



## Grade 5 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards and the 2020 Indiana Academic Standards for easy reference.

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		2020 Indiana Academic Standard	
Domain: Reading Foundations		Domain: Reading Foundations	
Number	Text	Number	Text
<b>5.RF.1</b>	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)	<b>5.RF.4.6</b>	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>
<b>5.RF.2</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.	<b>5.RF.5</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.
		<b>5.RF.2.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</i>

		<b>5.RF.2.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</i>
		<b>5.RF.2.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</i>
		<b>5.RF.2.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.</i>
		<b>5.RF.3.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.1 Identify and produce rhyming words.</i>
		<b>5.RF.3.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.</i>
		<b>5.RF.3.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.</i>
		<b>5.RF.3.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.</i>

		<b>5.RF.3.5</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in one-syllable words.</i>
		<b>5.RF.4.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 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>
		<b>5.RF.4.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</i>
		<b>5.RF.4.3</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.</i>
		<b>5.RF.4.4</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.4 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>

2023-2020 Indiana Academics Standards Correlation Guide: Grade 5 English/Language Arts

		<b>5.RF.4.5</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).</i>
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Reading Comprehension</b>		<b>Domains: Reading Literature, Reading Nonfiction, and Reading Vocabulary</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>5.RC.1</b>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	<b>5.RL.2.1</b>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
		<b>5.RN.2.1</b>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.
<b>5.RC.2</b>	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. (E)	<b>5.RL.2.2</b>	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.
<b>5.RC.3</b>	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.	<b>5.RL.2.3</b>	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.
<b>5.RC.4</b>	Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	<b>5.RL.3.2</b>	Describe how a narrator’s or speaker’s point of view influences how events are portrayed.
<b>5.RC.5</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<b>5.RL.4.2</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.

2023-2020 Indiana Academics Standards Correlation Guide: Grade 5 English/Language Arts

<b>5.RC.6</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)	<b>5.RN.2.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>5.RC.7</b>	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	<b>5.RN.3.1</b>	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
<b>5.RC.8</b>	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	<b>5.RN.3.2</b>	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.
<b>5.RC.9</b>	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	<b>5.RN.4.1</b>	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
<b>5.RC.10</b>	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	<b>5.RN.4.2</b>	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
<b>5.RC.11</b>	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	<b>5.RV.2.1</b>	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
<b>5.RC.12</b>	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<b>5.RV.2.2</b>	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
<b>5.RC.13</b>	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). (E)	<b>5.RV.2.4</b>	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).

2023-2020 Indiana Academics Standards Correlation Guide: Grade 5 English/Language Arts

<p><b>5.RC.14</b></p>	<p>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><b>5.RV.3.1</b></p>	<p>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><b>5.RL.2.4</b></p>	<p><i>Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.</i></p>
		<p><b>5.RL.3.1</b></p>	<p>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p>
		<p><b>5.RL.4.1</b></p>	<p>Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>
		<p><b>5.RN.2.3</b></p>	<p>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><b>5.RN.3.3</b></p>	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p>
		<p><b>5.RN.4.3</b></p>	<p><i>Standard begins at sixth grade. 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</i></p>

		<b>5.RV.2.3</b>	<i>Standard begins at sixth grade. 6.RV.2.3: Distinguish among the connotations of words with similar denotations.</i>
		<b>5.RV.2.5</b>	Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.
		<b>5.RV.3.2</b>	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
		<b>5.RV.3.3</b>	Analyze the meanings of proverbs, adages, and idioms in context.
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Writing</b>		<b>Domain: Writing</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>5.W.1</b>	Write persuasive compositions in a variety of forms that: <ul style="list-style-type: none"> <li>a. Clearly present a position in an introductory statement to an identified audience.</li> <li>b. Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>c. Use an organizational structure to group related ideas that support the purpose.</li> <li>d. Use language appropriate for the identified audience.</li> </ul>	<b>5.W.3.1</b>	Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>a. Clearly present a position in an introductory statement to an identified audience.</li> <li>b. Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>c. Use an organizational structure to group related ideas that support the purpose.</li> <li>d. Use language appropriate for the identified audience.</li> </ul>

	<ul style="list-style-type: none"> <li>e. Connect reasons to the position using words, phrases, and clauses.</li> <li>f. Provide a concluding statement or section related to the position presented. (E)</li> </ul>		<ul style="list-style-type: none"> <li>e. Connect reasons to the position using words, phrases, and clauses.</li> <li>f. Provide a concluding statement or section related to the position presented.</li> </ul>
<p><b>5.W.2</b></p>	<p>Write informative compositions on a variety of topics that:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.</li> <li>c. Connect ideas within and across categories using transition words (e.g., therefore, in addition).</li> <li>d. Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension.</li> <li>e. 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.</li> <li>f. Provide a concluding statement or section related to the information or explanation presented. (E)</li> </ul>	<p><b>5.W.3.2</b></p>	<p>Write informative compositions on a variety of topics that -</p> <ul style="list-style-type: none"> <li>a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.</li> <li>c. Connect ideas within and across categories using transition words (e.g., therefore, in addition).</li> <li>d. Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.</li> <li>e. 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.</li> <li>f. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>



