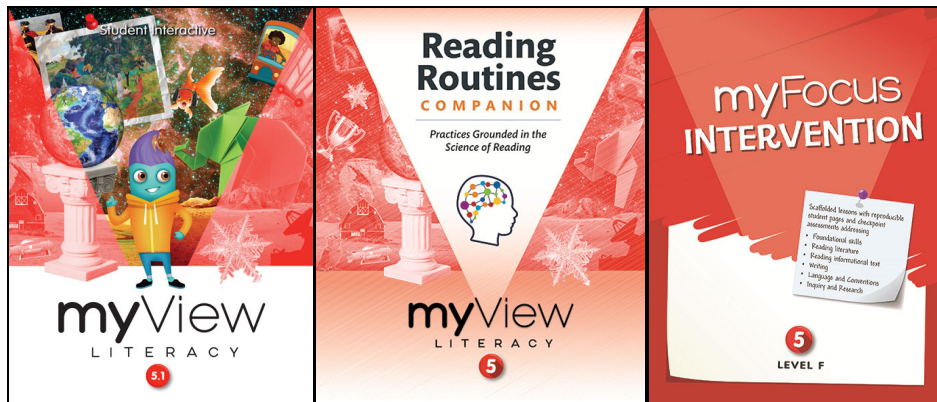


Correlations of



Grade 5

To the

**Indiana Academic Standards
English Language Arts
SAT / IAS ELA Priorities**

Grade 5

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

Table of Contents

5.RL Reading: Literature	3
5.RN Reading: Nonfiction.....	4
5.RV Reading: Vocabulary	7
5.W Writing	11

**Correlations of myView Literacy ©2020, Grade 5
Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RL Reading: Literature There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.</p>	
<p>5.RL.2 Key Ideas and Textual Support</p>	
<p>5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>This standard is met throughout the program. Please see representative pages:</p> <p>Unit 1: Use Text Evidence, T159, T160, T163, T167, T169, T171, T172, T188–T189 Respond and Analyze, T44–T45, T108–T109, T292–T293 Reflect and Share, T196–T197</p> <p>Unit 2: Generate Questions, T192–T193 Respond and Analyze, T178–T179</p> <p>Unit 3: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p>Unit 4: Make Inferences, T279, T285, T289, T291–T292, T295–T296, T299, T301, T304, T320–T321 Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117 Respond and Analyze, T46–T47, T110–T111, T306–T307</p> <p>Unit 5: Make Inferences, T159, T166–T167, T171, T172, T174, T176, T179, T194–T195 Respond and Analyze, T180–T181</p> <p>Reading Routines Companion – Grade 5 Monitor Comprehension, 193-194 Summarize, 195-196 Synthesize, 197-198</p> <p>myFocus Intervention – Level E Lesson 17 Set a Purpose for Reading and Ask and Answer Questions, T113–T118 Lesson 18 Apply Reading Strategies, T119–T124 Lesson 19 Monitor Comprehension, T125–T130</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	<p>Unit 1: Use Text Evidence, T160, T188–T189</p> <p>Unit 3: Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115 Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55</p> <p>Unit 4: Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53</p> <p>Unit 5: Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187</p> <p>Reading Routines Companion – Grade 5 Summarize, 195–196</p> <p>myFocus Intervention – Level E Lesson 21 Compare and Contrast Characters, Settings, and Events, T139–T140</p>
<p>5.RN Reading: Nonfiction There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.</p>	
<p>5.RN.2 Key Ideas and Textual Support</p>	
<p>5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>This standard is met throughout the program. Please see representative pages:</p> <p>Unit 1: Use Text Evidence, T29, T35, T36, T38, T40, T42, T58–T59, T87 Make Inferences, T34, T87, T92, T95, T97, T99, T102, T105, T106, T122–T123 Respond and Analyze, T174–T175, T230–T231 Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p>Unit 2: Respond and Analyze, T178–T17 Generate Questions, T32, T34, T38, T44, T47, T48, T96, T101, T103, T108</p> <p>Unit 3: Respond and Analyze, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p>Unit 4: Respond and Analyze, T172–T173, T236–T237 Summarize, T91, T97, T98, T100, T102, T104, T122–T123</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>Continued: 5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>Continued: Unit 5: Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297 Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>Reading Routines Companion – Grade 5 Prosody: Informational Texts, 167–168 Ask and Answer Questions, 185–186 Make Inferences, 189–190 Main Idea and Details, 191–192 Monitor Comprehension, 193–194 Summarize, 195–196 Synthesize, 197–198</p> <p>myFocus Intervention – Level E Lesson 28 Determine Multiple Main Ideas, T187–T192 Lesson 29 Retell, Paraphrase, and Summarize Text, T193–T198</p>
<p>5.RN.2.3 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.</p>	<p>Unit 1: Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51 Unit 2: Explain Relationships Between Ideas, T226–T228, T230, T231, T235, T236, T244–T245 Informational Text, T214–T215 Unit 4: Explain Relationships Between Ideas, T214, T222, T225–T226, T228–T229, T232, T234, T242–T243 Evaluate Details, T60 Biography, T208–T209 Unit 5: Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>Reading Routines Companion – Grade 5 Prosody: Informational Texts, 167–168 Synthesize, 197–198</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RN.3 Structural Elements and Organization</p>	
<p>5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p>	<p>Unit 1: Analyze Main Ideas and Details, T50–T51 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Compare and Contrast Accounts, T228, T230, T231, T232, T240–T241</p> <p>Reading Routines Companion – Grade 5 Synthesize, 197–198 Text Structure: Compare and Contrast, 203–204</p> <p>myFocus Intervention – Level E Lesson 32 Compare Structures in Text, T213–T218</p>
<p>5.RN.4-Connection of Ideas</p>	
<p>5.RN.4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p>	<p>Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307 Unit 5: Analyze Argumentative Texts, T268–T269, T270–T271, T283, T284, T286, T288, T291, T292, T293, T294, T296–T297, T302–T303</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185–186 Main Idea and Details, 191–192 Synthesize, 197–198</p> <p>myFocus Intervention – Level E Lesson 33 Author’s Purpose, T219–T224</p>
<p>5.RN.4.3 Standard begins at sixth grade.</p>	<p>Standard begins at sixth grade according to the Indiana Academic Standards for English Language Arts.</p>

