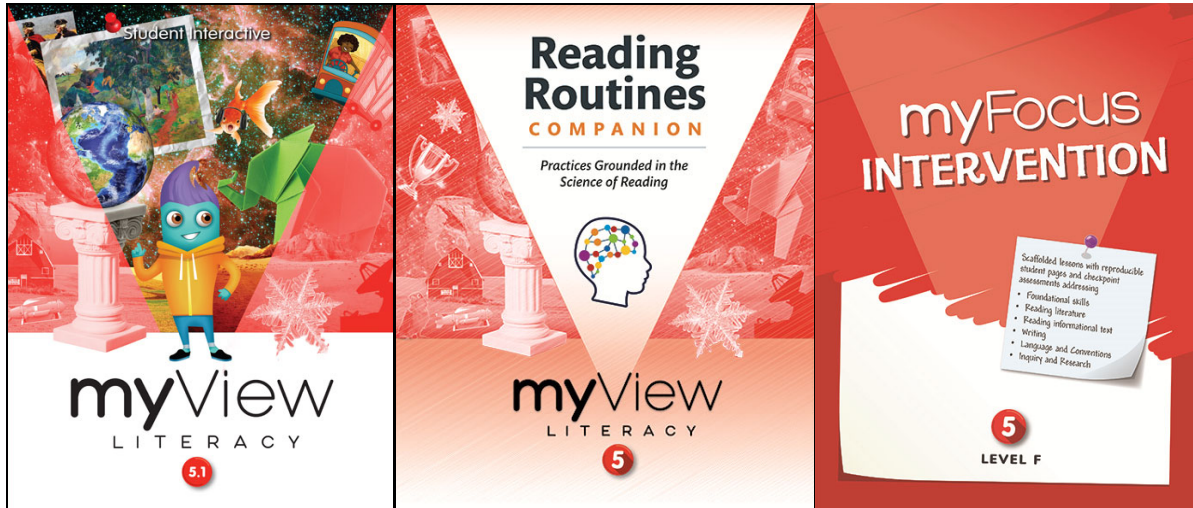


Correlations of



Grade 5

To the

**Indiana Academic Standards
English Language Arts 2020
Grade 5**

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<p>5.RF Reading: Foundations There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.</p>	
<p>Learning Outcome</p>	
<p>5.RF.1 Apply foundational reading skills to build reading fluency and comprehension.</p>	<p>Foundational reading skills are taught throughout the myView program. Please see references under the specific components of reading below.</p> <p>Reading Routines Companion – Grade 5 Word Study Routines, 57-106 Vocabulary Routines, 135-156 Fluency Routines, 159-174 Comprehension Routines, 183-206</p> <p>myFocus Intervention – Level F Phonics, Morphology, and Spelling, TT33–T60 Vocabulary, T61–T78 Fluency, T79–T92 Reading Literature, T93–T166 Reading Informational Text, T167–T226 Writing, T227–T268 Language and Conventions, T269–T292</p>
<p>5.RF.2 Print Concepts</p>	
<p>5.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.3 Phonological Awareness</p>	
<p>5.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.3.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.RF.3.3 Students are expected to build upon and</p>	<p><i>myView</i>, Grade 5 offers students opportunities to</p>

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continue applying concepts learned previously.	build upon and continue applying concepts learned previously.
5.RF.3.4 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.4 Phonics	
5.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.4.2 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.4.3 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.4.4 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RF.4.5 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.

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<p>5.RF.4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context. <i>Further guidance for support will be provided in the Literacy Framework.</i></p>	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T324–T325, T340–T341, T346–T347</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73 Syllable Patterns, T268–T269, T284, T290–T291, T298–T299, T312–T313, T424, T428, T432, T440</p> <p>Unit 4: Syllable Patterns, T64–T65, T358 Word Parts, T70–T71, T134–T135, T196–T197 Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430</p> <p>Unit 5: Word Study: Suffixes, T174 Syllable Patterns, T94–T95, T104, T111, T118–T119, T126–T127, T140–T141, T198–T199, T396</p> <p>Reading Routines Companion – Grade 5 Word Study Routines, 57-106 Vocabulary Routines, 135-156</p> <p>myFocus Intervention – Level F Phonics, Morphology, and Spelling, T33–T60 Vocabulary, T61–T78</p>

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<p>5.RF.5 Fluency</p> <p>5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p>Unit 1: Fluency, T20, T143, T144, T173, T208, T264 Read, T90, T154, T220, T276</p> <p>Unit 2: Fluency, T20, T84, T151, T177, T212, T272 Read, T32, T96, T160, T224, T284</p> <p>Unit 3: Fluency, T21, T82, T142, T208, T263, T287 Read, T32, T94, T164, T220, T274</p> <p>Unit 4: Fluency, T80, T144, T171, T206, T270 Read, T32, T92, T156, T218, T282</p> <p>Unit 5: Fluency, T20, T88, T150, T214, T268, T294 Read, T32, T100, T162, T226, T280</p> <p>Reading Routines Companion – Grade 5 Accuracy, 159-160 Rate, 161-162 Prosody: Poetry, 163-164 Prosody: Narrative Texts, 165-166 Prosody: Informational Texts, 167-168 Prosody: Drama, 169-170 Fluency and Qualitative Measures, 171-172 Target Fluency Goals, 173 Oral Reading Fluency Rubric, 174</p> <p>myFocus Intervention – Level F Lesson 11 Accuracy and Rate, T79–T82 Lesson 12 Appropriate Phrasing and Punctuation Cues, T83–T86 Lesson 13 Expression and Intonation, T87–T90</p>

