporaneous<br>3. tranquilize | Adverbs                           |

| <b>WRITING</b>   |                            |  |                                    |                                       |                                     |  |
|--|----------------------------|--|------------------------------------|---------------------------------------|-------------------------------------|--|
| <b>Unit Writing Goal:</b> I can use elements of opinion writing to write an essay. |                            |  |                                    |                                       |                                     |  |
| <b>Unit Writing Genre:</b> Opinion Essay   |                            |  |                                    |                                       |                                     |  |
|  | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                       | <b>Day 2 Skill</b>                 | <b>Day 3 Skill</b>                    | <b>Day 4 Skill</b>                  | <b>Day 5 Skill</b>                         |
| <b>Week 1</b>  | Introduce and Immerse      | Opinion Essay                            | Point of View                      | Reasons and Information               | Brainstorm a Topic and Opinion      | Plan Your Opinion Essay                    |
| <b>Week 2</b>  | Develop Elements           | Develop an Opinion                       | Develop Reasons                    | Develop Facts and Details             | Graphic Features                    | Use Technology to Produce Writing          |
| <b>Week 3</b>  | Develop Structure          | Introduction and Conclusion              | Reasons and Supporting Information | Linking Words, Phrases, and Clauses   | Formatting                          | Use Technology to Interact and Collaborate |
| <b>Week 4</b>  | Writer's Craft             | Capitalization                           | Proper Mechanics                   | Revise: Rearranging Ideas for Clarity | Revise: Combining Ideas for Clarity | Peer Editing                               |
| <b>Week 5</b>  | Publish, Celebrate, Assess | Incorporate Peer and Teacher Suggestions | Publish a Final Draft              | Publish and Celebrate                 | Prepare for Assessment              | Assessment                                 |

| <b>WEEK 6: INQUIRY and RESEARCH</b>  |   |   |  |  |   |                                |
|--|---|---|--|--|---|--------------------------------|
| <b>Theme Goal:</b> I can collaborate with others to explore how the experiences of others reflect our own. |   |   |  |  |   |                                |
| <b>Writing Mode:</b> Argumentative/Opinion Speech  |   |   |  |  |   |                                |
|  | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/ Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b> | <b>Day 4 Extend Research/Collaborate and Discuss</b>  | <b>Day 5 Reflect and Share</b> |
| <b>Week 6</b>  | <b>Title:</b> The Making of a Holiday<br><b>Title:</b> Awesome Jane Addams<br><b>Title:</b> You Inspire Me! | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>How do the experiences of others reflect our own?</i><br>Research a person who has had an impact on your life. Give a speech about why we should dedicate a day to this person. | Plan Your Research Library database                    | Example of an argumentative speech<br>Bibliography   | Creating timelines and other graphic sources<br>Revise for writing mode.<br>Edit: Combining Ideas for Clarity | Present                        |

| READING   |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| Unit Reading Goal: I know about different types of fiction and understand the elements of historical fiction. |   |   |  |   |   |   |
|   | Weekly Launch   | Weekly Vocabulary   | Genre  | Text  | Close Read Skills   | Reflect and Share   |
| Week 1  | <b>Question:</b> Why should people work together to help others achieve freedom?<br><b>Text:</b> Infographic  | endure<br>ponder<br>commotion<br>commenced<br>strapping               | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> "Keeping Mr. John Holton Alive" from <i>Elijah of Buxton</i> by Christopher Paul Curtis<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit | Analyze Characters<br>Evaluate Details                    | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |
| Week 2  | <b>Question:</b> How can ordinary people contribute to a fight for freedom?<br><b>Text:</b> Map               | resembled<br>suspicious<br>relaying<br>stalking<br>solemnly           | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> <i>The Scarlet Stockings Spy</i> by Trinka Hakes Noble<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit                                  | Infer Multiple Themes<br>Monitor Comprehension            | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 3  | <b>Question:</b> What can governments do to protect our freedoms?<br><b>Text:</b> Word Puzzle                 | convention<br>delegates<br>ratification<br>petition<br>violations     | <b>Genre:</b> Informational Text                 | <b>Shared Read:</b> <i>The Bill of Rights (My Guide to the Constitution)</i> by Amie Jane Leavitt<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit           | Interpret Text Structure<br>Summarize                     | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 4  | <b>Question:</b> What are some things people can do when their freedom is limited?<br><b>Text:</b> Timeline   | segregation<br>mistreated<br>qualified<br>demonstrators<br>sympathize | <b>Genre:</b> Biography                          | <b>Shared Read:</b> <i>Delivering Justice: W. W. Law and the Fight for Civil Rights</i> by Jim Haskins<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit      | Explain Relationships Between Ideas<br>Generate Questions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to informational text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5  | <b>Question:</b> How can going to a new place give a person new opportunities?<br><b>Text:</b> Primary Source | provisions<br>terrain<br>settlement<br>bandits<br>oblige              | <b>Spotlight on Genre:</b><br>Historical Fiction | <b>Shared Read:</b> <i>Ezekiel Johnson Goes West</i> by Guy A. Sims<br><b>Book Club:</b> <i>Guns for General Washington: A Story of the American Revolution</i> by Seymour Reit   | Explain Author's Purpose<br>Make Inferences               | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |   |  |  |  |   |  |   |  |  |  |
|---|---|---|--|--|--|---|--|---|--|--|--|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis. |   |   |  |  |  |   |  |   |  |  |  |
| Academic Vocabulary Words: limitation, grace, noble, empower, resist  |   |   |  |  |  |   |  |   |  |  |  |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study                                    | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling                                      | Foundational Skills: Spelling List  |  |   |  | Foundational Skills: Challenge Words                           | Language and Conventions                 |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>   | Varieties of English (dialects)        | <b>Skill:</b> Word Parts <i>pro-</i> , <i>com-</i> , <i>con-</i>   | 1. combine<br>2. combination<br>3. command<br>4. compress<br>5. companion     | 6. complement<br>7. concert<br>8. congestion<br>9. conclave<br>10. consensus | 11. convene<br>12. concoction<br>13. contingent<br>14. proponent<br>15. protection          | 16. protective<br>17. provide<br>18. provision<br>19. projection<br>20. promotion        | 1. proficiency<br>2. procrastination<br>3. competitiveness     | Adjectives (descriptive)                 |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i> | Point of View                          | <b>Skill:</b> Word Parts <i>anti-</i> , <i>mid-</i> , <i>trans</i> | 1. antifreeze<br>2. antipathy<br>3. antithesis<br>4. antigen<br>5. antiquated | 6. midsection<br>7. midweek<br>8. midstream<br>9. midnight<br>10. midpoint   | 11. transmit<br>12. transmission<br>13. translation<br>14. translucent<br>15. transatlantic | 16. transfusion<br>17. transistor<br>18. transpose<br>19. transgress<br>20. midcontinent | 1. antihistamine<br>2. transactivation<br>3. antiestablishment | Adjectives (comparative and superlative) |