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<p>5.RV Reading: Vocabulary There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.</p>	
<p>Learning Outcome</p>	
<p>5.RV.1 Build and use accurately general academic and content-specific words and phrases.</p>	<p>Unit 1: Develop Vocabulary, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269</p> <p>Unit 2: Develop Vocabulary, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217</p> <p>Unit 3: Develop Vocabulary, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p>Unit 4: Develop Vocabulary, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p>Unit 5: Develop Vocabulary, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Reading Routines Companion – Grade 5 Oral Vocabulary: Build Background Knowledge, 135–136 Context Clues: Direct Definitions and Appositives, 139–140 Context Clues: Synonyms, 141–142 Context Clues: Antonyms, 143–144 Context Clues: Surrounding Text, 147–148</p> <p>myFocus Intervention – Level E Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64 Lesson 8 Use Context Clues 1, T65–T68 Lesson 9 Understand Greek and Latin Affixes, T69–T72 Lesson 10 Understand Greek and Latin Roots, T73–T76</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RV.2 Vocabulary Building</p>	
<p>5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.</p>	<p>Unit 1: Vocabulary in Context, T43, T101, T103, T165, T225, T281 Academic Vocabulary: Context Clues, T146–T147, T156, T162, T168</p> <p>Unit 2: Vocabulary in Context, T41, T107, T171, T234, T287, T297 Academic Vocabulary: Context Clues, T152–T153, T163, T166, T170</p> <p>Unit 3: Vocabulary in Context, T36, T100, T173, T223, T287 Academic Vocabulary: Context Clues, T146–T147, T156, T163, T167</p> <p>Unit 4: Vocabulary in Context, T37, T101, T109, T166, T230, T297, T302 Academic Vocabulary: Context Clues, T148–T149, T159, T160, T165, T169</p> <p>Unit 5: Vocabulary in Context, T39, T109, T166, T168, T172, T228, T289 Academic Vocabulary: Context Clues, T154–T155, T171</p> <p>Reading Routines Companion – Grade 5 Context Clues: Direct Definitions and Appositives, 139–140 Context Clues: Synonyms, 141–142 Context Clues: Antonyms, 143–144 Context Clues: Examples, 145–146 Context Clues: Surrounding Text, 147–148</p> <p>myFocus Intervention – Level E Lesson 8 Use Context Clues 1, T65–T68</p>