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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>Learning Outcome</p>	
<p>5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p>	<p>Unit 1 Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T86–T87, T150–T151, T216–T217, T272–T273</p> <p>Unit 2 Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T92–T93, T156–T157, T220–T221, T280–T281</p> <p>Unit 3 Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T90–T91, T150–T151, T216–T217, T270–T271</p> <p>Unit 4 Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T88–T89, T152–T153, T214–T215, T278–T279</p> <p>Unit 5 Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T96–T97, T158–T159, T222–T223, T276–T277</p> <p>Reading Routines Companion – Grade 5 Prosody: Poetry, 163-164 Prosody: Narrative Texts, 165–166 Prosody: Drama, 169–170 Monitor Comprehension, 193-194</p>

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<p>(Continued) 5.RL.1 Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p>	<p>myFocus Intervention – Level F Lesson 14 Genre: Traditional Tales, T93–T98 Lesson 15 Genre: Fiction, T99–T104 Lesson 16 Genre: Poetry and Drama, T1105–T110</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: 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 Unit 2: Generate Questions, T192–T193 Respond and Analyze, T178–T179 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 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 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 F 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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<p>5.RL.2.2 Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>Unit 2: Explore the Poem, T146–T147 Realistic Fiction, T150–T151 Unit 3: Explore the Poem, T18–T19 Summarize, T97, T98, T100, T104 Analyze Plot Elements, T99, T101, T102, T103, T105, T106, T107 Minilesson: Realistic Fiction, T264–T265 Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295 Reflect and Share, T196–T197 Unit 4: Infer Multiple Themes, T94, T95, T98, T103, T104, T107, T116–T117</p> <p>Reading Routines Companion – Grade 5 Monitor Comprehension, 193-194 Summarize, 195-196 Synthesize, 197-198</p> <p>myFocus Intervention – Level F Lesson 20 Determine Theme, T133–T138 Lesson 21 Compare and Contrast Characters, Settings, and Events, T139–T140</p>
<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 Unit 3: Analyze Plot Elements, T96, T99, T101, T102, T103, T105, T106, T107, T114–T115 Analyze Characters, T34, T37, T38, T41, T42, T43, T45, T47, T54–T55 Unit 4: Close Read: Analyze Characters, T36, T38, T39, T42, T43, T45, T52–T53 Unit 5: Analyze Plot and Setting, T164, T165, T169, T170, T173, T176, T177, T178, T179, T186–T187</p> <p>Reading Routines Companion – Grade 5 Summarize, 195-196</p> <p>myFocus Intervention – Level F Lesson 21 Compare and Contrast Characters, Settings, and Events, T139–T140</p>

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5.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	<i>myView</i> , Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.
5.RL.3 Structural Elements and Organization	
5.RL.3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	<p>Unit 2: Explore the Poem, T146–T147</p> <p>Unit 3: Legend and Drama, T144–T145 Explain Literary Structure, T156, T159, T161, T163, T166, T168, T170, T180–T181 Explore the Poem, T18–T19</p> <p>Unit 5: Explore the Poem, T86–T87 Develop Stanzas, T386–T387 Develop Poetry with Punctuation, T390–T391 Develop a Rhyme Scheme, T394–T395</p> <p>Reading Routines Companion – Grade 5 Prosody: Poetry, 163–164 Prosody: Narrative Texts, 165–166 Prosody: Drama, 169–170</p> <p>myFocus Intervention – Level F Lesson 14 Genre: Traditional Tales, T93–T98 Student Pages, S95–S98 Lesson 15 Genre: Fiction, T99–T104 Student Pages, S101–S104 Lesson 16 Genre: Poetry and Drama, T1105–T110 Lesson 18 Apply Reading Strategies, T119–T124 Lesson 22 Literary Devices, T147–T152</p>
5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	<p>Unit 1: Share Back, T329 Historical Fiction, T144–T145 Understand Point of View, T150, T156–T158, T161, T162, T164, T166, T168, T170, T173, T180–T181</p> <p>Unit 2: Possible Teaching Point: Read Like A Writer: Author’s Craft, T175 Analyze Point of View, T156, T162, T164, T165, T168, T170, T172, T174, T175, T177, T184–T185</p> <p>Unit 4: Analyze Point of View, T118</p> <p>myFocus Intervention – Level F Lesson 21 Compare and Contrast Characters, Settings, and Events, T139–T140 Lesson 22 Literary Devices, T147–T152</p>

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5.RL.4-Connection of Ideas	
5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	<p>Unit 1: Visualize, T229</p> <p>Unit 4: Visual Support, T207</p> <p>Unit 5: Use Visuals, T165, T168, T175</p> <p>myFocus Intervention – Level F Lesson 23 Analyze Visual Elements in Literature, T153–T158</p>
5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<p>Unit 1: Compare Texts, T252–T253, T314–T315</p> <p>Unit 3: Legend and Drama, T144–T145 <i>The Carp The Hermit Thrush</i>, T146–T201</p> <p>Unit 4: Infer Multiple Themes, T280, T281, T283, T284, T286, T294–T295</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 F Lesson 24 Compare and Contrast Literature, T159–T164</p>