| <b>READING-WRITING BRIDGE</b>  |   |                                      |  |   |  |  |  |   |   |  |   |
|--|---|--------------------------------------|--|---|--|--|--|---|---|--|---|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about historical fiction and writing literary analysis. |   |                                      |  |   |  |  |  |   |   |  |   |
| <b>Academic Vocabulary Words:</b> limitation, grace, noble, empower, resist  |   |                                      |  |   |  |  |  |   |   |  |   |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b>                   | <b>Read Like a Writer, Write for a Reader</b> | <b>Foundational Skills: Spelling</b>                     | <b>Foundational Skills: Spelling List</b>                                    |  |   |   | <b>Foundational Skills: Challenge Words</b>            | <b>Language and Conventions</b>             |
| <b>Week 3</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Word Parts sub-, super-                    | Author's Purpose                              | <b>Skill:</b> Word Parts <i>sub-, super-</i>             | 1. subway<br>2. subset<br>3. submarine<br>4. substitute<br>5. submerge       | 6. subconscious<br>7. subordinate<br>8. subsidiary<br>9. subsequent<br>10. subdivision | 11. supermarket<br>12. supervisor<br>13. supervision<br>14. superstar<br>15. supersonic | 16. superlative<br>17. supersede<br>18. supernova<br>19. superior<br>20. superintendent | 1. superfluous<br>2. substantiate<br>3. superimpose    | Coordinating and Subordinating Conjunctions |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Word Origins                               | Graphic Features                              | <b>Skill:</b> Greek Roots                                | 1. graph<br>2. graphics<br>3. bibliography<br>4. homograph<br>5. seismograph | 6. graphite<br>7. monograph<br>8. holograph<br>9. topography<br>10. television         | 11. telecast<br>12. telepathy<br>13. telephoto<br>14. telemetry<br>15. televise         | 16. microbiology<br>17. microcosm<br>18. microchip<br>19. microbe<br>20. microwave      | 1. calligraphy<br>2. lexicographer<br>3. microanalysis | Correlative Conjunctions                    |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Latin Roots <i>audi, rupt, scrib, spec</i> | Adages  | <b>Skill:</b> Latin Roots <i>audi, rupt, scrib, spec</i> | 1. audio<br>2. audience<br>3. audit<br>4. audition<br>5. auditory            | 6. auditorium<br>7. bankrupt<br>8. disruptive<br>9. disruption<br>10. rupture          | 11. scribble<br>12. script<br>13. inscription<br>14. transcribe<br>15. spectacle        | 16. spectator<br>17. prospect<br>18. retrospective<br>19. speculate<br>20. inspection   | 1. audiologist<br>2. circumscribe<br>3. introspection  | Capitalization                              |

| <b>WRITING</b>  |                            |   |                              |                       |                          |                                 |
|---|----------------------------|---|------------------------------|-----------------------|--------------------------|---------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of science fiction to write a short story. |                            |   |                              |                       |                          |                                 |
| <b>Unit Writing Genre:</b> Science Fiction  |                            |   |                              |                       |                          |                                 |
|   | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>                            | <b>Day 2 Skill</b>           | <b>Day 3 Skill</b>    | <b>Day 4 Skill</b>       | <b>Day 5 Skill</b>              |
| <b>Week 1</b>   | Introduce and Immerse      | Science Fiction                               | Characters and Setting       | Plot                  | Set a Purpose            | Plan Your Science Fiction Story |
| <b>Week 2</b>   | Develop Elements           | Characters                                    | Setting                      | Conflict              | Resolution               | Dialogue                        |
| <b>Week 3</b>   | Develop Structure          | Introduction                                  | Sequence of Events           | Pacing the Events     | Develop the Plot         | Select a Different Genre        |
| <b>Week 4</b>   | Writer's Craft             | Prepositions and Prepositional Phrases        | Irregular Verbs              | Collective Nouns      | Correlative Conjunctions | Punctuation Marks               |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Revise: Adding and Deleting Ideas for Clarity | Edit for Indefinite Pronouns | Publish and Celebrate | Prepare for Assessment   | Assessment                      |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |  |   |  |  |  |   |
|---|--|---|--|--|--|---|
| <b>Theme Goal:</b> I can collaborate with others to determine what it means to be free. |  |   |  |  |  |   |
| <b>Writing Mode:</b> Informational  |  |   |  |  |  |   |
|   | <b>Leveled Research Articles</b>   | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/ Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b>                       | <b>Day 4 Extend Research/Collaborate and Discuss</b>   | <b>Day 5 Reflect and Share</b>                              |
| <b>Week 6</b>   | <b>Title:</b> Experiencing Freedom<br><b>Title:</b> You Can Quote Me!<br><b>Title:</b> Thomas Paine's Legacy | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>What does it mean to be free?</i><br>Conduct a survey and use the resulting data to explore what freedom means to different people (classmates, friends, people from other countries). Create your own project to represent what you think it means to be free. | Plan Your Research<br>Conduct a survey                 | Examples of questions you ask in a survey<br>Primary and Secondary Sources | Online survey tools<br>Revise for writing mode and clarity.<br>Edit for language conventions | Students present their ideas about what it means to be free |



# Grade 5, Unit 5

**Unit Theme:** SCIENCE:  
OUR WORLD (Earth Science) Systems

**Essential Question:** How do elements of systems change?  
**Genre:** Informational

| READING  |  |   |  |   |  |   |
|--|--|---|--|---|--|---|
| Unit Reading Goal: I know about different types of informational texts and understand their structures and features. |  |   |  |   |  |   |
|  | Weekly Launch  | Weekly Vocabulary   | Genre  | Text  | Close Read Skills  | Reflect and Share   |
| Week 1   | <b>Question:</b> How do rocks form and change over time?<br><b>Text:</b> Infographic<br>what geologists do | minerals<br>particles<br>deposits<br>erosion<br>principles      | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> from <i>Rocks and Fossils</i> by Richard Hantula<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Identify Main Idea and Details<br>Make Connections         | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul> |
| Week 2   | <b>Question:</b> What can cause water to change form?<br><b>Text:</b> Poem                                 | abundant<br>substance<br>condenses<br>altitude<br>trickles      | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> <i>Earth's Water Cycle</i> by Diane Dakers<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Interpret Text Features<br>Confirm and Correct Predictions | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 3   | <b>Question:</b> How can Earth's changes affect where and how we live?<br><b>Text:</b> Media (video)       | comrade<br>custom<br>coaxed<br>revived<br>heed                  | <b>Genre:</b> Fiction                            | <b>Shared Read:</b> "The Dog of Pompeii" by Louis Untermeyer<br>from <i>Best Shorts: Favorite Short Stories for Sharing</i><br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara             | Analyze Plot and Setting<br>Make Inferences                | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul>                        |
| Week 4   | <b>Question:</b> How do human actions create and change cycles?<br><b>Text:</b> Diagram                    | edible<br>compost<br>conscious<br>manufacturer<br>contamination | <b>Spotlight on Genre:</b><br>Informational Text | <b>Shared Read:</b> "Let's Talk Trash" infographic (USDA)<br>"It's Time To Get Serious About Reducing Food Waste, Feds Say" (NPR) AUDIO<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara | Compare and Contrast Accounts<br>Monitor Comprehension     | <ul style="list-style-type: none"> <li>• <b>Write to Sources:</b> Response to Informational Text</li> <li>• <b>Respond to the Weekly Question:</b> Oral Response</li> </ul> |
| Week 5   | <b>Question:</b> How much should people try to influence natural systems?<br><b>Text:</b> Map              | geological<br>habitat<br>debris<br>advocates<br>valve           | <b>Genre:</b> Argumentative Text                 | <b>Shared Read:</b> <i>People Should Manage Nature</i> by Lee Francis IV<br><b>Book Club:</b> <i>Into the Volcano</i> by Donna O'Meara  | Analyze Argumentative Texts<br>Make Connections            | <ul style="list-style-type: none"> <li>• <b>Talk About It:</b> Opinion</li> <li>• <b>Respond to the Weekly Question:</b> Written Response</li> </ul>                        |