**Correlations of myView Literacy ©2020, Grade 5
Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>Unit 1: Synonyms and Antonyms, T82–T83, T99 Unit 2: Synonyms, T88–T89 Figurative Language: Analogies, T216–T217 Unit 3: Synonyms and Antonyms, T86–T87, T103, T105 Unit 4: Synonyms and Antonyms, T84–T85, T99 Unit 5: Synonyms and Antonyms, T92–T93, T105, T109 Academic Vocabulary: Analogies, T218–T219, T232</p> <p>Reading Routines Companion – Grade 5 Context Clues: Synonyms, 141–142 Context Clues: Antonyms, 143–144</p> <p>myFocus Intervention – Level E Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64</p>
<p>5.RV.3 Vocabulary in Literature and Nonfiction Texts</p>	
<p>5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p>	<p>Unit 1: Figurative Language, T95, T105, T212–T213, T216, T222, T223, T224, T226, T228, T229, T236–T237, T246–T247, T308–T309 Unit 2: Figurative Language, T216–T217, T237 Unit 3: Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287 Hyperbole, T97, T116–T117 Unit 4: Figurative Language, T43, T96, T210, T229, T234–T235 Symbolism, T107 Unit 5: Figurative Language, T173, T178</p> <p>Reading Routines Companion – Grade 5 Context Clues: Surrounding Text, 147–148 Figurative Language: Analogies, 151–152 Figurative Language: Idioms, 153–154 Figurative Language: Adages, 155–156</p> <p>myFocus Intervention – Level E Lesson 22 Literary Devices, T147–T152</p>

