



Reading™
Indiana

HMH Into Reading™ Indiana
correlated to the
Indiana Academic Standards
English/Language Arts

GRADE 5

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correlated to the

**Indiana Academic Standards
English/Language Arts**

Grade 5

Indiana Academic Standards		HMH Into Reading Teacher Materials
READING: Foundations		
RF.1: LEARNING OUTCOME FOR READING FOUNDATIONS		
Develop, build, and apply knowledge of foundational reading skills		
Learning Outcomes		
5.RF.1	Apply foundational reading skills to demonstrate reading fluency and comprehension.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T36–T39, T96–T99, T152–T155, T226–T229, T286–T289, T342–T345; V2: T36–T39, T96–T99, T152–T155, T226–T229, T286–T289, T342–T345; V3: T36–T39, T96–T99, T152–T155, T226–T229, T286–T289, T342–T345; V4: T36–T39, T96–T99, T152–T155, T226–T229, T286–T289, T342–T345; V5: T36–T39, T96–T99, T152–T155, T226–T229, T286–T289, T342–T345; V6: T10–T13, T30–T33, T50–T53, T74–T77, T94–T97, T114–T117
RF.2: PRINT CONCEPTS Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories		
Print Concepts		
5.RF.2.1	<i>Students are expected to build upon and continue applying concepts learned previously. Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.3
5.RF.2.2	<i>Students are expected to build upon and continue applying concepts learned previously. Recognize that written words are made up of sequences of letters.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.1

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5.RF.2.3	<i>Students are expected to build upon and continue applying concepts learned previously. Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.2, K.32
5.RF.2.4	<i>Students are expected to build upon and continue applying concepts learned previously. Learn and apply knowledge of alphabetical order.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.31
RF.3: PHONOLOGICAL AWARENESS		
Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds		
Phonological Awareness		
5.RF.3.1	<i>Students are expected to build upon and continue applying concepts learned previously. Identify and produce rhyming words.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.36, K.37, K.38
5.RF.3.2	<i>Students are expected to build upon and continue applying concepts learned previously. Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.39, K.40, K.49, K.50, 1.9C, 1.10C, 1.11B, 1.12C, 1.21D, 2.5B, 2.7B
5.RF.3.3	<i>Students are expected to build upon and continue applying concepts learned previously. Add, delete, or substitute sounds to change single-syllable words.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.53, K.54, K.55, 1.15B, 1.16B, 1.17B, 1.18B, 1.20B, 1.22B, 1.26B, 1.27B, 1.34B

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5.RF.3.4	<i>Students are expected to build upon and continue applying concepts learned previously. Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.41, K.42, K.43, K.44, K.45, K.46
5.RF.3.5	<i>Students are expected to build upon and continue applying concepts learned previously. Segment the individual sounds in one-syllable words.</i>	Foundational Skills and Word Study Studio Teacher’s Guide: K.40, K.51, K.52
RF.4: PHONICS		
Decode and read words by applying phonics and word analysis skills		
Phonics		
5.RF.4.1	<i>Students are expected to build upon and continue applying concepts learned previously. Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.</i>	Teacher’s Guide: V1: T96–T97, T152–T153, T286–T287, T342–T343; V2: T36–T37 Foundational Skills and Word Study Studio Teacher’s Guide: K.56, K.57, K.58, K.59, K.60, K.61, K.73B, K.74B, K.75B, K.76B, K.78B, K.79B, K.80B, K.81B, K.83B, K.84B, K.85B, K.86B, K.88B, K.89B, K.90B, K.91B, K.93A, K.93B, K.94A, K.94B, K.94C; 1.8D, 1.9C, 1.10C, 1.11B, 1.12C, 1.14B, 1.15C, 1.16C, 1.18D, 1.21D, 2.5B, 2.7B, 2.8B, 2.9B, 3.8
5.RF.4.2	<i>Students are expected to build upon and continue applying concepts learned previously. Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</i>	Teacher’s Guide, V1: T36–T37, T96–T97, T152–T153, T226–T227, T286–T287, T342–T343; V2: T36–T37; V3: T36–T37 Foundational Skills and Word Study Studio Teacher’s Guide: 1.21C, 1.22C, 1.23B, 1.24D, 1.28B, 1.29B, 1.30B, 1.32D, 1.34C, 2.14B, 2.15B, 2.16B, 2.20B, 2.21B, 2.31B, 2.32B, 2.33B, 2.34C, 3.3, 3.4, 3.5, 3.10, 3.13, 3.23

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5.RF.4.3	<i>Students are expected to build upon and continue applying concepts learned previously. Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i>	Teacher’s Guide, V1: T96–T97, T152–T153, T226–T227, T286–T287 Foundational Skills and Word Study Studio Teacher’s Guide: K.58, K.73B, K.78B, K.83B, K.85B, K.88B, K.93A, K.93B, K.94A, K.94B, K.94C
5.RF.4.4	<i>Students are expected to build upon and continue applying concepts learned previously. Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).</i>	Teacher’s Guide, V3: T152–T153, T226–T227, T286–T287; V6: T10–T11, T94–T95 Foundational Skills and Word Study Studio Teacher’s Guide: 1.9C, 1.10C, 1.11B, 1.12C, 1.21D, 2.5B, 2.7B, 3.8
5.RF.4.5	<i>Students are expected to build upon and continue applying concepts learned previously. Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</i>	Teacher’s Guide, V1: T173, T287, T307; V2: T61 Foundational Skills and Word Study Studio Teacher’s Guide: 3.5, 3.11, 3.33, 4-6.34
5.RF.4.6	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T36–T39, T62–T63, T96–T99, T126–T127, T152–T155, T164–T165, T226–T229, T252–T253, T286–T289, T316–T317, T342–T345, T354–T355; V2: T36–T39, T62–T63, T96–T99, T126–T127, T152–T155, T164–T165, T226–T229, T252–T253, T286–T289, T316–T317, T342–T345, T354–T355; V3: T36–T39, T62–T63, T96–T99, T126–T127, T152–T155, T164–T165, T226–T229, T252–T253, T286–T289, T316–T317, T342–T345, T354–T355; V4: T36–T39, T62–T63, T96–T99, T126–T127, T152–T155, T164–T165, T226–T229, T252–T253, T286–T289, T316–T317, T342–T345, T354–T355; V5: T36–T39, T62–T63, T96–T99, T126–T127, T152–T155, T164–T165, T226–T229, T252–T253, T286–T289, T316–T317, T342–T345, T354–T355; V6: T10–T13, T30–T33, T50–T53, T74–T77, T94–T97, T114–T117