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<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>Learning Outcome</p>	
<p>5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.</p>	<p>Unit 1 Book Club, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T86–T87, T150–T151, T216–T217, T272–T273</p> <p>Unit 2 Book Club, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485, T486–T487, T488–T489 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T92–T93, T156–T157, T220–T221, T280–T281</p> <p>Unit 3 Book Club, T464–T465, T466–T467, 468–T469, T470–T471, T472–T473, T474–T475, T476–T477 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T90–T91, T150–T151, T216–T217, T270–T271</p> <p>Unit 4 Book Club, T482–T483, T484–T485, T486–T487, T488–T489, T490–T491, T492–T493, T494–T495 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T88–T89, T152–T153, T214–T215, T278–T279</p> <p>Unit 5 Book Club, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481, T482–T483, T484–T485 Independent Reading Log, T11 Matching Texts to Learning (Leveled Readers), T28–T29, T96–T97, T158–T159, T222–T223, T276–T277</p> <p>Reading Routines Companion – Grade 5 Prosody: Informational Texts, 167-168</p> <p>myFocus Intervention – Level F Lesson 25 Genre: Narrative Nonfiction, T167–T172 Lesson 26 Genre: Informational and Procedural Texts, T173–T178 Lesson 27 Genre: Argumentative Texts, T179</p>

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<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> <p>Unit 5: Respond and Analyze, T54–T55, T116–T117, T234–T235, T296–T297 Analyze Main Ideas and Details, T28, T34, T36–T37, T41, T43–T45, T47, T48, T51–T53, T60–T61</p> <p>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 F Lesson 28 Determine Multiple Main Ideas, T187–T192 Lesson 29 Retell, Paraphrase, and Summarize Text, T193–T198</p>

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<p>5.RN.2.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>Unit 1: Analyze Main Ideas and Details, T28, T34, T37, T39, T50–T51</p> <p>Unit 4: Summarize, T91, T97, T98, T100, T102, T104, T122–T123</p> <p>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 Main Idea and Details, 191–192 Monitor Comprehension, 193–194 Summarize, 195–196</p> <p>myFocus Intervention – Level F 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</p> <p>Unit 2: Explain Relationships Between Ideas, T226–T228, T230, T231, T235, T236, T244–T245 Informational Text, T214–T215</p> <p>Unit 4: Explain Relationships Between Ideas, T214, T222, T225–T226, T228–T229, T232, T234, T242–T243 Evaluate Details, T60 Biography, T208–T209</p> <p>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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5.RN.3 Structural Elements and Organization	
5.RN.3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	<p>Unit 1: Minilesson: Use Text Features, T41, T86, T94, T96, T98, T100, T101, T104, T106, T107, T114–T115, T116–T117, T124–T125</p> <p>Unit 5: Analyze Text Features, T37, T49, T53, T62–T63, T70–T71, T96, T102, T105–T107, T114, T115, T122–T123, T231</p> <p>Reading Routines Companion – Grade 5 Prosody: Informational Texts, 167–168 Text Structure: Chronological/Sequence, 199–200 Text Structure: Description, 201–202204 Text Structure: Compare and Contrast, 203–204 Text Structure: Cause and Effect, 205–206</p> <p>myFocus Intervention – Level F Lesson 31 Using Graphic Sources or Text Features, T207–T212</p>
5.RN.3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	<p>Unit 1: Read Like a Writer: Explain Text Structure, T36, T52–T53 Choose a Text Structure, T60–T61 Informational Text, T78, T266–T267 Analyze Text Structure, T279, T280, T282, T284, T287, T289, T291, T298–T299</p> <p>Unit 2: Informational Text, T86–T87 Close Read: Analyze Text Structure, T99, T101, T102, T103, T110, T113, T120–T121</p> <p>Unit 4: Interpret Text Structure, T158, T159, T160, T165, T166, T167, T169, T178–T179</p> <p>Unit 5: Analyze Text Structure, T103, T112, T124–T125 Develop Text Structure, T132–T133 Text Structure, T291</p> <p>Reading Routines Companion – Grade 5 Prosody: Informational Texts, 167–168 Text Structure: Chronological/Sequence, 199–200 Text Structure: Description, 201–202204 Text Structure: Compare and Contrast, 203–204 Text Structure: Cause and Effect, 205–206</p> <p>myFocus Intervention – Level F Lesson 32 Compare Structures in Text, T213–T218</p>

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<p style="text-align: center;">Indiana Academic Standards English/Language Arts 2020</p>	<p style="text-align: center;">myView Literacy Reading Routines Companion myFocus Intervention</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 F 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 F Lesson 33 Author’s Purpose, T219–T224</p>