**Correlations of myView Literacy ©2020, Grade 5
Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RV.3.2 Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.</p>	<p>This objective is taught throughout the program. For examples, see:</p> <p>Unit 1: Develop Vocabulary, T44–T45, T108–T109, T292–T293 Academic Vocabulary, T12, T24–T25, T35, T82–T83, T146–T147, T156, T212–T213, T268–T269 Domain Specific Words, T228</p> <p>Unit 2: Develop Vocabulary, T50–T51, T114–T115, T238–T239, T300–T301 Academic Vocabulary, T12, T24–T25, T39, T88–T89, T152–T153, T216–T217 Domain Specific Words, T410–T411</p> <p>Unit 3: Academic Vocabulary, T12, T24–T25, T39, T86–T87, T105, T146–T147, T212–T213</p> <p>Unit 4: Develop Vocabulary, T172–T173, T236–T237 Academic Vocabulary, T12, T24–T25, T84–T85, T148–T149, T160, T210–T211</p> <p>Unit 5: Develop Vocabulary, T54–T55, T116–T117, T234–T235, T296–T297 Academic Vocabulary, T12, T24–T25, T92–T93, T105, T154–T155, T218–T219</p> <p>Reading Routines Companion – Grade 5 Oral Vocabulary: Build Background Knowledge, 135–136 Use Resources, 137–138 Context Clues: Direct Definitions and Appositives, 139–140 Context Clues: Synonyms, 141–142 Context Clues: Antonyms, 143–144 Context Clues: Examples, 145–146 Context Clues: Surrounding Text, 147–148 Word Parts for Meaning, 149–150 Figurative Language: Analogies, 151–152 Figurative Language: Idioms, 153–154 Figurative Language: Adages, 155–156</p> <p>myFocus Intervention – Level E Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64 Lesson 8 Use Context Clues 1, T65–T68</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.</p>	<p>Unit 1: Idioms, T212–T213 Unit 3: Anecdotes, T157, T169, T182–T183, T190–T191 Unit 4: Analyze Adages, T210–T211 Adages and Proverbs, T314–T315, T322–T323 Anecdotes, T226</p> <p>Reading Routines Companion – Grade 5 Figurative Language: Idioms, 153–154 Figurative Language: Adages, 155–156</p>
<p>5.W Writing There are five key areas found in the Writing section for grades K-5: Handwriting, Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.</p>	
<p>5.W.3 Writing Genres: Argumentative, Informative, and Narrative</p>	
<p>5.W.3.1 Write persuasive compositions in a variety of forms that</p>	
<p>5.W.3.1a Clearly present a position in an introductory statement to an identified audience.</p>	<p>Unit 1: Write to Sources, T196–T197 Explore and Plan: Argumentative Writing, T454–T455 Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465 Unit 3: Develop an Opinion, T349, T350–T351 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T378–T379 Explore and Plan: Argumentative Writing, T450–T451 Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461 Unit 5: Minilesson: Write to Sources, T202–T203 Explore and Plan: Argumentative Writing, T458–T459</p> <p>myFocus Intervention – Level E Lesson 41 Write Argumentative Text, T259–T262</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.W.3.1b Support the position with qualitative and quantitative facts and details from various sources, including texts.</p>	<p>Unit 3: Develop an Opinion, T349, T350–T351 Develop Opinions, T354–T355 Minilesson: Develop Facts and Details, T358–T359 Write to Sources, T196–T197 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T373</p> <p>myFocus Intervention – Level E Lesson 41 Write Argumentative Text, T259–T262</p>
<p>5.W.3.1c Use an organizational structure to group related ideas that support the purpose.</p>	<p>Unit 1: Write to Sources, T196–T197 Explore and Plan: Argumentative Writing, T454–T455 Collaborate and Discuss: Revise and Edit, Peer Review, T464–T465</p> <p>Unit 3: Develop an Opinion, T349, T350–T351 Develop an Introduction and a Conclusion, T374–T375 Develop Reasons and Supporting Information, T378–T379 Explore and Plan: Argumentative Writing, T450–T451 Collaborate and Discuss: Revise and Edit, Peer Review, T460–T461</p> <p>Unit 5: Minilesson: Write to Sources, T202–T203 Explore and Plan: Argumentative Writing, T458–T459</p> <p>myFocus Intervention – Level E Lesson 35 Use Clear Organization, T231–T234 Lesson 41 Write Argumentative Text, T259–T262</p>
<p>5.W.3.1d Use language appropriate for the identified audience.</p>	<p>Unit 3: Opinion Essay, T325, T326–T327, T330–T331, T334–T335, T338–T339, T342, T349, T350–T351, T354–T355, T358–T359, T362–T363, T366</p> <p>myFocus Intervention – Level E Lesson 41 Write Argumentative Text, T259–T262</p>

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<p>5.W.3.1e Connect reasons to the position using words, phrases, and clauses.</p>	<p>Unit 3: Minilesson: Mentor Stack: Compose with Transition Words, Phrases, And Clauses, T373, T382–T383 Unit 4: Write to Sources, T132–T133 Unit 5: Minilesson: Write to Sources, T202–T203</p> <p>myFocus Intervention – Level E Lesson 41 Write Argumentative Text, T259–T262</p>
<p>5.W.3.1f Provide a concluding statement or section related to the position presented.</p>	<p>Unit 3: Develop an Introduction and a Conclusion, T374–T375</p> <p>myFocus Intervention – Level E Lesson 41 Write Argumentative Text, T259–T262</p>
<p>5.W.3.2 Write informative compositions on a variety of topics that</p>	
<p>5.W.3.2a Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p>	<p>Unit 2: Analyze a Lead Paragraph, T342–T343 Set a Purpose, T350–T351 Plan Your Informational Article, T354–T355 Develop an Engaging Idea, T362–T363 Develop and Compose an Introduction, T386–T387</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>
<p>5.W.3.2b Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.</p>	<p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375 Minilesson: Develop with Visuals and Multimedia, T378 Develop with Related Information, T390–T391</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>