| READING-WRITING BRIDGE  |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
|---|---|---|---------------------------------|--|---------------------------------|---|--|---|---|--|-----------------------------------|
| Reading-Writing Bridge Goal: I can use language to make connections between reading about historical fiction and writing literary analysis. |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
| Academic Vocabulary Words: disturb, cycle, impact, composed, engineer   |   |   |                                 |  |                                 |   |  |   |   |  |                                   |
|   | Weekly Reading-Writing Bridge Learning Goal   | Academic Vocabulary                       | Foundational Skills: Word Study | Read Like a Writer, Write for a Reader | Foundational Skills: Spelling   | Foundational Skills: Spelling List  |  |   |   | Foundational Skills: Challenge Words               | Language and Conventions          |
| Week 1  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Related Words         | <b>Skill:</b> Consonant Changes | Text Features                          | <b>Skill:</b> Consonant Changes | 1. isolate<br>2. isolation<br>3. select<br>4. selection<br>5. music       | 6. musician<br>7. hesitate<br>8. hesitation<br>9. frustrate<br>10. frustration | 11. elect<br>12. election<br>13. mathematics<br>14. mathematician<br>15. clinic | 16. clinician<br>17. politics<br>18. politician<br>19. coordinate<br>20. coordination | 1. esthetics<br>2. esthetician<br>3. diagnostician | Commas and Semicolons in a Series |
| Week 2  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b><br>Synonyms and Antonyms | <b>Skill:</b> Syllable Patterns | Text Structure                         | <b>Skill:</b> Syllable Patterns | 1. contact<br>2. alligator<br>3. escalator<br>4. classical<br>5. innocent | 6. trifle<br>7. obstacle<br>8. miracle<br>9. icicle<br>10. struggle            | 11. medium<br>12. variable<br>13. idea<br>14. studio<br>15. stadium             | 16. radiate<br>17. strategy<br>18. finish<br>19. dutiful<br>20. arthritis             | 1. radiation<br>2. recreational<br>3. intimidation | Commas and Introductory Elements  |



| <b>READING-WRITING BRIDGE</b>  |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
|--|---|--------------------------------------|--|---|--------------------------------------|---|---|---|--|--|------------------------------------|
| <b>Reading-Writing Bridge Goal:</b> I can use language to make connections between reading about historical fiction and writing literary analysis. |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
| <b>Academic Vocabulary Words:</b> disturb, cycle, impact, composed, engineer   |   |                                      |  |   |                                      |   |   |   |  |  |                                    |
|  | <b>Weekly Reading-Writing Bridge Learning Goal</b>                                      | <b>Academic Vocabulary</b>           | <b>Foundational Skills: Word Study</b> | <b>Read Like a Writer, Write for a Reader</b>                       | <b>Foundational Skills: Spelling</b> | <b>Foundational Skills: Spelling List</b>   |   |   |  | <b>Foundational Skills: Challenge Words</b>                | <b>Language and Conventions</b>    |
| <b>Week 3</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Context Clues       | <b>Skill:</b> Multisyllabic Words      | Shades of Meaning (Connotation and Denotation)                      | <b>Skill:</b> Multisyllabic Words    | 1. elementary<br>2. miniature<br>3. probability<br>4. definition<br>5. literature | 6. ravioli<br>7. cafeteria<br>8. mosaic<br>9. tuxedo<br>10. cylinder            | 11. intermediate<br>12. centennial<br>13. curiosity<br>14. environment<br>15. humiliate | 16. harmonica<br>17. stationery<br>18. certificate<br>19. punctuation<br>20. amateur | 1. accommodation<br>2. characterization<br>3. constituency | Title<br>Punctuation               |
| <b>Week 4</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Figurative Language | <b>Skill:</b> Schwa                    | Graphic Features  | <b>Skill:</b> Schwa                  | 1. jewel<br>2. kingdom<br>3. gasoline<br>4. consolidation<br>5. garage            | 6. tropical<br>7. pajamas<br>8. universal<br>9. ordinary<br>10. humidity        | 11. bulletin<br>12. carnival<br>13. illustrate<br>14. elegant<br>15. census             | 16. terrific<br>17. celebrate<br>18. independent<br>19. celery<br>20. experiment     | 1. pleasurable<br>2. interdependent<br>3. problematic      | Quotation<br>Markswith<br>Dialogue |
| <b>Week 5</b>  | I can develop knowledge about language to make connections between reading and writing. | <b>Strategy:</b> Parts of Speech     | <b>Skill:</b> Vowel Changes            | Rhetorical Devices<br>Literary device of first-person point of view | <b>Skill:</b> Vowel Changes          | 1. explain<br>2. explanation<br>3. cycle<br>4. cyclic<br>5. prepare               | 6. preparation<br>7. perspire<br>8. perspiration<br>9. collide<br>10. collision | 11. repeat<br>12. repetition<br>13. severe<br>14. severity<br>15. deduce                | 16. deductive<br>17. sincere<br>18. sincerity<br>19. physical<br>20. physicality     | 1. inflame<br>2. inflammation<br>3. designation            | Interjections                      |

| <b>WRITING</b>  |                            |                           |                          |                          |                        |                               |
|---|----------------------------|---------------------------|--------------------------|--------------------------|------------------------|-------------------------------|
| <b>Unit Writing Goal:</b> I can use elements of poetry to write a poem. |                            |                           |                          |                          |                        |                               |
| <b>Unit Writing Genre:</b> Poetry                                       |                            |                           |                          |                          |                        |                               |
|   | <b>Weekly Focus</b>        | <b>Day 1 Skill</b>        | <b>Day 2 Skill</b>       | <b>Day 3 Skill</b>       | <b>Day 4 Skill</b>     | <b>Day 5 Skill</b>            |
| <b>Week 1</b>   | Introduce and Immerse      | Poetry                    | What Poetry Sounds Like  | What Poetry Looks Like   | Brainstorm Ideas       | Plan Your Poetry              |
| <b>Week 2</b>   | Develop Elements           | Seeing Things Like a Poet | Rhythm and Rhyme         | Personification          | Simile and Metaphor    | Interjections                 |
| <b>Week 3</b>   | Develop Structure          | Line Breaks               | Stanzas                  | Punctuation              | Rhyme Scheme           | Rewriting                     |
| <b>Week 4</b>   | Writer's Craft             | When to Break the Rules   | Try a New Approach       | Correlative Conjunctions | Descriptive Adjectives | Edit Titles and Show Emphasis |
| <b>Week 5</b>   | Publish, Celebrate, Assess | Edit for Collective Nouns | Edit for Irregular Verbs | Publish and Celebrate    | Prepare for Assessment | Assessment                    |

| <b>WEEK 6: INQUIRY and RESEARCH</b>   |   |   |   |  |  |  |
|---|---|---|---|--|--|--|
| <b>Theme Goal:</b> I can collaborate with others to explore how elements of systems change. |   |   |   |  |  |  |
| <b>Writing Mode:</b> Argumentative  |   |   |   |  |  |  |
|   | <b>Leveled Research Articles</b>  | <b>Day 1 Introduce the Project and Academic Vocabulary</b>  | <b>Day 2 Collaborate and Discuss/Conduct Research</b> | <b>Day 3 Collaborate and Discuss/Refine Research</b> | <b>Day 4 Extend Research/Collaborate and Discuss</b>   | <b>Day 5 Reflect and Share</b>                               |
| <b>Week 6</b>   | <b>Title:</b> Now Hear This!<br><b>Title:</b> Emergency!<br><b>Title:</b> Meet FEMA | Look Back at Weekly Questions<br>Use text evidence to answer EQ: <i>How do elements of systems change?</i> Choose a natural disaster and create a PSA (Public Service Announcement) about things people can do to be prepared and actions to take to stay safe when one occurs. Write a script that can be audio and/or video recorded. | Chart: ArgumentPrint or digital source                | Example of a script for a PSA Bibliography           | Tips for audio/video recording a presentation Revise for characteristics and craft of argumentative writing. Edit for language conventions | Present PSAs as videos or as live performances to the class. |