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<p>5.RN.4.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p>	<p>Unit 1: Reflect and Share, T66–T67, T130–T131 Unit 2: Write to Sources, T136–T137, T260–T261 Develop with Visuals and Multimedia, T378 Explore the Video, T270–T271 Synthesize Information, T289, T291, T294, T296, T297, T314–T315, T458 Unit 3: Explore Media, T260–T261 Unit 4: Compare Across Texts, T464–T465 Unit 5: My View, T234 Minilesson: Write To Sources, T256–T257 Reflect and Share, T318–T319</p> <p>Reading Routines Companion – Grade 5 Synthesize, 197–198</p> <p>myFocus Intervention – Level F Lesson 32 Compare Structures in Text, T213–T218</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>This standard is met throughout the program. See the following representative citations:</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 F 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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<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 F Lesson 8 Use Context Clues 1, T65–T68</p>

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<p style="text-align: center;">Indiana Academic Standards English/Language Arts 2020</p>	<p style="text-align: center;">myView Literacy Reading Routines Companion myFocus Intervention</p>
<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 F Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64</p>
<p>5.RV.2.3 Standard begins at sixth grade.</p>	<p>Standard begins at sixth grade according to the Indiana Academic Standards English/Language Arts</p>

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<p>5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).</p>	<p>Unit 1: Suffixes, T26–T27, T46–T47, T54–T55, T68–T69, T126–T127, T214–T215, T225, T232–T233, T240–T241, T254–T255, T310–T311 Greek Roots, T93, T97, T84–T85, T110–T111, T118–T119, T132–T133, T192–T193</p> <p>Unit 2: Word Study: Prefixes, T218–T219, T230, T240–T241, T248–T249, T262–T263, T318–T319 Base Words and Endings, T340–T341, T346–T347 Principal Parts of Regular Verbs, T369, T373, T377, T381, T389</p> <p>Unit 3: Suffixes, T88–T89, T110–T111, T118–T119, T132–T133, T214–T215, T230–T231, T238–T239, T252–T253 Latin Roots, T44, T26–T27, T50–T51, T58–T59, T72–T73</p> <p>Unit 4: Prefixes, T86–T87, T112–T113, T120–T121, T134–T135 Latin Roots, T290, T291, T301, T276–T277, T308–T309, T316–T317, T330–T331 Word Parts, T45, T26–T27, T48–T49, T56–T57, T70–T71, T86–T87, T112–T113, T120–T121, T134–T135, T346, T350, T354, T362, T128–T129, T170, T150–T151, T174–T175, T182–T183, T196–T197, T394, T398, T402, T410, T254–T255, T430 Adjectives, T351, T355, T359, T363, T375, T379, T383, T387</p> <p>Unit 5: Word Study: Suffixes, T174</p> <p>Reading Routines Companion: Greek Roots <i>chron, meter, photo, bio, geo, logy</i>, 59-60 Latin Roots <i>port, dict, ject, terr</i>, 77-78 Latin Roots <i>audi, rupt, scrib, spec</i>, 95-96</p> <p>myFocus Intervention – Level F Lesson 9 Understand Greek and Latin Affixes, T69–T72 Lesson 10 Understand Greek and Latin Roots, T73–T76</p>

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<p style="text-align: center;">Indiana Academic Standards English/Language Arts 2020</p>	<p style="text-align: center;">myView Literacy Reading Routines Companion myFocus Intervention</p>
<p>5.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.</p>	<p>Unit 1: Using a Dictionary in Activities, T24–T25, T82–T83 How to Use a Glossary, T482–T483</p> <p>Unit 2: Academic Vocabulary, T24–T25 Develop Vocabulary, T238–T239 Using a Dictionary in Activities, T154, T188, T202, T238–T239, How to Use a Glossary, T490–T491</p> <p>Unit 3: Academic Vocabulary, T24–T25, T86–T87 Develop Vocabulary, T174–T175 How to Use a Glossary, T478–T479</p> <p>Unit 4: Academic Vocabulary, T84–T85, T99</p> <p>Unit 5: Academic Vocabulary, T92–T93 How to Use a Glossary, T486–T487</p> <p>Reading Routines Companion – Grade 5 Use Resources, 137–138</p> <p>myFocus Intervention – Level F Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64</p>

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5.RV.3 Vocabulary in Literature and Nonfiction Texts	
<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</p> <p>Unit 2: Figurative Language, T216–T217, T237</p> <p>Unit 3: Figurative Language, T36, T56–T57, T64–T65, T212–T213, T216, T222, T224, T226, T227, T234–T235, T287 Hyperbole, T97, T116–T117</p> <p>Unit 4: Figurative Language, T43, T96, T210, T229, T234–T235 Symbolism, T107</p> <p>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 F Lesson 22 Literary Devices, T147–T152</p>

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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 F Lesson 7 Determine the Meanings of Unfamiliar Words, T61–T64 Lesson 8 Use Context Clues 1, T65–T68</p>

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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</p> <p>Unit 3: Anecdotes, T157, T169, T182–T183, T190–T191</p> <p>Unit 4: Analyze Adages, T210–T211 Adages and Proverbs, T314–T315, T322–T323 Anecdotes, T226</p> <p>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>Learning Outcome</p>	
<p>5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	<p>Unit 1: Personal Narrative, T329, T330–T331, T334–T335, T338–T339, T342–T343, T346, T353, T354–T355, T358–T359, T362–T363, T366–T367, T370, T377–T378–T379, T382–T383, T386–T387, T390–T391, T394 Reflect and Share: Write to Sources, T130–T131, T196–T197, T252–T253</p> <p>Unit 2: Informational Article, 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 Reflect and Share: Write to Sources, T136–T137, T200–T201, T260–T261</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 Reflect and Share: Write to Sources, T130–T131, T196–T197, T250–T251</p> <p>Unit 4: Science Fiction, 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 Reflect and Share: Write to Sources, T132–T133, T194–T195, T258–T259</p>