**Correlations of myView Literacy ©2020, Grade 5
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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.W.3.2c Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p>	<p>Unit 2: Minilessons: Develop with Transitions, T385, T394–T395 Unit 5: Celebrate!, T470</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>
<p>5.W.3.2d Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.</p>	<p>Unit 2: Use Formatting, T398–T399 Unit 3: Use Formatting, T386</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>
<p>5.W.3.2e Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.</p>	<p>Unit 2: Draft with Specific Facts and Concrete Details, T361, T366–T367 Develop with Definitions and Quotations, T370–T371 Develop with Other Information and Examples, T374–T375</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>
<p>5.W.3.2f Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Unit 2: Develop and Compose a Conclusion, T402–T403</p> <p>myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>

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Reading Routines Companion, and myFocus Intervention
To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.W.3.3 Write narrative compositions in a variety of forms that</p>	
<p>5.W.3.3a Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p>	<p>Unit 1: Minilesson: Plan Your Personal Narrative, T346–T347 Minilesson: Develop an Engaging Idea, T356–T357 Minilesson: Develop Point of View, T366–T367 Minilesson: Develop an Introduction, T378–T379 Minilesson: Develop a Sequence of Events, T382–T383 Prepare for Assessment, T438 Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop Setting, T372–T373 Organize an Introduction, T392–T393 Minilesson: Organize a Sequence of Events, T396–T397 Choose Pacing of Events, T400–T401 Develop the Plot, T391 myFocus Intervention – Level E Lesson 39 Write Narrative Text, T251–T254</p>
<p>5.W.3.3b Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p>	<p>Unit 1: Minilesson: Plan Your Personal Narrative, T346–T347 Minilesson: Develop an Engaging Idea, T356–T357 Minilesson: Develop Point of View, T366–T367 Minilesson: Develop an Introduction, T378–T379 Minilesson: Develop a Sequence of Events, T382–T383 Prepare for Assessment, T438 Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop Setting, T372–T373 Organize an Introduction, T392–T393 Minilesson: Organize a Sequence of Events, T396–T397 Choose Pacing of Events, T400–T401 Develop the Plot, T391 myFocus Intervention – Level E Lesson 39 Write Narrative Text, T251–T254</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.W.3.3c Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>	<p>Unit 1: Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363 Minilesson: Compose with Dialogue, T370 Prepare for Assessment, T438</p> <p>Unit 4: Minilesson: Develop Characters, T367, T368–T369 Develop the Conflict, T376–T377 Minilesson: Develop Dialogue, T384 Minilesson: Choose Pacing of Events, T400–T401 Develop the Plot, T391 Minilesson: Select A Different Genre, T408 Writing Assessment, T452</p> <p>myFocus Intervention – Level E Lesson 39 Write Narrative Text, T251–T254</p>
<p>5.W.3.3d Use precise and expressive vocabulary and figurative language for effect.</p>	<p>Unit 1: Develop Specific Details, T358–T359 Minilesson: Develop Sensory Details, T362–T363 Minilesson: Compose with Dialogue, T370</p> <p>Unit 4: Minilesson: Develop Dialogue, T384</p> <p>myFocus Intervention – Level E Lesson 39 Write Narrative Text, T251–T254</p>
<p>5.W.3.3e Provide an ending that follows from the narrated experiences or events.</p>	<p>Unit 1: Minilesson: Develop a Sequence of Events, T382–T383 Minilesson: Develop a Conclusion, T394–T395</p> <p>Unit 4: Develop the Resolution, T380–T381 Minilesson: Organize a Sequence of Events, T396–T397</p> <p>myFocus Intervention – Level E Lesson 39 Write Narrative Text, T251–T254</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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5.W.4 The Writing Process	
5.W.4 Apply the writing process to	
5.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.	<p>Unit 1: Plan and Prewrite, T346 Draft, T386–T387 Explore and Plan, T454–T455 Sequence of Events, T338–T339 Introduction and Introductory Elements, T378–T379 Sequence of Events, T382–T383 Transitions and Transition Words/Phrases, T386–T387 Conclusion, T394 Rearranging and Combining Ideas, T426–T427</p> <p>Unit 2: Plan and Prewrite, T354 Explore and Plan, T462–T463 Draft, T366–T367 Purpose and Message, T350–T351 Introduction and Introductory Elements, T386–T387 Transitions and Transition Words/Phrases, T394 Conclusion, T402</p> <p>Unit 3: Plan and Prewrite, T342 Transitions and Transition Words/Phrases, T382–T383 Introduction and Introductory Elements, Conclusion, T374–T375 Combining Ideas, T410–T411 Rearranging Ideas for Clarity, T406–T407 Explore and Plan, T450–T451</p> <p>Unit 4: Purpose and Message, T356–T357 Plan and Prewrite, T360 Introduction and Introductory Elements, T392–T393 Sequence of Events, T396–T397 Explore and Plan, T468–T469</p> <p>Unit 5: Plan and Prewrite, T350 Introduction and Introductory Elements, T373 Explore and Plan, T458–T459</p>