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RF.5: FLUENCY		
Demonstrate accuracy and fluency when reading		
Fluency		
5.RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	Teacher’s Guide, V2: T39, T345; V3: T345; V4: T233; V5: T39, T337
READING: Literature		
RL.1: LEARNING OUTCOME FOR READING LITERATURE		
Read and comprehend a variety of literature independently and proficiently		
Learning Outcome		
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.	Teacher’s Guide, V1: T140, T214, T274, T330; V2: T330; V3: T84; V4: T214, T274, T330; V5: T24, T140, T330 Teaching Pal, B1: 88–108, 112–120, 124–140, 144–166, 284–296, 332–336, 340–350; B2: 154–176, 180–190, 194–204, 208–222, 238–254, 278–292, 342–352
RL.2: STANDARD 2: KEY IDEAS AND TEXTUAL SUPPORT		
Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes		
Key Ideas and Details		
5.RL.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Teacher’s Guide, V1: T146, T147, T158, T159, T166, T167, T176, T177, T232, T233, T244, T245, T254, T255, T262, T263, T280, T281, T292, T293, T300, T301, T310, T311, T318, T319, T336, T337, T348, T349, T356, T357, T366, T367, T374, T375; V2: T336, T337, T348, T349, T356, T357, T366, T367, T374, T375; V3: T90, T91, T102, T103, T110, T111, T120, T121, T128, T129; V4: T232, T233, T244, T245, T254, T255, T262, T263, T280, T281, T292, T293, T300, T301, T310, T311, T318, T319, T336, T337, T348, T349, T356, T357, T366, T367, T374, T375 ; V5: T42, T43, T54, T55, T64, T65, T72, T73, T146, T147, T158, T159, T166, T167, T176, T177, T184, T185, T336, T337, T348, T349, T356, T357, T366, T367, T374, T375 Teaching Pal, B1: 59, 66, 73, 74, 75, 79, 94, 109, 110, 111, 119, 121, 141, 149, 152, 158, 160, 161, 163, 167, 290, 291, 292, 295, 296, 297, 334, 335, 336, 337, 342, 345, 349, 351; B2: 157, 158, 159,

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5.RL.2.2	Determine a 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.	Teacher’s Guide, V1: T366, T367; V2: T366, T367; V3: T120–T121; V4: T244, T245, T254, T255, T310–T311, T356, T357; V5: T348, T349 Teaching Pal, B1: 66, 163, 167, 297, 337, 345; B2: 159, 161, 176, 205, 210, 215, 219, 220, 223, 247, 252, 286, 290, 346, 350
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.	Teacher’s Guide, V1: T158, T159, T244, T245, T262, T263; V2: T348, T349; V4: T310, T311, T356, T357; V5: T54, T55 Teaching Pal, B1: 59, 64, 94, 104, 109, 128, 129, 139, 141, 289, 291, 334, 336, 337, 343, 345, 346, 351; B2: 187, 191, 197, 199, 202, 245, 251, 255, 285
5.RL.2.4	<i>Students are expected to build upon and continue applying concepts learned previously.</i>	
RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION		
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view		
Structural		
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.	Teacher’s Guide, V1: T244, T245, T292, T293, T310, T311, T348, T349; V3: T102, T103, T120, T121; V4: T292, T293, T318, T319, T348, T349; V5: T64, T65, T158, T159 Teaching Pal, B1: 91, 92, 103, 115, 116, 122, 123, 142, 143, 352, 353; B2: 161, 175, 177, 187, 190, 197, 215, 247, 284, 350

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5.RL.3.2	Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	Teacher’s Guide, V1: T168; V2: T356, T357; V4: T254, T255, T262, T263, T356, T357; V5: T176, T177 Teaching Pal, B1: 68, 73, 148, 149, 150, 152, 154, 155, 157, 165, 167, 287, 288, 292; B2: 161, 167, 176, 177, 210, 211, 217, 223, 280
RL.4: CONNECTION OF IDEAS Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning		
Connection of Ideas		
5.RL.4.1	Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	Teacher’s Guide, V1: T269, T325, T373; V2: T373; V3: T324; V4: T269, T325, T373; V5: T79, T183, T324, T373 Teaching Pal, B1: 11, 61, 65, 67, 71, 81, 95, 96, 99, 117, 118, 151, 159, 163, 243, 293, 343, 344, 347, 348; B2: 11, 147, 160, 164, 168, 169, 170, 219, 220, 231, 250, 253, 282, 288, 301, 347, 349
5.RL.4.2	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Teacher’s Guide, V1: T374, T375; V2: T374, T375; V4: T357, T374, T375; V5: T184, T185, T374, T375 Teaching Pal, B2: 346
READING: Nonfiction		
RN.1: LEARNING OUTCOME FOR READING NONFICTION Read and comprehend a variety of nonfiction independently and proficiently		
Learning Outcome		
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.	Teacher’s Guide, V1: T24, T84; V2: T24, T84, T140, T214; V3: T24, T140, T214; V4: T24, T84, T140; V5: T84, T214, T274 Teaching Pal, B1: 18–32, 182–194, 204–214, 218–234, 250–264, 268–274, 312–328, 354–372; B2: 18–30, 34–38, 42–52, 56–68, 84–94, 98–108, 112–120, 124–138, 264–274, 308–320, 330–338