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<p>(Continued) 5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	<p>(Continued) Unit 5: Poem, T333, T334–T335, T338–T339, T342–T343, T346–T347, T350, T357, T358–T359, T362–T363, T366–T367, T370–T371, T374, T381, T382–T383, T386–T387, T390–T391, T394–T395, T398 Reflect and Share: Write to Sources, T138–T139, T202–T203, T256–T257</p> <p>myFocus Intervention – Level F 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.2 Handwriting</p>	
<p>5.W.2.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>
<p>5.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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5.W.3 Writing Genres: Argumentative, Informative, and Narrative	
5.W.3.1 Write persuasive compositions in a variety of forms that	
5.W.3.1a Clearly present a position in an introductory statement to an identified audience.	<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 F Lesson 41 Write Argumentative Text, T259–T262</p>
5.W.3.1b Support the position with qualitative and quantitative facts and details from various sources, including texts.	<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 F Lesson 41 Write Argumentative Text, T259–T262</p>

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<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 F 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 F Lesson 41 Write Argumentative Text, T259–T262</p>
<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</p> <p>Unit 4: Write to Sources, T132–T133</p> <p>Unit 5: Minilesson: Write to Sources, T202–T203</p> <p>myFocus Intervention – Level F Lesson 41 Write Argumentative Text, T259–T262</p>

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5.W.3.1f Provide a concluding statement or section related to the position presented.	<p>Unit 3: Develop an Introduction and a Conclusion, T374–T375</p> <p>myFocus Intervention – Level F Lesson 41 Write Argumentative Text, T259–T262</p>
5.W.3.2 Write informative compositions on a variety of topics that:	
5.W.3.2a Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.	<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 F Lesson 40 Write Informational Text, T255–T258</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>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 F Lesson 40 Write Informational Text, T255–T258</p>
5.W.3.2c Connect ideas within and across categories using transition words (e.g., therefore, in addition).	<p>Unit 2: Minilesson: Develop with Transitions, T385, T394–T395</p> <p>Unit 5: Celebrate!, T470</p> <p>myFocus Intervention – Level F Lesson 40 Write Informational Text, T255–T258</p>
5.W.3.2d Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.	<p>Unit 2: Use Formatting, T398–T399</p> <p>Unit 3: Use Formatting, T386</p> <p>myFocus Intervention – Level F Lesson 40 Write Informational Text, T255–T258</p>

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<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 F 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 F Lesson 40 Write Informational Text, T255–T258</p>
<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</p> <p>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</p> <p>myFocus Intervention – Level F Lesson 39 Write Narrative Text, T251–T254</p>

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<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 F Lesson 39 Write Narrative Text, T251–T254</p>
<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 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 myFocus Intervention – Level F 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 Unit 4: Minilesson: Develop Dialogue, T384 myFocus Intervention – Level F Lesson 39 Write Narrative Text, T251–T254</p>

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5.W.3.3e Provide an ending that follows from the narrated experiences or events.	<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 F Lesson 39 Write Narrative Text, T251–T254</p>
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–T395 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>

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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) Unit 5: Plan and Prewrite, T350 Introduction and Introductory Elements, T373 Explore and Plan, T458–T459</p> <p>myFocus Intervention – Level F 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</p> <p>Unit 2: Publish and Celebrate, T442–T443 Celebrate and Reflect, T474–T475</p> <p>Unit 3: Minilesson: Use Technology to Produce Writing, T366 Minilesson: Use Technology to Interact and Collaborate, T390 Research: Write a Business E-Mail, T470–T471 Collaborate, T390 Publish and Celebrate, T426–T427, T430–T431 Celebrate and Reflect, T462–T463</p> <p>Unit 4: Publish and Celebrate, T448–T449 Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Extend Research: Online Survey Tools, T476–T477 Celebrate and Reflect, T480–T481</p> <p>Unit 5: Publish and Celebrate, T438–T439 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p> <p>myFocus Intervention – Level F Lesson 40 Write Informational Text, T255–T258</p>

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<p>5.W.5 The Research Process: Finding, Assessing, Synthesizing, and Reporting Information</p>	
<p>5.W.5 Conduct short research assignments and tasks on a topic.</p>	<p>Unit 1: Project-Based Inquiry, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467</p> <p>Unit 2: Project-Based Inquiry, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475</p> <p>Unit 3: Project-Based Inquiry, T448–T449, T450–T451, T452–T453, T454–T455, T456–T457, T458–T459, T460–T461, T462–T463</p> <p>Unit 4: Project-Based Inquiry, T466–T467, T468–T469, T470–T471, T472–T473, T474–T475, T476–T477, T478–T479, T480–T481</p> <p>Unit 5: Project-Based Inquiry, T456–T457, T458–T459, T460–T461, T462–T463, T464–T465, T466–T467, T468–T469, T470–T471</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>