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| Grade 6, Unit 1                                       |             |                             |  |              |  |                                       |  |
|---|-------------|-----------------------------|--|--------------|--|---------------------------------------|--|
| Whole-Class Learning                                  |             |                             |  |              |  |                                       |  |
| Title and Author                                      | Genre       | Analyze Craft and Structure | Concept / Technical / Media Vocabulary   | Word Study   | Conventions or Author's Style  | Writing to Sources                    | Speaking and Listening                       |
| from <i>Brown Girl Dreaming</i><br>Jacqueline Woodson | Memoir      | Memoir and Poetry           | Words that appeal to the senses:<br><br>squish<br>humming<br>twist<br>twirl<br>shushes<br>feathery | Onomatopoeia | Conventions:<br>Common, Proper, and Possessive Nouns<br><br>noun<br>common noun<br>proper noun<br>possessive nouns | Poem                                  | Partner Discussion                           |
| Standards   |             | RI.5<br>RI.6                |  | RL.4         | L.2<br>L.3<br>L.5  | W.3<br>W.3.b<br>W.3.d<br>W.9<br>W.9.a | SL.1<br>SL.1.a<br>SL.1.b<br>SL.1.c<br>SL.1.d |
| Gallery of Calvin and Hobbes Comics<br>Bill Watterson | Comic Strip |                             | Media Vocabulary<br><br>panel<br>encapsulation<br>speech balloon                                   |              |  |                                       | Research and Discuss: Class Discussion       |
| Standards   |             |                             |  |              |  |                                       | W.7<br>SL.1<br>SL.1.a<br>SL.1.c<br>SL.1.d    |

|   |                  |                              |                             |  |  |   | SL.2  |
|---|------------------|------------------------------|-----------------------------|--|--|---|---|
| <b>Performance Task: Writing Focus</b>  |                  |                              |                             |  |  |   |   |
| Write a Nonfiction Narrative<br>Prompt: When did you have to use your imagination to find another way to do something?<br>Language Development: Author's Style: Voice |                  |                              |                             |  | Standards: W.3, W.3.a-e, L.3, L.3.a, W.4, W.5, W.6 |   |   |
| <b>Small-Group Learning</b>   |                  |                              |                             |  |  |   |   |
| Title and Author  | Genre            | Pre-reading Vocabulary Skill | Analyze Craft and Structure | Concept / Media Vocabulary   | Word Study   | Conventions or Author's Style   | Writing to Sources / Speaking and Listening / Research    |
| Declaration of the Rights of the Child<br>The United Nations General Assembly   | Public Document  | Use a Dictionary             | Development of Ideas        | Words related to laws and rights:<br><br>entitled<br>enactment<br>compulsory | Latin root<br>-puls-                               | Conventions:<br>Pronoun Case<br><br>pronoun<br>pronoun<br>case<br>nominative<br>(or)<br>subjective<br>case<br>objective<br>case<br>possessive<br>case | Writing to Sources<br><br>Informational<br>article, essay |
| Standards   |                  | L.4                          | RI.3<br>RI.5                |  | L.4<br>L.4.b                                       | L.1<br>L.1.a  | W.2   |
| Michaela DePrince: The War Orphan Who Became a Ballerina<br>William Kremer  | Magazine Article | Context Clues                | Biographical Writing        | Words that relate to difficulties or to difficult                            | Synonyms and Antonyms                              | Conventions:<br>Reflexive and Intensive Pronouns  | Speaking and Listening:<br>Oral presentation              |

|  |        |               |  |   |                                       |  |  |
|--|--------|---------------|--|---|---------------------------------------|--|--|
|  |        |               | narrative<br>nonfiction<br>direct quotations | situations, such<br>as war:<br><br>antagonism<br>refugee<br>distraught  |                                       | reflexive<br>pronoun<br>intensive<br>pronoun   | personality<br>profile<br>Informative<br>report          |
| Standards  |        | L.4<br>L.4.a  | RI.3<br>RI.5                                 |   | L.4<br>L.4.c<br>L.4.d<br>L.5<br>L.5.b | L.1<br>L.1.b   | SL.1, SL.4   |
| from Bad Boy<br>Walter Dean Myers                | Memoir | Context Clues | Central Idea<br><br>Author's purpose         | Words that<br>convey states of<br>mind, or<br>attitudes, of<br>different kinds<br>and intensities:<br><br>respected<br>desperate<br>disgusted | Latin root<br>-spec-                  | Conventions:<br>Adjectives and<br>Adverbs<br><br>adjective<br>adverb                       | N/A  |
| Standards  |        | L.4<br>L.4.a  | RI.1<br>RI.2<br>RI.5                         | L.4<br>L.4.c  | L.4.b                                 | L.1  |  |
| I Was a Skinny Tomboy Kid<br>Alma Luz Villanueva | Poetry | Context clues | Theme  | Words that<br>convey feelings<br>or states of being:<br><br>clenched<br>stubborn<br>tenseness   | Anglo-Saxon<br>Suffix -ness           | Author's Style:<br>Figurative<br>Language<br><br>simile<br>metaphor<br>personifica<br>tion | Writing to<br>Compare:<br>compare-and-<br>contrast essay |

|           |  |              |                      |     |                  |              |   |
|-----------|--|--------------|----------------------|-----|------------------|--------------|---|
| Standards |  | L.4<br>L.4.a | RI.1<br>RI.2<br>RI.5 | L.4 | L.6.4<br>L.6.4.b | L.5<br>L.5.a | RL.9<br>RI.9<br>W.2<br>W.2.a-c<br>W.6.5<br>W.9<br>W.9.a-b<br>L.1<br>L.1.b |
|-----------|--|--------------|----------------------|-----|------------------|--------------|---|

### Performance Task: Speaking and Listening

|   |                             |
|---|-----------------------------|
| Present a Retelling<br>Prompt: Deliver a retelling of the childhood challenges presented in either the magazine article, the memoir excerpt, or the poem from this section. | Standards: SL.4, SL.5, SL.6 |
|---|-----------------------------|

### Performance-Based Assessment

|   |                                      |
|---|--------------------------------------|
| Writing to Sources: Nonfiction Narrative<br>Writing Prompt: When did a challenge lead to a triumph?<br>Speaking & Listening Outcome: Recitation | Standards: W.6.3.a-e, SL.6.4, SL.6.6 |
|---|--------------------------------------|

## Grade 6, Unit 2

### Whole-Class Learning

| Title and Author | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study | Conventions or Author's Style | Writing to Sources | Speaking and Listening |
|------------------|-------|-----------------------------|--|------------|-------------------------------|--------------------|------------------------|
|------------------|-------|-----------------------------|--|------------|-------------------------------|--------------------|------------------------|

|  |                    |  |   |   |   |                                |                                   |
|--|--------------------|--|---|---|---|--------------------------------|-----------------------------------|
| from My Life With the Chimpanzees<br>Jane Goodall  | Memoir             | Author's Purpose<br><br>Memoir                         | Words used to describe the chimpanzees' behavior:<br><br>vanished<br>miserable<br>irritable<br>threateningly<br>impetuous<br>dominate | Latin suffix -able  | Conventions: Commas, Parentheses, and Dashes<br><br>comma<br>nonessential<br>nonrestrictive<br>element<br>parentheses<br>dashes | How-to essay                   | Class Discussion                  |
| Standards  |                    | RI.1<br>RI.6   |   | L.4<br>L.4.b<br>L.5<br>L.5.b  | L.2<br>L.2.a  | W.2<br>W.2.a-d                 | SL.1<br>SL.1.a-d                  |
| Hachiko: The True Story of a Loyal Dog Pamela S. Turner  | Historical Fiction | Historical Fiction<br><br>Setting<br>Conflict<br>Theme | Words that show how people act and react to one another:<br><br>timidly<br>anxious<br>patiently<br>thoughtfully<br>silently           | Anglo-Saxon Suffix -ly  | Conventions: Spelling and Capitalization<br><br>irregular plurals<br>capitalization   | Story adaption                 | Partner Discussion                |
| Standards  |                    | RL.2<br>RL.3<br>RL.5                                   |   | L.4<br>L.4.b  | L.2<br>L.2.b<br>L.5<br>L.5.b  | W.3<br>W.3.a,<br>W.9<br>W.9.a, | SL.1<br>SL.1.a-b<br>SL.4<br>W.6.7 |
| <b>Performance Task: Writing Focus</b>   |                    |  |   |   |   |                                |                                   |
| Write an Explanatory Essay<br>Prompt: What qualities do Goodall and Turner believe people and animals share? |                    |  |   | Standards: W.2, W.2.a-f, W.4, W.5, W.6, W.6.7, W.6.8, W.10, L.1, L.1.a, L.1.e |   |                                |                                   |