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RN.2: KEY IDEAS AND TEXTUAL SUPPORT		
Extract and construct meaning from nonfiction texts using a range of comprehension skills		
Key Ideas and Textual Support		
5.RN.2.1	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	<p>Teacher’s Guide, V1: T30, T31, T42, T43, T54, T55, T64, T65, T72, T73, T90, T91, T102, T103, T110, T111, T120, T121, T128, T129; V2: T42, T43, T54, T55, T64, T65, T72, T73, T90, T91, T102, T103, T110, T111, T120, T121, T128, T129, T158, T159, T166, T167, T176, T177, T184, T185, T220, T221, T232, T233, T244, T245, 254, T255, T262, T263; V3: T30, T31, T54, T55, T64, T65, T72, T73, T146, T147, T158, T159, T166, T167, T176, T177, T184, T185, T220, T221, T232, T233, T244, T245, T254, T255, T262, T263; V4: T42, T43, T54, T55, T72, T73, T166, T167, T176, T177, T184, T185; V5: T90, T91, T102, T103, T110, T111, T120, T121, T128, T129, T220, T221, T232, T233, T244, T245, T254, T255, T280, T281, T292, T293, T300, T301, T310, T311, T318, T319, T374, T375</p> <p>Teaching Pal, B1: 20, 21, 22, 23, 25, 27, 28, 29, 31, 33, 39, 41, 42, 43, 49, 50, 52, 53, 184, 185, 186, 188, 190, 193, 194, 195, 200, 201, 206, 207, 208, 209, 210, 211, 215, 222, 224, 227, 228, 231, 232, 234, 235, 252, 254, 255, 256, 257, 258, 259, 260, 261, 262, 264, 265, 270, 271, 274, 275, 280, 281, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 327, 329, 358, 361, 363, 364, 365, 366, 368, 370, 371, 372, 373; B2: 22, 23, 24, 25, 27, 30, 31, 39, 45, 46, 47, 48, 52, 53, 62, 64, 68, 69, 83, 102, 103, 104, 105, 106, 107, 108, 109, 114, 116, 117, 118, 119, 120, 121, 127, 128, 129, 130, 131, 132, 133, 136, 137, 138, 139, 260, 261, 267, 268, 269, 270, 271, 272, 273, 274, 275, 311, 312, 313, 314, 316, 317, 318, 319, 321, 326, 327, 333, 334, 335, 338, 339, 347, 349, 351, 353</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>Teacher’s Guide, V1: T30, T31, T42, T43, T72, T73, T120, T121; V2: T90, T91, T110, T111, T128, T129, T244, T245; V3: T30, T31, T78, T244, T245; V4: T54, T55; V5: T102, T103, T244, T245, T310, T311</p> <p>Teaching Pal, B1: 21, 31, 39, 49, 50, 53, 193, 199, 206, 210, 212, 214, 228, 233, 235, 256, 258, 270, 274, 275, 319, 321, 322, 324, 359, 371, 372; B2: 22, 24, 31, 61, 62, 103, 105, 108, 109, 120, 128, 138, 139, 271, 274, 312, 318, 322, 323, 334, 336, 338, 339</p>

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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.	Teacher’s Guide, V1: T102, T103; V2: T54, T55, T102, T103, T128, T129, T158, T159, T176, T177, T232, T233, T254, T255; V3: T64, T65, T158, T159, T166, T167, T176, T177; V4: T54, T55, T176, T177, T184, T185; V5: T102, T103, T120, T121, T128, T129, T232, T233, T292, T293, T310, T311, T318, T319 Teaching Pal, B1: 25, 28, 33, 53, 209, 215, 223, 224, 231, 235, 254, 259, 261, 265, 275, 280, 281, 318, 319, 320, 321, 361, 363, 365, 370, 373; B2: 48, 83, 106, 109, 118, 128, 130, 133, 139, 261, 267, 269, 318, 319, 321, 327, 339, 353
RN.3: FEATURES AND STRUCTURES		
Build understanding of nonfiction text, using knowledge of text features, structures, and author’s perspective		
Features and Structures		
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.	Teacher’s Guide, V1: T25, T78, T79, T134, T190; V2: T25, T78, T141, T158, T159, T184, T185; V3: T25, T166, T167, T184, T185, T190, T375; V4: T25, T141, T184, T185; V5: T85, T128, T129, T374, T375 Teaching Pal, B1: 189, 190, 195, 223, 224, 231; B2: 103, 104, 119, 268, 270, 339, 349
5.RN.3.2	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	Teacher’s Guide, V1: T102, T103, T128, T129; V2: T54, T55, T176, T177, T220, T221, T254, T255; V3: T158, T159, T176, T177, T254, T255; V4: T54, T55, T176, T177, T185; V5: T318, T319, T375 Teaching Pal, B1: 40, 52, 184, 186, 229, 259, 361, 363, 365, 370; B2: 23, 130, 336, 337
5.RN.3.3	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	Teacher’s Guide, V1: T64, T65; V2: T184, T185, T374, T375; V3: T184, T185, T374, T375; V4: T184, T185; V5: T184, T185, T374, T375 Teaching Pal, B1: 20, 25, 28; B2: 118, 139, 268