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<p>5.W.5a With support, formulate a research question (e.g., what were John Wooden’s greatest contributions to college basketball?).</p>	<p>Unit 1: Inquire: Introduce the Project, T452–T453 (Travel Guide) Explore and Plan: Argumentative Writing, T454–T455</p> <p>Unit 2: Inquire: Introduce the Project, T460–T461 (Survival Guide to a Natural Area) Explore and Plan: Informative Writing, T462–T463</p> <p>Unit 3: Inquire: Introduce the Project, T448–T449 (Write a Speech about Person Who Impacted Their Lives) Explore and Plan: Argumentative Writing, T450–T451</p> <p>Unit 4: Inquire: Introduce the Project, T466–T467 (Create a Survey on Freedom and Create a Project) Explore and Plan: Informational Writing, T468–T469</p> <p>Unit 5: Inquire: Introduce the Project, T456–T457 (Write a Script for a Public Service Announcement about the Environment) Explore and Plan: Argumentative Writing, T458–T459</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>
<p>5.W.5b Identify and acquire information through reliable primary and secondary sources.</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457</p> <p>Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469</p> <p>Unit 3: Conduct Research: Databases, T452–T453 Refine Research: Bibliography, T456–T457</p> <p>Unit 4: Conduct Research: Surveys, T470–T471 Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477</p> <p>Unit 5: Refine Research: Bibliography, T464–T465</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>

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<p>5.W.5c Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p>	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 3: Refine Research: Bibliography, T456–T457 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Refine Research: Bibliography, T464–T465</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>
<p>5.W.5d Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</p>	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461 Unit 2: Refine Research: Primary and Secondary Sources, T468–T469 Unit 3: Refine Research: Bibliography, T456–T457 Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Unit 5: Refine Research: Bibliography, T464–T465</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>
<p>5.W.5e Present the research information, choosing from a variety of sources.</p>	<p>Unit 1: Celebrate and Reflect, T466–T467 Unit 2: Celebrate and Reflect, T474–T475 Unit 3: Celebrate and Reflect, T462–T463 Unit 4: Celebrate and Reflect, T480–T481 Unit 5: Celebrate and Reflect, T470–T471</p> <p>myFocus Intervention – Level F Lesson 48 Inquiry and Research, T293–T296</p>

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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.	Unit 2: Perfect Verb Tenses, T417, T421, T425, T429 myFocus Intervention – Level F Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 44 Nouns, Pronouns, and Verbs, T273–T276
5.W.6.1b.b Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise)	Unit 2: Irregular Verbs, T393, T397, T401, T405, T413, T437 myFocus Intervention – Level F Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 44 Nouns, Pronouns, and Verbs, T273–T276
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.	Unit 2: Edit for Prepositions and Prepositional Phrases, T409, T426 Unit 3: Prepositions and Prepositional Phrases, T333, T337, T341, T345 Unit 4: Coordinating and Subordinating Conjunctions, T396, T399, T403, T407, T411, T419 Edit for Prepositions and Prepositional Phrases, T416–T417 myFocus Intervention – Level F Lesson 46 Prepositions, Prepositional Phrases, and Conjunctions, T283–T286

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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 Unit 4: Correlative Conjunctions, T423, T427, T431, T435</p> <p>myFocus Intervention – Level F Lesson 43 Complete Sentences with Subject-Verb Agreement, T269–T272 Lesson 46 Prepositions, Prepositional Phrases, and Conjunctions, T283–T286</p>
<p>5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.</p>	<p>Unit 2: Edit for Capitalization, T438–T439 Unit 3: Edit for Capitalization, T398–T399 Unit 4: Capitalization, T447, T451, T455, T459 Unit 5: Capitalization, T337</p> <p>myFocus Intervention – Level F Lesson 47 Capitalization and Punctuation, T287–T290</p>
<p>5.W.6.2b Punctuation</p>	
<p>5.W.6.2b.a Applying correct usage of apostrophes and quotation marks in writing.</p>	<p>Unit 1: Refine Research: Quoting and Paraphrasing, T460–T461 Punctuating Dialogue, T370 Unit 2: Possessives, T101 Unit 5: Quotation Marks, T413, T417, T421, T425, T433</p> <p>myFocus Intervention – Level F Lesson 47 Capitalization and Punctuation, T287–T290</p>

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<p>5.W.6.2b.b Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	<p>Unit 2: Minilesson: Edit for Punctuation Marks, T433 Unit 5: Commas and Introductory Elements, T365, T379, T373, T377, T385</p> <p>myFocus Intervention – Level F Lesson 47 Capitalization and Punctuation, T287–T290</p>
<p>5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.</p>	<p>All units include spelling lessons. For examples see:</p> <p>Unit 1: Spelling, T332, T336, T340, T344, T348, T356, T360, T364, T368, T372, T38, T384, T388, T396</p> <p>Unit 2: Spelling, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T388, T392, T396, T400</p> <p>Unit 3: Spelling, T329, T332, T336, T340, T344, T352, T356, T360, T364, T368, T376, T380, T384</p> <p>Unit 4: Spelling, T370, T374, T378, T382, T386, T394, T398, T402, T406, T410</p> <p>Unit 5: Spelling, T336, T340, T360, T364, T368, T372, T376, T408, T412, T416, T420, T424</p> <p>Reading Routines Companion – Grade 5 VCe Syllables, 65-66 Open and Closed Syllables V/CV and VC/V, 67-68 Final Stable Syllables <i>-le, -tion, -sion</i>, 69–70 <i>r</i>-Controlled Vowels, 71-72 Syllable Patterns, 85-86 Consonant Changes, 97–98 Syllable Patterns, 99–100 Multisyllabic Words, 101–102 Schwa, 103-104 Vowel Changes, 105–106</p> <p>myFocus Intervention – Level F Lesson 2 Multisyllabic Words: Vowel Patterns, T37–T40 Lesson 3 Multisyllabic Words: Syllable Patterns, T41–T44</p>