<p><b>5.W.3</b></p>	<p>Write narrative compositions in a variety of forms that:</p> <ul style="list-style-type: none"> <li>a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use precise and expressive vocabulary and figurative language for effect.</li> <li>e. Provide an ending that follows from the narrated experiences or events. (E)</li> </ul>	<p><b>5.W.3.3</b></p>	<p>Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>d. Use precise and expressive vocabulary and figurative language for effect.</li> <li>e. Provide an ending that follows from the narrated experiences or events.</li> </ul>
<p><b>5.W.4</b></p>	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>5.W.4</b></p>	<p>Apply the writing process to –</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Use technology to interact and collaborate with others to publish legible documents.</li> </ul>

<p><b>5.W.5</b></p>	<p>Conduct research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>a. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).</li> <li>b. Identify and acquire information through reliable primary and secondary sources.</li> <li>c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia).</li> <li>e. Present the research information, choosing from a variety of sources. (E)</li> </ul>	<p><b>5.W.5</b></p>	<p>Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> <li>a. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).</li> <li>b. Identify and acquire information through reliable primary and secondary sources.</li> <li>c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</li> <li>d. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.</li> <li>e. Present the research information, choosing from a variety of sources.</li> </ul>
<p><b>5.W.6</b></p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <ul style="list-style-type: none"> <li>a. Verbs – <ul style="list-style-type: none"> <li>I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses.</li> <li>II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</li> </ul> </li> <li>b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</li> </ul>	<p><b>5.W.6.1</b></p>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p><i>5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.</i></p> <p>4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> <p>5.W.6.1b Verbs –</p> <ul style="list-style-type: none"> <li>a. Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.</li> </ul>

	<p>c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)</p>		<p>b. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). English Language Arts Grade 5 - Page 16 - December 2020</p> <p><i>5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</i></p> <p>5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <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><b>5.W.7</b></p>	<p>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p> <p>a. Capitalization – Applying correct usage of capitalization in writing.</p> <p>b. Punctuation –</p> <p>I. Applying correct usage of apostrophes and quotation marks in writing.</p> <p>II. 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>c. Spelling – Applying correct spelling patterns</p>	<p><b>5.W.6.2</b></p>	<p>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>5.W.6.2b Punctuation –</p> <p>a. Applying correct usage of apostrophes and quotation marks in writing.</p> <p>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>5.W.6.2c Spelling – Applying correct spelling</p>

2023-2020 Indiana Academics Standards Correlation Guide: Grade 5 English/Language Arts

	and generalizations in writing. (E)		patterns and generalizations in writing.
		<b>5.W.2.1</b>	<i>Students are expected to build upon and continue applying concepts learned previously. 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.</i>
		<b>5.W.2.2</b>	<i>Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</i>
<b>2023 Indiana Academic Standard</b>		<b>2020 Indiana Academic Standard</b>	
<b>Domain: Communication and Collaboration</b>		<b>Domains: Speaking &amp; Listening and Media Literacy</b>	
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>
<b>5.CC.1</b>	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. (E)	<b>5.SL.2.1</b>	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.
<b>5.CC.2</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)	<b>5.SL.2.4</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>5.CC.3</b>	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	<b>5.SL.3.1</b>	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

2023-2020 Indiana Academics Standards Correlation Guide: Grade 5 English/Language Arts

<b>5.CC.4</b>	Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace and in a clear and concise manner. (E)	<b>5.SL.4.1</b>	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.
<b>5.CC.5</b>	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	<b>5.SL.4.2</b>	Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.
<b>5.CC.6</b>	Review claims made in various types of media and evaluate evidence used to support these claims.	<b>5.ML.2.1</b>	Review claims made in various types of media and evaluate evidence used to support these claims.
<b>5.CC.7</b>	Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. (E)	<b>5.ML.2.2</b>	Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.
		<b>5.SL.2.2</b>	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
		<b>5.SL.2.3</b>	Establish and follow agreed-upon rules for discussion.
		<b>5.SL.2.5</b>	Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.
		<b>5.SL.3.2</b>	Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.

		<b>5.SL.4.3</b>	<i>Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.</i>
--	--	-----------------	--