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RN.4: CONNECTION OF IDEAS		
Build understanding of nonfiction texts by verifying points and making connections between topics and ideas		
Connection of Ideas		
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.	Teacher’s Guide, V2: T134, T182; V3: T64, T65, T72, T73; V5: T120, T122 Teaching Pal, B1: 315, 319, 321, 323, 324, 327, 329; B2: 82, 83, 267, 272, 275
5.RN.4.2	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	Teacher’s Guide, V1: T25, T85, T190; V2: T25, T78, T85, T141, T184, T185, T190, T215; V3: T25, T141, T184, T185, T190, T215; V4: T25, T141, T184, T185, T190, T215; V5: T85, T275, T331, T374, T375 Teaching Pal, B1: 300; B2: 72, 35
5.RN.4.3	<i>Standard begins at sixth grade.</i>	
READING: Vocabulary		
RV.1: LEARNING OUTCOME FOR READING VOCABULARY		
Build and apply vocabulary using various strategies and sources		
Learning Outcome		
5.RV.1	Build and use accurately general academic and content-specific words and phrases.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V2: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V3: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V4: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89,

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		<p>T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365; V5: T40–T41, T52–T53, T62–T63, T70–T71, T88–T89, T100–T101, T108–T109, T118–T119, T126–T127, T144–T145, T156–T157, T164–T165, T174–T175, T230–T231, T242–T243, T252–T253, T260–T261, T278–T279, T290–T291, T298–T299, T308–T309, T316–T317, T334–T335, T346–T347, T354–T355, T364–T365</p> <p>Teaching Pal, B1: 12–13, 82–83, 176–177, 244–245, 306–307, 381–395; B2: 12–13, 78–79, 148–149, 232–233, 302–303, 361–375</p>
RV.2: VOCABULARY BUILDING		
Use strategies to determine and clarify words and understand their relationships		
Vocabulary Building		
5.RV.2.1	Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.	<p>This standard is addressed throughout the program. Please see the following representative pages:</p> <p>Teacher’s Guide, V1: T52, T53, T100, T101, T118, T119, T217, T242, T290, T308, T347; V2: T52, T53, T72, T73, T75, T100, T101, T118, T119, T156, T166, T167, T169, T242, T280, T283, T290, T308, T346; V3: T52, T100, T118, T146, T156, T165, T290; V4: T52, T53, T72, T73, T75, T100, T101, T119, T156, T174, T227, T242, T290, T308, T347; V5: T52, T53, T100, T101, T118, T119, T242, T290, T303, T308</p> <p>Teaching Pal, B1: 12–13, 82–83, 176–177, 244–245, 306–307, 381–395; B2: 12–13, 78–79, 148–149, 232–233, 302–303, 361–375</p>
5.RV.2.2	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<p>Teacher’s Guide, V1: T243, T291, T309; V2: T53, T101, T119, T157, T243, T291, T309, T347; V3: T53, T101, T119, T157, T347; V4: T101, T157, T243, T291, T309; V5: T53, T101, T119, T157, T243, T291, T309, T347</p> <p>Teaching Pal, B1: 12–13, 82–83, 176–177, 244–245, 306–307; B2: 12–13, 78–79, 148–149, 232–233, 302–303</p>
5.RV.2.3	<i>Standard begins at sixth grade.</i>	

Indiana Academic Standards		HMH Into Reading Teacher Materials
5.RV.2.4	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>).	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V2: T62–T63, T126–T127, T164–T165, T252–T253, T316–T317, T354–T355; V3: T62–T63, T116–T117, T126–T127, T164–T165, T172–T173, T250–T251, T252–T253, T306–T307, T316–T317, T354–T355, T362–T363; V4: T62–T63, T126–T127, T164–T165, T252–T253, T306–T307, T316–T317, T354–T355; V5: T60–T61, T62–T63, T116–T117, T126–T127, T164–T165, T172–T173, T250–T251, T252–T253, T316–T317, T354–T355; V6: T10–T11, T18–T19, T30–T31, T38–T39, T50–T51, T58–T59, T74–T75, T82–T83, T94–T95, T102–T103 Teaching Pal, B1: 382, 388, 389, 392, 393, 395; B2: 363, 371, 373, 375
5.RV.2.5	Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation and clarify the precise meanings of words and phrases.	Teacher’s Guide, V1: T60, T63, T93, T113, T127, T157, T253, T261, T317, T355; V2: T63, T71, T72, T73, T101, T119, T127, T165, T166, T243, T253, T280, T291, T300, T309, T317, T347, T355; V3: T53, T63, T127, T153, T165, T172, T173, T243, T253, T263, T291, T309, T317, T342, T343, T344, T355, T362, T363; V4: T63, T72, T73, T127, T152, T153, T157, T165, T172, T173, T226, T227, T243, T251, T253, T254, T291, T309, T317, T355; V5: T60, T63, T96, T116, T127, T152, T165, T172, T226, T250, T253, T309, T317, T355; V6: T11, T18, T19, T30, T31, T32, T38, T39, T75, T83, T123 Teaching Pal, B1: 381–395; B2: 361–375
RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS		
Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses		
Vocabulary in Literature and Nonfiction Texts		
5.RV.3.1	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i>).	Teacher’s Guide, V1: T254–T257, T292–T293, T318–T321, T348–T351; V2: T30–T33, T64–T67, T120–T123; V3: T128–T131, T262–T265, T318–T321, T366–T369; V4: T120–T123, T166–T169, T254–T257, T348–T351; V5: T72–T75, T166–T169, T262–T265, T366–T369; V6: T78, T98, T118 Teaching Pal, B1: 102, 134, 136, 140, 153, 156, 161, 188, 190, 342, 349; B2: 63, 211, 216, 240, 242, 347