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<p>(Continued) 5.W.4a Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p>	<p>(Continued) myFocus Intervention – Level E Lesson 34 Plan Response to a Prompt T227–T230 Lesson 35 Use Clear Organization, T231–T234 Lesson 36 Strengthen Open and Concluding Lesson 37 Revise, Edit, and Rewrite, T241–T244 Lesson 38 Expand, Combine, and Reduce Sentences for Style and Effect, T245–T248 Lesson 39 Write Narrative Text, T251–T254 Lesson 40 Write Informational Text, T255–T258 Lesson 41 Write Argumentative Text, T259–T262 Lesson 42 Write Correspondence, T263–T266</p>
<p>5.W.4b Use technology to interact and collaborate with others to publish legible documents.</p>	<p>Unit 1: Publish and Celebrate, T434–T435 Conduct Research: Web Sites, T456–T457 Celebrate and Reflect, T466–T467 Unit 2: Publish and Celebrate, T442–T443 Celebrate and Reflect, T474–T475 Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471 Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463 Unit 4: Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481 Unit 5: Publish and Celebrate, T438–T439 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471 myFocus Intervention – Level E Lesson 40 Write Informational Text, T255–T258</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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5.W.6 Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling	
5.W.6.1 Demonstrate command of English grammar and usage, focusing on:	
5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.W.6.1b Verbs	
5.W.6.1b.a Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.	<p>Unit 2: Perfect Verb Tenses, T417, T421, T425, T429</p> <p>myFocus Intervention – Level E Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 44 Nouns, Pronouns, and Verbs, T273–T276</p>
5.W.6.1b.b Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise)	<p>Unit 2: Irregular Verbs, T393, T397, T401, T405, T413, T437</p> <p>myFocus Intervention – Level E Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 44 Nouns, Pronouns, and Verbs, T273–T276</p>
5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	<p>Unit 2: Edit for Prepositions and Prepositional Phrases, T409, T426</p> <p>Unit 3: Prepositions and Prepositional Phrases, T333, T337, T341, T345</p> <p>Unit 4: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Prepositions and Prepositional Phrases, T416–T417</p> <p>myFocus Intervention – Level E Lesson 46 Prepositions, Prepositional Phrases, and Conjunctions, T283–T286</p>

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To the Indiana Academic Standards English/Language Arts, SAT / IAS ELA Priorities**

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<p>5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>Unit 1: Simple Sentences, T337, T341, T345, T349, T357 Compound and Complex Sentences, T163, T385, T389, T393, T397, T405</p> <p>Unit 4: Correlative Conjunctions, T423, T427, T431, T435</p> <p>myFocus Intervention – Level E Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 46 Prepositions, Prepositional Phrases, and Conjunctions, T283–T286</p>

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