| Language Development: Conventions |        |                              |   |   |                        |   |  |
|-----------------------------------|--------|------------------------------|---|---|------------------------|---|--|
| Small-Group Learning              |        |                              |   |   |                        |   |  |
| Title and Author                  | Genre  | Pre-reading Vocabulary Skill | Analyze Craft and Structure   | Concept / Technical / Media Vocabulary  | Word Study             | Conventions or Author's Style   | Writing to Sources / Speaking and Listening / Research |
| A Blessing<br>James Wright        | Poetry | Context Clues                | Elements of Poetry:<br><br>lyric poem<br>sound devices<br>repetition<br>alliteration<br>figurative language<br>simile<br>tone | Words that relate to emotions:<br><br>shyly<br>loneliness<br>blossom            | Multiple meaning words | Conventions:<br>Verbs and Verb Tenses<br><br>verb<br>action<br>verb<br>linking<br>verb<br>tense<br>past<br>tense<br>present<br>tense<br>future<br>tense | N/A  |
| Standards                         |        | L.4<br>L.4.a                 | RL.4  |   | L.4<br>L.4.c           | L.1   |  |
| Predators<br>Linda Hogan          | Poetry | Context Clues                | Poetic Structures<br><br>stanza<br>line<br>stanza<br>structure  | Words related to plants and gardening:<br><br>wild<br>cultivate<br>domesticated | Latin Root -dom-       | Author's Style: Word Choice and Tone<br><br>Diction<br>Denotation   | Writing to Compare: Comparison-and-contrast essay      |

|   |             |                                   |   |  |                                |  |   |
|---|-------------|-----------------------------------|---|--|--------------------------------|--|---|
|   |             |                                   | two lines<br>eight lines<br>four lines<br>six lines   |  |                                | Connotations   |   |
| Standards                                     |             | L.4<br>L.4.a                      | RL.5  |  | L.4<br>L.4.b                   | L.5<br>L.5.c<br>RL.4   | W.2<br>W.2.a-b<br>W.2.f<br>W.5<br>W.9<br>W.9.a                              |
| Monkey Master<br>Waldemar Januszczak          | ESSAY       | Using a Specialized<br>Dictionary | N/A   | Words that have<br>to do with art or<br>the critique of<br>art:<br><br>purist<br>aesthetic<br>abstract | Greek Suffix: -ist             | N/A  | Research and<br>Discuss: Group<br>discussion                                |
| Standards                                     |             | L.4<br>L.4.c                      |   |  | L.4.b<br>L.4.d<br>L.4<br>L.4.d |  | W.7<br>W.8<br>SL.1<br>SL.1.c  |
| Black Cowboy, Wild<br>Horses<br>Julius Lester | SHORT STORY | Context Clues                     | Plot<br><br>plot<br>exposition<br>conflict<br>rising<br>action<br>climax<br>falling<br>action<br>resolution | Words that<br>describe<br>movement:<br><br>milled<br>skittered<br>quivering                            | Multiple-Meaning<br>Words      | Conventions:<br>Perfect<br>Tenses of<br>Verbs<br><br>perfect<br>tense<br>present<br>perfect<br>past<br>perfect | Speaking and<br>Listening:<br><br>Informative<br>multimedia<br>presentation |

|           |  |              |      |  |     |                |  |
|-----------|--|--------------|------|--|-----|----------------|--|
|           |  |              |      |  |     | future perfect |  |
| Standards |  | L.4<br>L.4.a | RL.3 |  | L.4 | L.1            | W.7<br>W.8<br>SL.1<br>SL.1.b<br>SL.5, SL.6.4, SL.6.6 |

## Performance Task: Speaking & Listening Focus

|  |                                       |
|--|---------------------------------------|
| Deliver an Informative Presentation<br>Prompt: How can the bonds between people and animals be surprising? | Standards: SL.6.1, SL.4, SL.5, SL.6.6 |
|--|---------------------------------------|

## Performance-Based Assessment

|   |                                    |
|---|------------------------------------|
| Writing to Sources: Explanatory Essay<br>Prompt: How can animals and people help one another?<br>Speaking & Listening Outcome: Informative Presentation | Standards: W.2, W.10, SL.4, SL.6.6 |
|---|------------------------------------|

## Grade 6, Unit 3

### Whole-Class Learning

| Title and Author                     | Genre       | Analyze Craft and Structure | Concept / Technical / Media Vocabulary | Word Study         | Conventions or Author's Style | Writing to Sources  | Speaking and Listening  |
|--------------------------------------|-------------|-----------------------------|--|--------------------|-------------------------------|---------------------|-------------------------|
| Feathered Friend<br>Arthur C. Clarke | Short Story | Determine Theme             | Words related to feelings of sadness,  | Greek root - path- | Conventions: Compound Words   | Argumentative Essay | Multimedia Presentation |

|  |           |   |  |                         |   |  |                        |
|--|-----------|---|--|-------------------------|---|--|------------------------|
|  |           | theme implied theme setting   | suffering, and regret:<br><br>pathetically distressed<br>mournfully<br>apology<br>lamented                             |                         |   |  |                        |
| Standards  |           | RL.1<br>RL.2<br>RL.5  |  | L.4<br>L.4.b            | L.5<br>L.1  | W.1<br>W.1.a–c<br>W.1.e<br>W.7             | SL.4<br>SL.5<br>SL.6.6 |
| Teens and Technology<br>Share a Future<br>Stefan Etienne | Blog Post | Author’s Perspective:<br>Argument<br>argument<br>claim<br>perspective                     | Technical Vocabulary<br><br>microchips<br>trigonometry<br>pixels   | Greek Suffix -<br>metry | Conventions:<br>Appositives and<br>Appositive Phrases<br><br>appositive<br>appositive<br>phrase   | N/A  | N/A                    |
| Standards  |           | RI.6<br><br>RI.6.1<br>RI.6.5  |  | L.4<br>L.4.b            | L.2   |  |                        |
| The Black Hole of<br>Technology<br>Leena Khan            | Blog Post | Persuasive Techniques<br><br>claim<br>repetition<br>appeal to emotion<br>appeal to reason | Words that relate to eating and taking in nutrients:<br><br>devouring<br>absorbing<br>process<br>consumed<br>digesting | Multiple-Meaning Words  | Conventions:<br>Independent and<br>Dependent Clauses<br><br>clause<br>independent<br>clause<br>dependent/subordinate clause<br>relative clauses | Writing to Compare:<br>Argumentative Essay | N/A                    |