Indiana Academic Standards		HMH Into Reading Teacher Materials
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.	This standard is addressed throughout the program. Please see the following representative pages: Teacher’s Guide, V1: T40, T52, T88, T100, T104, T230, T278, T298; V2: T72, T73, T166, T167; V3: T40, T88, T100, T108, T118, T230, T278, T298, T346; V4: T32, T40, T44, T56, T66, T72, T73, T74, T88, T166, T167, T168, T230, T278, T279, T298; V5: T40, T88, T108, T174, T230, T278, T290, T298, T299, T308 Teaching Pal, B1: 185, 188, 190, 209, 222, 364; B2: 47, 118, 136, 327, 347
5.RV.3.3	Analyze the meanings of proverbs, adages, and idioms in context.	Teacher’s Guide, V1: T26, T27, T50, T86, T87, T142, T217, T277, T318, T319, T332; V2: T26, T27, T87, T216, T276, T277, T332; V3: T27, T86, T87, T217, T276, 366, 367; V4: T26, T27, T87, T128, T129, T142, T168, T216; V5: T26, T27, T86, T87, T217, T276, T277, T332 Teaching Pal, B2: 34, 120
Writing		
W.1: LEARNING OUTCOME FOR WRITING		
Write effectively for a variety of tasks, purposes, and audiences		
Learning Outcome		
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.	This standard is addressed throughout the program. Please see the following representative pages: Teaching Pal, B1: 34–35, 44–45, 54–55, 74–75, 110–111, 122–123, 142–143, 168–169, 196–197, 216–217, 236–237, 238–241, 266–267, 276–277, 276–277, 298–299, 330–331, 338–339, 352–353; B2: 32–33, 40–41, 54–55, 96–97, 110–111, 122–123, 178–179, 192–193, 206–207, 256–257, 276–277, 294–295, 322–323, 340–341 Writing Workshop Teacher’s Guide: W7–W11, W13–W16, W20, W23–W27, W29, W43, W44, W46, W55–W59, W60–W64, W71, W73–W76, W80, W89–W98, W105, W113, W121–W128, W134, W135, W137–W141, W146, W154–W157, W159, W160, W169–W178, W185–W188, W190, W192, W209–W211, W263, W266

Indiana Academic Standards		HMH Into Reading Teacher Materials
W.2: HANDWRITING		
Demonstrate the ability to write legibly		
Handwriting		
5.W.2.1	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Write legibly in print or cursive, forming letters and words that can be read by others.	Teaching Pal, B1: 173, 303, 379; B2: 75, 229, 299 Teacher’s Guide, V1: T98, T344, R4, R5, R6; V2: T38, T98, T228, T344, R4, R5, R6; V3: T98, T154, T288, T344, R4, R5, R6; V4: T38, T154, T288, R4, R5, R6; V5: T154, T228, T288, R4, R5, R6; V6: T12, T31, T76, T96, R4, R5, R6
5.W.2.2	<i>Students are expected to build upon and continue applying concepts learned previously.</i> Write by moving from left to right and top to bottom.	Teacher’s Guide, V1: R4, R5, R6; V2: R4, R5, R6; V3: R4, R5, R6; V4: R4, R5, R6; V5: R4, R5, R6; V6: R4, R5, R6
W.3: WRITING GENRES		
Develop writing skills by writing for different purposes and to specific audiences or people		
Persuasive		
5.W.3.1	Write persuasive compositions in a variety of forms that –	
•	Clearly present a position in an introductory statement to an identified audience.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V5: T186, T187 Teaching Pal, B1: 238, 276, 277, 330, 331, 376, 377, 378, 379; B2: 32, 33, 110, 111, 276, 296, 297, 298, 299 Writing Workshop Teacher’s Guide: W7, W40, W41, W43, W44, W69, W73, W75, W76, W79, W154, W155, W156, W157, W159
•	Support the position with qualitative and quantitative facts and details from various sources, including texts.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V5: T186, T187 Teaching Pal, B1: 238, 277, 330, 331, 376, 377, 378, 379; B2: 32, 33, 110, 111, 296, 297, 298, 299, 341 Writing Workshop Teacher’s Guide: W40, W41, W43, W44, W69, W74, W75, W79, W154, W155, W156, W158, W159