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<p>5.SL Speaking and Listening There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.</p>	
<p>Learning Outcome</p>	
<p>5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Unit 3: Listening Comprehension, T20– T21, T82–T83, T142–T143, T208–T209, T262–T263 Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270– T271 Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185-186 Monitor Comprehension, 193–194 Synthesize, 197–198</p>

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<p>5.SL.2 Discussion and Collaboration</p>	
<p>5.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.</p>	<p>Students are encouraged to participate in collaborative discussions throughout the year. For examples see:</p> <p>Unit 1: Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315 Turn, Talk, and Share, T450–T451</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323 Turn, Talk, and Share, T458–T459</p> <p>Unit 3: Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311 Turn, Talk, and Share, T466–T467</p> <p>Unit 4: Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329 Turn, Talk, and Share, T464–T465</p> <p>Unit 5: Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319 Turn, Talk, and Share, T454–T455</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185–186 Monitor Comprehension, 193–194 Synthesize, 195–196</p>

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<p>5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p>	<p>Unit 1: Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301</p> <p>Unit 3: Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289</p> <p>Unit 4: Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307</p> <p>Unit 5: Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185–186 Monitor Comprehension, 193–194 Synthesize, 195–196</p>
<p>5.SL.2.3 Establish and follow agreed-upon rules for discussion.</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Writing Club, T347</p> <p>Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Share Back, T354 Writing Club, T379</p> <p>Unit 3: Listening Comprehension, T20–T21, T82–T83, T142–T143, T208–T209, T262–T263 Writing Club, T343</p> <p>Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270–T271</p> <p>Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185–186 Monitor Comprehension, 193–194 Synthesize, 195–196</p>

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<p>5.SL.2.4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>Unit 1: Respond and Analyze: My View, T44–T45, T108–T109, T174–T175, T230–T231, T292–T293 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p>Unit 2: Respond and Analyze: My View, T50–T51, T114–T115, T178–T179, T238–T239, T300–T301 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Respond and Analyze: My View, T48–T49, T108–T109, T174–T175, T228–T229, T288–T289 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p>Unit 4: Respond and Analyze: My View, T46–T47, T110–T111, T172–T173, T236–T237, T306–T307 Reflect and Share: Talk About It, T68–T69, T328–T329</p> <p>Unit 5: Respond and Analyze: My View, T54–T55, T116–T117, T180–T181, T234–T235, T296–T297 Reflect and Share: Talk About It, T76–T77, T318–T319</p>

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<p>5.SL.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.</p>	<p>Unit 1: Interact with Sources: Explore the Time Line, T18–T19 Listening Comprehension: Wrap-Up, T21, T79, T143, T209, T265</p> <p>Unit 2: Minilesson: Analyze Graphic Features, T58 Listening Comprehension: Wrap-Up, T21, T85, T149, T213, T273 Interact with Sources: Explore the Video, T270–T271</p> <p>Unit 3: Listening Comprehension: Wrap-Up, T21, T83, T143, T209, T263 Interact with Sources: Explore the Infographic, T80–T81</p> <p>Unit 4: Listening Comprehension: Wrap-Up, T21, T81, T145, T207, T271</p> <p>Unit 5: Listening Comprehension: Wrap-Up, T21, T89, T151, T215, T269 Compare and Contrast Accounts, T240–T241</p> <p>Reading Routines Companion – Grade 5 Ask and Answer Questions, 185–186 Monitor Comprehension, 193–194 Synthesize, 195–196</p>

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<p>5.SL.3 Comprehension</p> <p>5.SL.3.1 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Unit 1: Listening Comprehension, T20–T21, T78–T79, T142–T143, T208–T209, T264–T265 Explore Infographics, T76–T77, T206–T207 Explore Slideshows, T262–T263</p> <p>Unit 2: Listening Comprehension, T20–T21, T84–T85, T148–T149, T212–T213, T272–T273 Explore Infographics, T20–T21 Explore Videos, T270–T271</p> <p>Unit 3: Listening Comprehension, T20– T21, T82–T83, T142–T143, T208–T209, T262–T263 Explore Infographics, T80–T81 Explore Media, T260–T261</p> <p>Unit 4: Listening Comprehension, T20–T21, T80–T81, T144–T145, T206–T207, T270– T271 Explore Infographics, T18–T19</p> <p>Unit 5: Listening Comprehension, T20–T21, T88–T89, T150–T151, T214–T215, T268–T269 Explore Infographics, T86–T87 Explore Videos, T148–T149</p> <p>Reading Routines Companion – Grade 5 Monitor Comprehension, 193-194 Summarize, 195–196 Synthesize, 197–198</p> <p>myFocus Intervention – Level F Lesson 19 Monitor Comprehension, T125–T130</p>