|  |       |                                 |   |  |                     |  |   |
|--|-------|---------------------------------|---|--|---------------------|--|---|
|  |       |                                 |   |  | nonrestrictive      |  |   |
| Standards  |       | RI.4<br>RI.8                    |   | RI.4<br>L.4<br>L.4.d   | L.1<br>L.2<br>L.2.a | RI.8<br>RI.9<br>W.1<br>W.1.a-b<br>W.1.e,<br>W.9<br>W.9.b |   |
| The Internet of Things<br>IBM Social Media   | Video | N/A                             | Media<br>Vocabulary<br><br>images or<br>graphics<br>animation<br>audio<br>voiceover<br>narrator | N/A  | N/A                 | Objective<br>Summary                                     | Oral Report<br><br>Fact<br>Opinion<br>Talking points            |
| Standards  |       |                                 | L.6   |  |                     | W.2  | SL.2<br>SL.4<br>SL.6.6  |
| <b>Performance Task: Writing Focus</b>   |       |                                 |   |  |                     |  |   |
| Writing an Argument<br>Prompt: Do electronic devices and online access really improve our lives?<br>Language Development: Style, Transitions |       |                                 |   | Standards: W.1, W.1.a-e, W.5, W.6, W.9, W.9.a-b, W.10, L.6.1 |                     |  |   |
| <b>Small-Group Learning</b>  |       |                                 |   |  |                     |  |   |
| Title and Author   | Genre | Pre-reading<br>Vocabulary Skill | Analyze Craft<br>and Structure  | Concept /<br>Technical /<br>Media<br>Vocabulary              | Word Study          | Conventions or<br>Author's Style                         | Writing to Sources<br>/ Speaking and<br>Listening /<br>Research |

|  |             |  |   |  |                            |   |  |
|--|-------------|--|---|--|----------------------------|---|--|
| The Fun They Had<br>Isaac Asimov   | SHORT STORY | Context Clues<br><br>synonyms<br>restatement<br>of an idea | Science Fiction<br>Writing<br><br>themes          | Words used to<br>describe an<br>attitude or<br>behavior:<br><br>loftily<br>sorrowfully<br>nonchalant<br>ly | Anglo-Saxon<br>Suffix -ful | Conventions:<br>Action Verbs<br>and Linking<br>Verbs<br><br>Verb<br>Action verb<br>Linking verb   | Writing to Sources:<br>Dialogue<br><br>scene with dialogue |
| Standards  |             | L.4<br>L.4.a   | RL.2<br>RL.5                                      |  | L.4<br>L.4.b               | L.1   | W.3<br>W.3.a<br>W.3.b<br>W.3.d, W.6.5                      |
| Is Our Gain Also Our Loss?<br>Cailin Loesch  | Blog Post   | Base Words   | Development<br>of Ideas:<br>Reflective<br>Writing | Words related<br>to time<br>conditions:<br><br>gradually<br>nostalgic<br>continuati<br>on                  | Latin suffix -<br>ation    | Conventions:<br>Comparative<br>and Superlative<br>Degrees:<br><br>Adjective<br>Adverb<br>Comparative<br>degree<br>Superlative<br>degree | Speaking and<br>Listening:<br>Group<br>Discussion          |
| Standards  |             | L.4  | RI.1<br>RI.3<br>RI.5                              |  | L.4<br>L.4.b               | L.1   | SL.1<br>SL.1.a-b   |
| Bored...And Brilliant? A Challenge to<br>Disconnect From Your Phone<br>NPR / All Things Considered | Podcast     | N/A  | N/A   | Media<br>Vocabulary<br><br>podcast<br>host<br>interview  | N/A                        | N/A   | Research:<br>Multimedia Slide<br>Show, Brochure            |

|   |  |  |  |  |  |  |                                      |
|---|--|--|--|--|--|--|--------------------------------------|
| Standards   |  |  |  | L.6  |  |  | W.2<br>W.8<br>SL.5<br>SL.6.4, SL.6.6 |
| <b>Performance Task: Speaking and Listening Focus</b>   |  |  |  |  |  |  |                                      |
| Deliver a Multimedia Presentation<br>Prompt: Do the benefits of technology outweigh its disadvantages?                          |  |  |  | Standards: W.1.a–b, W.7, SL.3, SL.4, SL.5      |  |  |                                      |
| <b>Performance-Based Assessment</b>   |  |  |  |  |  |  |                                      |
| Writing to Sources: Argument<br>Prompt: Do we rely on technology too much?<br>Speaking and Listening Outcome: Oral Presentation |  |  |  | Standards: W.1, W.9, W.9.a-b, W.10, SL.4, SL.5 |  |  |                                      |

| Grade 6, Unit 4                             |       |                             |   |                       |  |                    |                        |
|---|-------|-----------------------------|---|-----------------------|--|--------------------|------------------------|
| Whole-Class Learning                        |       |                             |   |                       |  |                    |                        |
| Title and Author                            | Genre | Analyze Craft and Structure | Concept / Technical / Media Vocabulary  | Word Study            | Conventions or Author’s Style  | Writing to Sources | Speaking and Listening |
| The Phantom Tollbooth, Act I<br>Susan Nanus | Drama | Dramatic Structures         | Concept Vocabulary<br>Words relate to people’s level of knowledge and how they use their minds<br><br>ignorance | Denotation and Nuance | Conventions:<br>Sentence Parts and Types<br><br>sentence<br>simple subject<br>complete subject | N/A                | N/A                    |

|  |            |                  |   |                   |   |  |                        |
|--|------------|------------------|---|-------------------|---|--|------------------------|
|  |            |                  | <p>surmise<br/>presume<br/>speculate<br/>consideration<br/>misapprehension</p>  |                   | <p>simple<br/>predicate<br/>complete<br/>predicate<br/>compound<br/>subject</p>                                 |  |                        |
| Standards                                    |            | RL.3, RL.5–6     | L.6.4   | L.5, L.5.c        | L.1   |  |                        |
| The Phantom Tollbooth, Act II<br>Susan Nanus | DRAMA      | Stage Directions | <p>Words that relate to conflict, lack of trust, and feelings of doubt:</p> <p>suspiciously<br/>obstacle<br/>pessimistic<br/>malicious<br/>insincerity<br/>compromise</p> | Latin suffix -ity | <p>Conventions:<br/>Sentence Structure</p> <p>clause<br/>independent<br/>main<br/>dependent<br/>subordinate</p> | Narrative Retelling                                  | Dramatic Reading       |
| Standards                                    |            | RL.5             | L.4   | L.4.b             | L.1<br>L.3<br>L.3.a   | W.3<br>W.3.a-b                                       | SL.6<br>SL.6.1, SL.6.4 |
| The Phantom Tollbooth                        | Multimedia | N/A              | <p>Media Vocabulary</p> <p>stage directions (in audio)<br/>dialogue (in audio)<br/>light and shadow (in images)</p>   | N/A               | N/A   | Writing to Compare:<br>Comparison-and-Contrast Essay | N/A                    |
| Standards                                    |            |                  | L.6   |                   |   | RL.7   |                        |

|   |               |                              |  |   |                    | W.2<br>W.2.a-e,<br>W.6.5<br>SL.2, SL.6.1   |  |
|---|---------------|------------------------------|--|---|--------------------|--|--|
| Performance Task: Writing Focus   |               |                              |  |   |                    |  |  |
| Write a Fictional Narrative<br>Prompt: One day in the Kingdom of Wisdom . . .<br>Language Development: Conventions: Combining Sentences for variety |               |                              |  | Standards: W.3, W.6.3.a-e, W.4, W.6.5, W.10, SL.4, SL.6   |                    |  |  |
| Small-Group Learning  |               |                              |  |   |                    |  |  |
| Title and Author  | Genre         | Pre-reading Vocabulary Skill | Analyze Craft and Structure  | Concept / Technical / Media Vocabulary  | Word Study         | Conventions or Author's Style  | Writing to Sources / Speaking and Listening / Research |
| from Alice's Adventures in Wonderland<br>Lewis Carroll  | NOVEL EXCERPT | Context Clues                | Characterization<br>characterization direct<br>characterization indirect<br>characterization make inferences | Words that have to do with Alice's thirst for exploration and new experiences:<br><br>Peeped<br>Wondered<br>Curiosity | Word Relationships | Conventions:<br>Conjunctions and Interjections<br><br>conjunctions coordinating conjunctions | Research Report  |
| Standards   |               | L.4.a                        | RL.1<br>RL.3   | L.4   | L.5<br>L.5.b       | L.1, L.2   | W.2<br>W.2.a<br>W.7<br>W.8                             |