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Indiana Academic Standards		HMH Into Reading Teacher Materials
•	Use an organizational structure to group related ideas that support the purpose.	Writing Workshop Teacher’s Guide: W41–W44, W74–W78, W154–W158
•	Use language appropriate for the identified audience.	Writing Workshop Teacher’s Guide: W41–W44, W74–W78, W154– W158
•	Connect reasons to the position using words, phrases, and clauses.	Teaching Pal, B1: 376, 379; B2: 299 Writing Workshop Teacher’s Guide: W40, W42, W44, W78, W81, W160, W161
•	Provide a concluding statement or section related to the position presented.	Teacher’s Guide, V2: T186, T187; V3: T186, T187; V5: T186, T187 Teaching Pal, B1: 241, 330, 331, 377, 378, 379; B2: 32, 33, 110, 111, 299 Writing Workshop Teacher’s Guide: W40, W43, W69, W75, W77, W79, W156, W157, W159
Informative		
5.W.3.2	Write informative compositions on a variety of topics that –	
•	Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.	Teacher’s Guide, V2: T376, T377; V3: T376, T377; V4: T186, T187; V5: T376, T377 Teaching Pal, B1: 44, 45, 54, 55, 196, 197, 216, 217, 236, 237, 267, 300, 302, 374, 375; B2: 74, 96, 97, 140, 141, 142, 143, 144, 145, 193, 358 Writing Workshop Teacher’s Guide: W7, W8, W9, W10, W11, W12, W14, W56, W57, W58, W106, W111
•	Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.	Teacher’s Guide, V2: T376, T377; V3: T376, T377; V4: T186, T187; V5: T376, T377 Teaching Pal, B1: 44, 45, 54, 55, 196, 197, 216, 217, 236, 237, 267, 283, 302, 374, 375; B2: 55, 74, 96, 97, 142, 143, 144, 145, 193, 358 Writing Workshop Teacher’s Guide: W7, W8, W10, W11, W12, W14, W56, W57, W58, W60, W106, W107, W111

Indiana Academic Standards		HMH Into Reading Teacher Materials
•	Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>).	Teacher’s Guide, V5: T376, T377 Teaching Pal, B1: 303; B2: 75, 358 Writing Workshop Teacher’s Guide: W7, W14, W61
•	Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension.	Writing Workshop Teacher’s Guide: W17, W56–W59
•	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.	Teaching Pal, B1: 196, 197, 236, 237, 303; B2: 75, 97, 145, 359 Writing Workshop Teacher’s Guide: W7, W56, W57, W60, W62, W110, W111
•	Provide a concluding statement or section related to the information or explanation presented.	Teacher’s Guide, V2: T376, T377; V3: T376, T377; V4: T186, T187; V5: T376, T377 Teaching Pal, B1: 44, 45, 54, 55, 267, 302; B2: 74, 97, 358 Writing Workshop Teacher’s Guide: W7, W8, W10, W11, W12, W14, W57, W59
Narrative		
5.W.3.3	Write narrative compositions in a variety of forms that –	
•	Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>).	Teacher’s Guide, V1: T376, T377; V4: T377 Teaching Pal, B1: 34, 35, 74, 75, 76, 77, 78, 111, 123, 143, 170, 172, 173, 352, 353; B2: 71, 207, 228, 294, 295 Writing Workshop Teacher’s Guide: W23–W28, W30, W89–W91, W139–W144, W185, W186, W189, W192

Indiana Academic Standards		HMH Into Reading Teacher Materials
<ul style="list-style-type: none"> Develop an event sequence (e.g., <i>conflict</i>, <i>climax</i>, <i>resolution</i>) that unfolds naturally, connecting ideas and events using transitions. 	<p>Teacher’s Guide, V1: T376, T377</p> <p>Teaching Pal, B1: 79, 111, 170, 173</p> <p>Writing Workshop Teacher’s Guide: W27, W89–W91, W139, W141, W185, W186</p>	
<ul style="list-style-type: none"> Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. 	<p>Teacher’s Guide, V1: T376, T377</p> <p>Teaching Pal, B1: 76, 77, 78, 143, 170, 172, 173, 338, 339, 352, 353; B2: 71, 122, 123, 228</p> <p>Writing Workshop Teacher’s Guide: W23–W28, W89–W92, W95, W139–W144, W185–W187, W189, W192</p>	
<ul style="list-style-type: none"> Use precise and expressive vocabulary and figurative language for effect. 	<p>Teacher’s Guide, V1: T186; V4: T377</p> <p>Teaching Pal, B1: 74, 75, 76, 79, 111, 123, 169; B2: 224, 225, 228</p> <p>Writing Workshop Teacher’s Guide: W27, W30, W89, W90, W92, W93, W95, W136, W139–W144, W182, W184, W185–W187, W190–W192, W195</p>	
<ul style="list-style-type: none"> Provide an ending that follows from the narrated experiences or events. 	<p>Teacher’s Guide, V1: T186, T376, T377</p> <p>Teaching Pal, B1: 35, 74, 75, 76, 78, 79, 170, 172, 173; B2: 71, 228</p> <p>Writing Workshop Teacher’s Guide: W25–W27, W89–W92, W139, W141, W185, W186, W189</p>	

Indiana Academic Standards		HMH Into Reading Teacher Materials
W.4: THE WRITING PROCESS		
Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others		
The Writing Process		
5.W.4	Apply the process to –	
•	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., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions.	This standard is addressed throughout the program. Please see the following representative pages: Writing Workshop Teacher’s Guide: W7, W9–W11, W13–W16, W24–W29, W40, W43, W46, W59–W64, W78, W80, W94, W96, W111–W112, W128, W139, W144, W154–W161, W170–W172, W178, W187–W192, W199–W202, W288–W292, W303–W307, W318–W327, W343–W347
•	Use technology to interact and collaborate with others to publish legible documents.	Writing Workshop Teacher’s Guide: W17, W33, W49, W65, W83, W99, W115, W131, W147, W163, W179, W195
STANDARD 5: THE RESEARCH PROCESS W.5:		
Build knowledge about the research process and the topic under study by conducting short research		
5.W.5	Conduct short research assignments and tasks on a topic.	
•	With support, formulate a research question (e.g., <i>what were John Wooden’s greatest contributions to college basketball?</i>).	Writing Workshop Teacher’s Guide: W37, W41, W52, W57, W74, W105, W106, W111, W140, W158
•	Identify and acquire information through reliable primary and secondary sources.	Writing Workshop Teacher’s Guide: W41, W74, W75, W77, W79, W103, W107–W109, W154