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<p>5.SL.3.2 Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.</p>	<p>Unit 1: Turn, Talk, and Share, T450–T451 Reflect and Share: Talk About It, T66–T67, T314–T315</p> <p>Unit 2: Turn, Talk, and Share, T458–T459 Reflect and Share: Talk About It, T72–T73, T322–T323</p> <p>Unit 3: Turn, Talk, and Share, T466–T467 Reflect and Share: Talk About It, T70–T71, T310–T311</p> <p>Unit 4: Turn, Talk, and Share, T464–T465 Reflect and Share: Talk About It, T68–T69, T328–T329 Conduct Research: Surveys, T470–T471 Collaborate and Discuss, T472</p> <p>Unit 5: Turn, Talk, and Share, T454–T455 Reflect and Share: Talk About It, T76–T77, T318–T319</p> <p>Reading Routines Companion – Grade 5 Monitor Comprehension, 193–194 Summarize, 195–196 Synthesize, 197–198</p> <p>myFocus Intervention – Level F Lesson 29 Retell, Paraphrase, and Summarize Text, T193–T198</p>

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5.SL.4 Presentation of Knowledge and Ideas	
<p>5.SL.4.1 Using appropriate language, present information on a topic or text, narrative, or opinion in an organized manner, with effective introductions and conclusions, using appropriate structure, appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly and concisely at an understandable pace.</p>	<p>Unit 1: Reflect and Share: Talk About It, T66–T67, T314–T315 Celebrate and Reflect, T466–T467 Unit 2: Reflect and Share: Talk About It, T72–T73, T322–T323 Celebrate and Reflect, T474–T475 Unit 3: Reflect and Share: Talk About It, T70–T71, T310–T311 Celebrate and Reflect, T462–T463 Unit 4: Reflect and Share: Talk About It, T68–T69, T328–T329 Celebrate and Reflect, T480–T481 Unit 5: Reflect and Share: Talk About It, T76–T77, T318–T319 Celebrate and Reflect, T470–T471</p>
<p>5.SL.4.2 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.</p>	<p>Unit 1: Celebrate and Reflect, T466–T467 Unit 2: Celebrate and Reflect, T474–T475 Unit 3: Extend Research: Add Photos and Time Lines, T458–T459 Celebrate and Reflect, T462–T463 Unit 4: Celebrate and Reflect, T480–T481 Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Celebrate and Reflect, T470–T471</p>
<p>5.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.</p>	<p><i>myView</i>, Grade 5 offers students opportunities to build upon and continue applying concepts learned previously.</p>

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<p>5.ML Media Literacy By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.</p>	
<p>Learning Outcome</p>	
<p>5.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p>	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Explore Infographics, T76–T77, T206–T207 Explore Slideshows, T262–T263</p> <p>Unit 2: Conduct Research: Search Engines, T464–T465 Refine Research: Primary and Secondary Sources, T468–T469 Extend Research: Write a Business E-Mail, T470–T471 Explore Infographics, T20–T21 Explore Videos, T270–T271</p> <p>Unit 3: Conduct Research: Databases, T452–T453 Extend Research: Add Photos and Time Lines, T458–T459 Explore Infographics, T80–T81 Explore Media, T260–T261</p> <p>Unit 4: Refine Research: Primary and Secondary Sources, T474–T475 Extend Research: Online Survey Tools, T476–T477 Explore Infographics, T18–T19</p> <p>Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Explore Infographics, T86–T87 Explore Videos, T148–T149</p> <p>Reading Routines Companion – Grade 5 Main Idea and Details, 191–192</p> <p>myFocus Intervention – Level F Lesson 31 Using Graphic Sources or Text Features, T207–T212</p>

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5.ML.2 Media Literacy	
5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.	<p>Unit 2: Argumentative Text, T272–T273, T274–T275 Analyze Argumentative Texts, T286, T287, T288, T290, T293, T295, T298, T299, T306–T307</p> <p>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 Main Idea and Details, 191–192</p> <p>myFocus Intervention – Level F Lesson 33 Author’s Purpose, T219–T224</p>
5.ML.2.2 Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.	<p>Unit 1: Conduct Research: Web Sites, T456–T457 Explore Infographics, T76–T77, T206–T207 Explore Slideshows, T262–T263</p> <p>Unit 2: Conduct Research: Search Engines, T464–T465 Extend Research: Write a Business E-Mail, T470–T471 Explore Infographics, T20–T21 Explore Videos, T270–T271</p> <p>Unit 3: Conduct Research: Databases, T452–T453 Extend Research: Add Photos and Time Lines, T458–T459 Explore Infographics, T80–T81 Explore Media, T260–T261</p> <p>Unit 4: Extend Research: Online Survey Tools, T476–T477 Explore Infographics, T18–T19</p> <p>Unit 5: Conduct Research: Graphics, T460–T461 Extend Research: Recording Tips, T466–T467 Explore Infographics, T86–T87 Explore Videos, T148–T149</p> <p>Reading Routines Companion – Grade 5 Main Idea and Details, 191–192</p>

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