|   |                  |   |   |   |                          |   |   |
|---|------------------|---|---|---|--------------------------|---|---|
| “Jabberwocky” from Through the Looking Glass<br>Lewis Carroll | Poetry           | Context Clues<br><br>synonyms<br>restatement of an idea | Sound Devices<br><br>sound devices<br>onomatopoeia<br>alliteration<br>consonance                      | Words that relate to the boy’s battle victory:<br><br>slain<br>beware<br>foe              | Anglo-Saxon Word Origins | Author’s Style:<br>Invented Language<br><br>syntax  | Speaking and Listening:<br>Dramatic Reading,<br>Multimedia Presentation<br><br>dramatic poetry reading<br>multimedia presentation |
| Standards   |                  | L.4.a   | RL.4  |   | L.4                      | RL.4<br>L.1.e<br>L.5.b  | SL.1.a–b<br>SL.2<br>SL.4<br>SL.5  |
| The Importance of Imagination<br>Esha Chhabra                 | Reflective Essay | Context Clues<br><br>synonyms<br>restatement of an idea | Author’s Influences<br><br>author’s influences<br>reflective essay<br>central idea<br>make inferences | Concept Vocabulary<br>Words have to do with limits<br><br>parameters<br>template<br>model | Greek Prefix:<br>para-   | Conventions:<br>Pronoun-Antecedent Agreement<br><br>pronoun antecedent agreement<br>in number agreement<br>in person clear/unclear antecedent | Writing to Sources:<br>Essay<br><br>comparison-and-contrast essay<br><br>cause-and-effect essay                                   |
| Standards   |                  | L.4.a   | RI.2<br>RI.3  | L.4   | L.4.b                    | L.1<br>L.1.c–d  | W.2<br>W.2.a–c<br>W.5   |

Performance Task: Speaking and Listening Focus

|   |   |
|---|---|
| Perform a Fictional Narrative<br>Prompt: When Alice finally gets through the tiny door...   | Standards: W.6.3, W.6.3.a, W.6.3.b, W.6.3.d, SL.6.1, SL.6.1.b, SL.6.4, SL.6.5 |
| <b>Performance-Based Assessment</b>   |   |
| Writing to Sources: Fictional Narrative<br>Prompt: What might happen if a fictional character were to come into the real world?<br>Speaking and Listening: Storytelling | Standards: W.3, W.4, W.10, SL.4, SL.6   |

| Grade 6, Unit 5                            |        |  |   |                    |  |                    |                             |
|--|--------|--|---|--------------------|--|--------------------|-----------------------------|
| Whole-Class Learning                       |        |  |   |                    |  |                    |                             |
| Title and Author                           | Genre  | Analyze Craft and Structure                    | Concept / Technical / Media Vocabulary  | Word Study         | Conventions or Author's Style              | Writing to Sources | Speaking and Listening      |
| from A Long Way Home<br><br>Saroo Brierley | Memoir | Central Ideas:<br>Autobiographica<br>I Writing | Concept Vocabulary<br>Words that relate to the idea of searching or exploring.<br>deliberate<br>thorough<br>intensity<br>quest<br>obsessive<br>relentlessly | Latin Suffix: -ive | Author's Style<br><br>Word Choice and Mood | Write an argument  | Create an annotated map     |
| Standards                                  |        | RI.6.2, RI.6.5                                 | L.6.4   | L.6.4.b            | RI.6.3                                     | W.6.3.a-e          | SL.6.1. c-d, SL.6.2, SL.6.5 |

| BBC Science Club: All About Exploration<br>narrated by Dara Ó Briain   | Media        |                              | Media Vocabulary<br><br>cut-out animation<br>object animation<br>real-time animation |  |                   | Research<br>Create a storyboard  |  |
|--|--------------|------------------------------|--|--|-------------------|--|--|
| Standards  |              |                              | L.6  |  |                   | W.6.2<br>W.6.2.b,<br>W.6.7, SL.6.4,<br>SL.6.5  |  |
| <b>Performance Task: Writing Focus</b>   |              |                              |  |  |                   |  |  |
| Write an Argument<br>Prompt: Can anyone be an explorer?<br>Language Development: Conventions: Word Choice for Style and Tone |              |                              |  | Standards: W.6.1, W.6.1.a-e, W.6.5, W.6.6, W.6.9.b, W.6.10, L.6.1.e, L.6.3.b   |                   |  |  |
| <b>Small-Group Learning</b>  |              |                              |  |  |                   |  |  |
| Title and Author   | Genre        | Pre-reading Vocabulary Skill | Analyze Craft and Structure  | Concept / Technical / Media Vocabulary   | Word Study        | Conventions or Author's Style  | Writing to Sources / Speaking and Listening / Research |
| Mission Twinpossible<br><br>TIME For Kids  | News Article | Infer meaning                | Central Idea:<br><br>Make Inferences   | Technical Vocabulary:<br><br>program manager<br>sample group<br>endurance test | latin Root: -dur- | Conventions: Prepositions and Prepositional Phrases<br><br>Object of the preposition | Research<br><br>How-to Guide                           |

| Standards  |                     | L.6.4.d  | RI.6.1, RL.6.3, RL.6.5      | L.6.6   | L.6.4.b, L.6.4.c          | L.6.1  | W.6.2.a-c, W.6.7, W.6.8  |
|--|---------------------|--|-----------------------------|---|---------------------------|--|--|
| from Tales From the Odyssey<br><br>Mary Pope Osborne | Epic                | Context Clues<br><br>synonyms<br>contrast of ideas | Universal Theme<br><br>epic | Words that relate to the goddess Athena in some way and the revenge she takes on Odysseus and his men:<br><br>Invaded<br>violent<br>offended<br>wrath | Latin Root: -vad-         | Conventions:<br>Participial and Gerund Phrases<br><br>participial phrase<br>gerund<br>gerund phrase          |  |
| Standards  |                     | L.6.4.a  | RL.6.2, RL.6.5              | L.6.4   | L.6.4.b                   | L.6.1  |  |
| To the Top of Everest<br><br>Samantha Larson         | Blog                | Context Clues                                      | Central Idea                | Concept Vocabulary<br>Words describe the difficult trip that Larson and the group take.<br><br>expedition<br>trek<br>journeys<br>destination          | latin Root: -ped-         | Conventions:<br>Subject Complements<br><br>subject complement<br>predicate nominative<br>predicate adjective | Writing to Compare: Essay<br><br>comparison-and-contrast essay |
| Standards  |                     | L.6.4.a  | RI.6.2, RI.6.3              | L.6.4   | L.6.4.b, L.6.4.c, L.6.4.d | L.6.1  | W.6.2.a-c, W.6.5, W.6.9.b                                      |
| from Lewis & Clark<br><br>Nick Bertozzi              | Graphic Novel/Media |  |                             | Media Vocabulary  |                           |  | Research:<br>Create an annotated timeline                      |

|  |  |  |  |  |  |  |   |
|--|--|--|--|--|--|--|---|
|  |  |  |  | penciler<br>inker<br>letterer                                    |  |  |   |
| Standards  |  |  |  | L.6.6  |  |  | RI.6.7, W.6.7, W.6.8,<br>SL.6.2, SL.6.4, SL.6.5 |
| <b>Performance Task: Speaking and Listening Focus</b>  |  |  |  |  |  |  |   |
| Present an Advertisement<br>Prompt: Why should we explore new frontiers?   |  |  |  | Standards: W.6.1, W.6.1.b, W.6.4, SL.6.2, SL.6.4, SL.6.5, SL.6.6 |  |  |   |
| <b>Performance-Based Assessment</b>  |  |  |  |  |  |  |   |
| Writing to Sources: Argument<br>Prompt: should kids today be encouraged to become explorers?<br>Speaking and Listening: Speech |  |  |  | Standards: W.6.1, W.6.4, L.6.3.b, SL.6.4, SL.6.6                 |  |  |   |