Indiana Academic Standards		HMH Into Reading Teacher Materials
•	Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.	Writing Workshop Teacher’s Guide: W8–W10, W41, W46, W74, W75, W77, W110
•	Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.	Writing Workshop Teacher’s Guide: W46, W74, W75, W77, W99, W110
•	Present the research information, choosing from a variety of sources.	Writing Workshop Teacher’s Guide: W83–W84, W115–W116, W163–W164
W.6: CONVENTIONS OF STANDARD ENGLISH		
Demonstrate command of the conventions of standard English		
Grammar and Usage		
5.W.6.1	Demonstrate command of English grammar and usage, focusing on:	This standard is addressed throughout the program. Please see the following representative pages: Writing Workshop Teacher’s Guide: W15, W16, W33, W48, W63, W64, W82, W98, W110, W112, W113, W142, W145, W155, W158, W161, W177, W178, W198–W202, W203–W207, W208–W212, W213–W216, W219, W221, W222, W228–W232, W259–W262, W268–W272, W273–W277, W293–W297, W298–W302, W308–312, W313–W317, W318–W322, W324, W325, W326, W328–W332, W333–W337, W343–W347
5.W.6.1a	Nouns/Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
5.W.6.1b	Verbs –	
•	Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses.	Writing Workshop Teacher’s Guide: W268–W272

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Indiana Academic Standards		HMH Into Reading Teacher Materials
•	Correctly using verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).	Writing Workshop Teacher’s Guide: W259–W262, W273–W277
5.W.6.1c	Adjectives/Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	
5.W.6.1d	Writing sentences that include prepositional phrases and explaining their functions in the sentence.	Writing Workshop Teacher’s Guide: W112, W161, W178, W293–W297
5.W.6.1e	Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Writing Workshop Teacher’s Guide: W81, W82, W161, W198–W202, W203–W207, W208–W212, W213–W216, W298–W302
5.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	
5.W.6.2a	Capitalization – Applying correct usage of capitalization in writing.	Writing Workshop Teacher’s Guide: W63, W64, W82, W113, W155, W219, W221, W222
5.W.6.2b	Punctuation –	
•	Applying correct usage of apostrophes and quotation marks in writing.	Writing Workshop Teacher’s Guide: W33, W110, W142, W145, W158, W177, W228–W232, W308–312, W313–W317, W318–W322
•	Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	Writing Workshop Teacher’s Guide: W142, W324, W325, W326, W328–W332, W333–W337

Indiana Academic Standards		HMH Into Reading Teacher Materials
5.W.6.2c	Spelling – Applying correct spelling patterns and generalizations in writing.	Writing Workshop Teacher’s Guide: W15, W16, W48, W63, W64, W82, W98, W113, W219, W221, W222, W308–W312, W343–W347
Speaking and Listening		
SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING		
Develop and apply effective communication skills through speaking and active listening		
Learning Outcome		
5.SL.1	Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.	Teacher’s Guide, V1: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V2: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V3: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V4: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373; V5: T48–T51, T78–T79, T134–T135, T182–T183, T238–T241, T268–T269, T324–T325, T372–T373 Teaching Pal, B1: 10, 33, 43, 53, 73, 109, 121, 141, 167, 174, 195, 201, 215, 216–217, 235, 242, 265, 275, 281, 297, 304; B2: 10, 31, 39, 53, 69, 76, 95, 109, 121, 139, 146, 177, 191, 205, 223, 230, 255, 261, 275, 293, 300, 321, 327, 339, 353 Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196
SL.2: DISCUSSION AND COLLABORATION		
Develop and apply reciprocal communication skills by participating in a range of collaborative discussions		
Discussion and Collaboration		
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.	Teacher’s Guide, V1: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V2: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V3: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V4: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V5: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373 Teaching Pal, B1: 10, 33, 43, 53, 73, 109, 121, 141, 167, 174, 195, 201, 215, 216–217, 235, 242, 265, 275, 281, 297, 304; B2: 10, 31, 39, 53, 69, 76, 95, 109, 121, 139, 146, 177, 191, 205, 223, 230, 255, 261, 275, 293, 300, 321, 327, 339, 353

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		Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196
5.SL.2.2	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	<p>Teacher’s Guide, V1: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V2: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V3: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V4: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V5: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373</p> <p>Teaching Pal, B1: 33, 43, 53, 73, 109, 121, 141, 167, 195, 201, 215, 216–217, 235, 265, 275, 281, 297; B2: 31, 39, 53, 69, 95, 109, 121, 139, 177, 191, 205, 223, 255, 261, 275, 293, 321, 327, 339, 353</p> <p>Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196</p>
5.SL.2.3	Establish and follow agreed-upon rules for discussion.	<p>Teacher’s Guide, V1: T43, T91, T111, T147, T233, T301, T337; V2: T43, T91, T111, T147, T233, T281, T301, T337; V3: T43, T91, T111, T147, T233, T281; V4: T43, T91, T111, T233, T281, T301, T337; V5: T43, T91, T111, T147, T233, T281, T301, T337</p> <p>Teaching Pal, B1: 33, 43, 53, 73, 109, 121, 141, 167, 195, 201, 215, 216–217, 235, 265, 275, 281, 297; B2: 31, 39, 53, 69, 95, 109, 121, 139, 177, 191, 205, 223, 255, 261, 275, 293, 321, 327, 339, 353</p> <p>Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196</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>Teacher’s Guide, V1: T43, T78, T91, T111, T134, T147, T182, T233, T268, T301, T324, T337, T372; V2: T43, T78, T91, T111, T134, T147, T182, T233, T268, T281, T301, T324, T337, T372; V3: T43, T78, T91, T111, T134, T147, T182, T233, T268, T281, T324, T372; V4: T43, T78, T91, T111, T134, T182, T233, T268, T281, T301, T324, T337, T372; V5: T43, T78, T91, T111, T134, T147, T182, T233, T268, T281, T301, T324, T337, T372</p> <p>Teaching Pal, B1: 10, 33, 43, 53, 73, 109, 121, 141, 167, 174, 195, 201, 215, 216–217, 235, 242, 265, 275, 281, 297, 304; B2: 10, 31, 39, 53, 69, 76, 95, 109, 121, 139, 146, 177, 191, 205, 223, 230, 255, 261, 275, 293, 300, 321, 327, 339, 353</p>

