

**Lexia Reading S.O.S. ©2002, Levels I-V
correlated to
Indiana Academic Standards for English/Language Arts
Grade 5**

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development	
<i>Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</i>	
<i>Decoding and Word Recognition</i>	
5.1.1 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.	<p>The opportunity to address this objective is available. See the following:</p> <p>Level II: Letter Switch Find & Combine Picture It</p> <p>Level III: Sea Hunt At the Mall Add It Trails West</p> <p>Level IV: Success! Syllable Puzzler Winners Old & New</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<i>Vocabulary and Concept Development</i>	
5.1.2 Use word origins to determine the meaning of unknown words.	Level V: Meaning Structures Greek Combining Forms
5.1.3 Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meanings), and homographs (words that are spelled the same but have different meanings).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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5.1.4 Know less common roots (<i>graph = writing, logos = the study of</i>) and word parts (<i>auto = self, bio = life</i>) from Greek and Latin and use this knowledge to analyze the meaning of complex words (<i>autograph, autobiography, biography, biology</i>).	Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms
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5.1.5 Understand and explain the figurative use of words in similes (comparisons that use <i>like</i> or <i>as</i> : <i>The stars were like a million diamonds in the sky.</i>) and metaphors (implied comparisons: <i>The stars were brilliant diamonds in the night sky.</i>).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Standard 2 READING: Comprehension (Focus on Informational Materials)

*Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.*

Structural Features of Informational and Technical Materials

5.2.1 Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.	The opportunity to address this objective is available. See the following: Level I: Master b, d, p Level II: E-Maze Search & Spell Level III: Level IV: Detect & File Syllable Puzzler
5.2.2 Analyze text that is organized in sequential or chronological order.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Comprehension and Analysis of Grade-Level-Appropriate Text

5.2.3 Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Expository (Informational) Critique

5.2.5 Distinguish among facts, supported inferences, and opinions in text.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Standard 3 READING: Literary Response and Analysis

*Students read and respond to grade-level-appropriate historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in the **Indiana Reading List** (available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

5.3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Narrative Analysis of Grade-Level-Appropriate Text

5.3.2 Identify the main problem or conflict of the plot and explain how it is resolved.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.3.3 Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.3.4 Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.3.5 Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.	
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<ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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<ul style="list-style-type: none"> • Imagery: the use of language to create vivid pictures in the reader's mind. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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<ul style="list-style-type: none"> Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Literary Criticism

5.3.6 Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.3.7 Evaluate the author's use of various techniques to influence readers' perspectives.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Standard 4 WRITING: Process

Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

Organization and Focus

5.4.1 Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.4.2 Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.4.3 Write informational pieces with multiple paragraphs that:	
<ul style="list-style-type: none"> present important ideas or events in sequence or in chronological order. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

<ul style="list-style-type: none"> provide details and transitions to link paragraphs. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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<ul style="list-style-type: none"> offer a concluding paragraph that summarizes important ideas and details. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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Research and Technology

5.4.4 Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
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5.4.5	Use note-taking skills.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.4.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.4.7	Use a thesaurus to identify alternative word choices and meanings.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Evaluation and Revision

5.4.8	Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.4.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.4.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 5, students write narrative (story), expository (informational), persuasive, and descriptive texts (of at least 500 words). Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, such as letters, Grade 5 students use the writing strategies outlined in Standard 4 — Writing Process to:

5.5.1	Write narratives (stories) that:	
	<ul style="list-style-type: none"> establish a plot, point of view, setting, and conflict. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> show, rather than tell, the events of the story. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.5.2	Write responses to literature that:	
	<ul style="list-style-type: none"> demonstrate an understanding of a literary work. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
	<ul style="list-style-type: none"> support judgments through references to the text and to prior knowledge. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<ul style="list-style-type: none"> develop interpretations that exhibit careful reading and understanding. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.5.3 Write research reports about important ideas, issues, or events by using the following guidelines:	
<ul style="list-style-type: none"> Frame questions that direct the investigation. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Establish a main idea or topic. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Develop the topic with simple facts, details, examples, and explanations. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.5.4 Write persuasive letters or compositions that:	
<ul style="list-style-type: none"> state a clear position in support of a proposal. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> support a position with relevant evidence and effective emotional appeals. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> address reader concerns. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.5.5 Use varied word choices to make writing interesting.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.5.6 Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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Standard 6 WRITING: English Language Conventions	
<i>Students write using Standard English conventions appropriate to this grade level.</i>	
<i>Sentence Structure</i>	
5.6.1	Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
<ul style="list-style-type: none"> <i>We began our canoe trip on the White River</i> (prepositional phrase) <i>when it stopped raining</i> (subordinate clause). 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> <i>Famous for their first flight at Kitty Hawk</i> (appositive), <i>the Wright brothers are legendary in aviation</i> (main clause). 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.6.2	Use transitions (<i>however, therefore, on the other hand</i>) and conjunctions (<i>and, or, but</i>) to connect ideas.
	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Grammar</i>	
5.6.3	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (<i>lie/lay, sit/set, rise/raise</i>).
	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.6.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (<i>he/his, she/her, they/their, it/its</i>).
<ul style="list-style-type: none"> Correct: <i>On the walls there are many pictures of people who have visited the restaurant.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Incorrect: <i>There are many pictures of people who have visited the restaurant on the walls.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Correct: <i>Jenny and Kate finished their game.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> Incorrect: <i>Jenny and Kate finished her game.</i> 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<i>Punctuation</i>	
5.6.5 Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (<i>Do the project in this order: cut, paste, fold.</i>); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (<i>Time is short; however, we will still get the job done.</i>).	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Capitalization</i>	
5.6.6 Use correct capitalization.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Spelling</i>	
5.6.7 Spell roots or bases of words, prefixes (<i>understood/misunderstood, excused/unexcused</i>), suffixes (<i>final/finally, mean/meanness</i>), contractions (<i>will not/won't, it is/it's, they would/they'd</i>), and syllable constructions (<i>in•for•ma•tion, mol•e•cule</i>) correctly.	<p>Level III: Add It Quick Link Trails West</p> <p>Level IV: Detect & File Syllable Puzzler</p> <p>Level V: Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications	
<i>Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.</i>	
<i>Comprehension</i>	
5.7.1 Ask questions that seek information not already discussed.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.3 Make inferences or draw conclusions based on an oral report.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<i>Organization and Delivery of Oral Communication</i>	
5.7.4 Select a focus, organizational structure, and point of view for an oral presentation.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.5 Clarify and support spoken ideas with evidence and examples.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.6 Use volume, phrasing, timing, and gestures appropriately to enhance meaning.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Analysis and Evaluation of Oral and Media Communications</i>	
5.7.7 Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<i>Speaking Applications</i>	
5.7.9 Deliver narrative (story) presentations that:	
<ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • show, rather than tell, the listener what happens. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.10 Deliver informative presentations about an important idea, issue, or event by the following means:	
<ul style="list-style-type: none"> • frame questions to direct the investigation. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • establish a controlling idea or topic. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
<ul style="list-style-type: none"> • develop the topic with simple facts, details, examples, and explanations. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.
5.7.11 Deliver oral responses to literature that:	
<ul style="list-style-type: none"> • summarize important events and details. 	This objective falls outside the scope of Lexia Reading S.O.S. © 2005.

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<ul style="list-style-type: none"> • demonstrate an understanding of several ideas or images communicated by the literary work. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>
<ul style="list-style-type: none"> • use examples from the work to support conclusions. 	<p>This objective falls outside the scope of Lexia Reading S.O.S. © 2005.</p>