April 6, 2023

Melissa K. Wlodarczyk Hickey, Ed.D.  
Director of the Center for Literacy Research and Reading Success  
Connecticut State Department of Education

Dear Dr. Hickey:

At Savvas Learning Company, we are committed to ensuring all learners succeed and believe that expanding equity and inclusion in learning is essential to this. We have reviewed the Connecticut State Department of Education's Culturally Responsive Memo and Position Statement. We are confident that we are equipped to support Connecticut educators in implementing a high-quality instructional core literacy program through high-quality professional learning that is evidence-based, culturally responsive, and aligned to Connecticut state standards.

Highlighted below are a few key areas that demonstrate how we are engaged in this critical work. We acknowledge that this is a process, and therefore we always welcome feedback to inform future enhancements to our resources and services.

#### [Savvas Learning is Committed to Equity & Inclusion in Learning](#)

Our vision is grounded in advancing equity and inclusion in learning and supporting our partner districts in their efforts to provide all students with a high-quality education. We know that increasing student achievement requires setting high expectations for all students and creating inclusive, accessible, and engaging opportunities for learning. That is why we strive to design personalized, accessible, and high-quality instructional materials and corresponding professional learning for educators. Our standards-based solutions feature diverse, relevant content that invites students to see themselves positively reflected in what they learn and to use their learning in meaningful ways. Savvas Learning Company believes that when learning centers on lived experiences students feel a sense of belonging and therefore engage more fully with rigorous content.

Recognizing the importance of creating an environment where everyone feels seen, heard, respected, and valued — whether in a school or our workplace — we embarked on a journey to create positive change. This includes investing in the culture of our organization, giving back to our communities, and leading the way in supporting teachers to advance their learning and classroom practices.

We realize this journey will take time, and evolve as we continue to learn and share our learnings. While the work is ongoing, it is rooted in one of our core values: an unwavering empathy for all learners and educators.

To guide us along this journey, we engage in ongoing collaboration with a diverse and nationally acclaimed team of authors and experts. As part of this critical work, we developed [the Savvas Learning Framework](#) to inform how our curriculum fosters positive student outcomes. The Framework is grounded in the following guiding principles:

- **Cultivate Voice and Critical Thinking:** Through strategies designed to cultivate voice and critical thinking, the curriculum can help teachers create inclusive spaces where students feel comfortable to share experiences and contribute to the meaningful classroom conversations, diverse perspectives are explored and differences are celebrated as assets
- **Embrace Multiple Perspectives:** The curriculum provides opportunities for students to learn how to listen and question productively, teaching them to value and embrace the perspectives of others, and expanding their own understanding of their peers in their environment.

- **Promote and Enhance Student Agency:** The curriculum also provides teachers with opportunities to customize learning experiences that the students choose for themselves and that they find most relevant to their own lives, promoting and enhancing student agency.
- **Foster Positive and Meaningful Academic Outcomes** These components that make up the Savvas Learning Framework are the key to unlocking and fostering positive and meaningful academic outcomes, outcomes that are built on strategies and opportunities designed to instill a love of learning by honoring all student voices, inviting students to learn from each other, and developing the skills students need to feel confident and make an impact in the world around them.

### Authors and Educational Experts

At Savvas we know the importance of research and innovation to drive transformative progress in education. To inform the ongoing improvement and efficacy of our solutions, we work closely with prominent education scholars, researchers, educators and experts who provide insights and guidance in helping us deliver on our commitment to equity and inclusion through a holistic, research-based, and authentic approach.

In selecting the texts in *myView Literacy* we followed the expert guidance of program authors like Dr. Ernest Morrell and Dr. Alfred Tatum to ensure that text selections were culturally relevant allowing students to see themselves and others positively reflected in what they learn and to encounter a wide range of diverse people, perspectives, and experiences in the materials. [myView Literacy Diverse Texts](#)

Additionally, our expert authorship team and advisors worked closely with us to ensure that instruction supports a culture of belonging, inquiry and discovery. Guidance in teacher resources promotes best practices for creating culturally responsive learning spaces that expand equity and access for all students.

*myView* authorship Team: <https://www.savvas.com/index.cfm?locator=PS36Ge>

Some of the research-based practices and design features in *myView* include:

- Units constructed through Understanding by Design, honoring the spiral design of the CCSS for English Language Arts and culminating in authentic Performance Tasks that invite students to make choices and apply new learning
- Units grounded in knowledge-building (with themes and real-world Essential Questions) that help students develop literacy skills and meet interwoven literacy standards in authentic contexts
- Emphasis on student-centered learning including small group collaboration and tasks that embed inquiry, facilitate goal-setting, and support daily reflection
- Engaging and Diverse Texts that connect to students' lives and bring relevance to student learning
- Daily opportunities to inquire, discuss diverse grade-level texts and topics, co-construct written and oral communication, and think critically
- Routines such as a Reflect and Share that center students, invite discourse, and foster student voice and student agency
- Routines that personalize learning through daily conferring and small group instruction
- Scaffolding informed by Universal Design for Learning with weekly and lesson-specific routines that expand access to rigorous, grade-level content
- Discussion and writing routines that provide access and support for linguistically diverse learners
- Extensive opportunities to involve family and community in student learning

### Savvas Professional Learning

The evidence-based professional learning provided by Savvas helps educators leverage their high-quality instructional materials (HQIM) to support the goals and needs of their individual learners. Our professional learning fosters implementing our HQIM with integrity, while building sustainable capacity for districts. We help educators learn evidence-based teaching strategies, implement proven instructional practices in their classrooms, and foster positive academic outcomes with diverse learning populations, including multilingual learners, differently abled students, and students performing above grade level. We take a collaborative and data-driven approach from planning to monitoring progress to determining next steps. Personalized, outcomes-driven professional learning, accompanied by coaching supports, drives sustainable, systemic growth. From program launch through deepening expertise with effective, culturally-relevant pedagogy, and a clear vision for equitable learning for all students, we work continuously to improve student learning experiences and related teaching and leadership practices. Savvas has been vetted and approved by

RivetEducation.org as a professional learning services partner providing launch and ongoing professional learning support for Savvas core curricula that have been greenlit by EdReports. For additional information about Savvas and its services, please see <https://riveteducation.org/> and <https://plpartnerguide.org/partner/savvaslearning-company>.

Our commitment to equity and inclusion in our HQIM and our professional learning means that we are always listening, working closely with district, school, and state partners to better understand their goals and needs, using that valuable insight to continuously improve our programs and services.

We thank you for the opportunity to support the educators and students of Connecticut. We appreciate that *myView Literacy* was selected as one of the approved core reading programs and will work closely with partner districts and all stakeholders to ensure that implementations result in the positive outcomes we desire for all students.

Please feel free to reach out to me or your account manager to address any additional questions or insights you may have.

Sincerely,

A handwritten signature in black ink that reads "STEVEN LADD". The letters are slightly slanted and connected, with a small mark above the 'L'.

Steven Ladd  
Regional Vice President - Northeast  
[steven.ladd@savvas.com](mailto:steven.ladd@savvas.com)