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		Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196
5.SL.2.5	Review the Key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	<p>Teacher’s Guide, V1: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V2: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V3: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V4: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373; V5: T78–T79, T134–T135, T182–T183, T268–T269, T324–T325, T372–T373</p> <p>Teaching Pal, B1: 33, 43, 53, 73, 109, 121, 141, 167, 195, 201, 215, 216–217, 235, 265, 275, 281, 297; B2: 31, 39, 53, 69, 95, 109, 121, 139, 177, 191, 205, 223, 255, 261, 275, 293, 321, 327, 339, 353</p> <p>Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196</p>
SL.3: COMPREHENSION		
Develop and apply active listening and interpretation skills using various strategies		
Comprehension		
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>Teacher’s Guide, V1: T43, T91, T111, T147, T182, T233, T301, T337; V2: T43, T51, T91, T111, T147, T233, T281, T301, T337; V3: T43, T91, T111, T147, T233, T281; V4: T43, T91, T111, T233, T281, T301, T337; V5: T43, T91, T111, T147, T233, T281, T301, T337</p> <p>Teaching Pal, B1: 10, 33, 43, 53, 73, 109, 121, 141, 167, 174, 195, 201, 215, 216–217, 235, 242, 265, 275, 281, 297, 304; B2: 10, 31, 39, 53, 69, 76, 95, 109, 121, 139, 146, 177, 191, 205, 223, 230, 255, 261, 275, 293, 300, 321, 327, 339, 353</p> <p>Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196</p>
5.SL.3.2	Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are	<p>Teacher’s Guide, V1: T43, T78, T91, T111, T134, T147, T182, T190, T233, T268, T301, T324, T337, T372; V2: T43, T78, T91, T111, T134, T147, T182, T233, T268, T280, T281, T301, T324, T337, T372, T380; V3: T43, T78, T91, T111, T134, T147, T182, T233, T268, T281, T324, T372; V4: T43, T78, T91, T111, T134, T182, T233, T268, T281, T301, T324, T337, T372; V5: T43,</p>

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	supported by reasons and evidence.	T78, T91, T111, T134, T147, T182, T233, T268, T281, T301, T324, T337, T372 Teaching Pal, B1: 33, 43, 53, 73, 109, 121, 141, 167, 195, 201, 215, 216–217, 235, 265, 275, 281, 297; B2: 31, 39, 53, 69, 95, 109, 121, 139, 177, 191, 205, 223, 255, 261, 275, 293, 321, 327, 339, 353 Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196
SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS		
Develop and apply speaking skills to communicate ideas effectively in a variety of situations		
Presentation of Knowledge and Ideas		
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.	Teacher’s Guide, V1: T182, T190, T380; V2: T190, T372, T380; V3: T78, T190, T324, T380; V4: T78, T182, T190, T372, T380; V5: T190, T372, T380 Writing Workshop Teacher’s Guide: W18, W34, W50, W66, W84, W100, W116, W132, W148, W164, W180, W196
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.	Teacher’s Guide, V1: T182, T190, T380; V2: T190, T372, T380; V3: T190, T324, T380; V4: T190, T380; V5: T190, T268, T324, T372, T380 Writing Workshop Teacher’s Guide: W17–W18, W33–W34, W49–W50, W65–W66, W83–W84, W99–W100, W115–W116, W131–W132, W147–W148, W163–W164, W179–W180, W195–W196
5.SL.4.3	<i>Students are expected to build upon and continue applying conventions learned previously.</i>	

Indiana Academic Standards		HMH Into Reading Teacher Materials
Media Literacy		
ML.1: LEARNING OUTCOME FOR MEDIA LITERACY		
Develop an understanding of media and the roles and purposes of media		
Learning Outcome		
5.ML.1 <i>This standard will be fully covered in Indiana-specific material currently in process.</i>	Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	See <i>Ed Online, Resources</i> → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → [Lesson Title to come], [Lesson Title to come].
ML.2: MEDIA LITERACY		
Recognize the purposes of media and the ways in which media can have influences		
Media Literacy		
5.ML.2.1 <i>This standard will be fully covered in Indiana-specific material currently in process.</i>	Review claims made in various types of media and evaluate evidence used to support these claims.	See <i>Ed Online, Resources</i> → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → [Lesson Title to come], [Lesson Title to come].

Indiana Academic Standards		HMH Into Reading Teacher Materials
5.ML.2.2 <i>This standard will be fully covered in Indiana-specific material currently in process.</i>	Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.	See <i>Ed Online, Resources</i> → Teacher’s Guide & Teaching Pal → Instructional Purpose: Media Literacy → <i>[Lesson Title to come], [Lesson Title to come]</i> .



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