



# *Grade 5 ELA Content Connectors*



**GRADE 5**

**READING**

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>i</sup>*

**READING: Foundations**

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

**Learning Outcome**

**5.RF.1:** Apply foundational reading skills to demonstrate reading fluency and comprehension.

Indiana Academic Standards	Content Connector
<b>5.RF.1:</b> Apply foundational reading skills to demonstrate reading fluency and comprehension.	<b>5.RF.1.a.1:</b> Apply foundational reading skills to build fluency.
	<b>5.RF.1.a.2:</b> Apply foundational skills to build comprehension.
<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 multi-syllabic words in context.	<b>5.RF.4.6.a.1:</b> Use knowledge of all letter-sound correspondences.
<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.5.a.1:</b> Orally read age appropriate instructional level text smoothly and accurately.
	<b>5.RF.5.a.2:</b> Orally read age appropriate instructional level text and demonstrate comprehension.



## READING: *Literature*

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

### 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.

Indiana Academic Standards	Content Connector
<b>5.RL.1:</b> 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.	<b>5.RL.1.a.1:</b> Read a variety of grade level appropriate literature.
	<b>5.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.
<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.RL.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.
	<b>5.RL.2.1.a.2:</b> Refer to specific text evidence to support inferences.
<b>5.RL.2.2:</b> 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.	<b>5.RL.2.2.a.1:</b> Summarize the text.
	<b>5.RL.2.2.a.2:</b> Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
<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.RL.2.3.a.1:</b> Describe characters, settings, events within a story; provide or identify specific details in the text to support the description.
<b>5.RL.3.1:</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	<b>5.RL.3.1.a.1:</b> Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text.
<b>5.RL.3.2:</b> Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	<b>5.RL.3.2.a.1:</b> Describe how a narrator’s or speaker’s point of view influences how events are portrayed.
<b>5.RL.4.1:</b> Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	<b>5.RL.4.1.a.1:</b> Identify how visual and multimedia presentations and representations can enhance the meaning of a text.



**5.RL.4.2:** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

**5.RL.4.2.a.1:** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

**READING: Nonfiction**

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

**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.

Indiana Academic Standards	Content Connector
<b>5.RN.1:</b> 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.	<b>5.RN.1.a.1:</b> Read a variety of nonfiction texts.
	<b>5.RN.1.a.1:</b> Comprehend a variety of nonfiction texts.
<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.RN.2.1.a.1:</b> Quote accurately from a text when explaining what the text says explicitly.
	<b>5.RN.2.1.a.2:</b> Quote accurately from a text to support inferences.
<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.RN.2.2.a.1:</b> Determine main ideas and identify key details to support the main ideas.
	<b>5.RN.2.2.a.2:</b> Summarize the text.
<b>5.RN.2.3:</b> 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.	<b>5.RN.2.3.a.1:</b> 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 across texts.
<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.RN.3.1.a.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.RN.3.2:</b> Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	<b>5.RN.3.2.a.1:</b> Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
<b>5.RN.3.3:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	<b>5.RN.3.3.a.1:</b> Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic.



<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.RN.4.1.a.1:</b> Explain how an author uses reasons and evidence to support particular points in a text.
<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.RN.4.2.a.1:</b> Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.

## READING: *Vocabulary*

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

### Learning Outcome

**5.RV.1:** Build and use accurately general academic and content-specific words and phrases.

Indiana Academic Standards	Content Connector
<b>5.RV.1:</b> Build and use accurately general academic and content-specific words and phrases.	<b>5.RV.1.a.1:</b> Use general academic and content specific words and phrases accurately.
<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.RV.2.1.a.1:</b> Use context-and text features to determine the meanings of unknown words.
<b>5.RV.2.2:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<b>5.RV.2.2.a.1:</b> Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
<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).	<b>5.RV.2.4.a.1:</b> Use common, grade-appropriate, known words and word patterns to as clues to the meaning of an unknown word.
<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.2.5.a.1:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	<b>5.RV.2.5.a.2:</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.



<b>5.RV.3.1:</b> Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	<b>5.RV.3.1.a.1:</b> Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.
<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.3.2.a.1:</b> Determine the meaning of general academic and contentspecific 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>5.RV.3.3.a.1:</b> Identify the meaning of common idioms, proverbs, or adages.

## WRITING

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.<sup>ii</sup>*

## WRITING

There are four key areas found in the Writing section for grades K-5: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### 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.

Indiana Academic Standards	Content Connector
<b>5.W.1:</b> 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.	<b>5.W.1.a.1:</b> Write routinely over a variety of time frames for varying tasks, purposes, and audiences.
	<b>5.W.1.a.2:</b> Apply reading standards to write in response to literature and nonfiction texts.



<p><b>5.W.3.1:</b> Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>Clearly present a position in an introductory statement to an identified audience.</li> <li>Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>Use an organizational structure to group related ideas that support the purpose.</li> <li>Use language appropriate for the identified audience.</li> <li>Connect reasons to the position using words, phrases, and clauses.</li> </ul> <p>Provide a concluding statement or section related to the position presented.</p>	<p><b>5.W.3.1.a.1:</b> Provide an introduction that states their position within persuasive composition.</p>
	<p><b>5.W.3.1.a.2:</b> Use language appropriate to the identified audience in a persuasive composition.</p>
	<p><b>5.W.3.1.a.3:</b> Provide relevant facts and reasons to support stated opinion within persuasive writing.</p>
	<p><b>5.W.3.1.a.4:</b> Organize ideas to support the purpose in a persuasive composition.</p>
	<p><b>5.W.3.1.a.5:</b> Link positions and reasons using words, phrases, and clauses in a persuasive composition.</p>
	<p><b>5.W.3.1.a.6:</b> Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition.</p>
	<p><b>5.W.3.1.a.7:</b> Write persuasive compositions in a variety of forms.</p>

Indiana Academic Standards	Content Connector
<p><b>5.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</li> <li>Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics.</li> <li>Connect ideas within and across categories using transition words (e.g., therefore, in addition).</li> <li>Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.</li> <li>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>Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	<p><b>5.W.3.2.a.1:</b> Introduce a topic in an informative composition.</p>
	<p><b>5.W.3.2.a.2:</b> Arrange sentences and paragraphs logically in an organizational form appropriate to the topic in an informative composition.</p>
	<p><b>5.W.3.2.a.3:</b> Provide examples, facts, quotations, or other information to support a topic in an informative composition.</p>
	<p><b>5.W.3.2.a.4:</b> Use appropriate language, vocabulary, and sentence variety to support the appropriate tone and formality in an informative composition.</p>
	<p><b>5.W.3.2.a.5:</b> Use transitional words, phrases, and clauses to connect ideas and create cohesion in an informative composition.</p>
	<p><b>5.W.3.2.a.6:</b> Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition.</p>



	<p><b>5.W.3.2.a.7:</b> Include text features and multimedia when useful to aid comprehension in an informative composition.</p> <p><b>5.W.3.2.a.8:</b> Write informative compositions on a variety of topics.</p>
<p><b>5.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>• Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</li> <li>• Use precise and expressive vocabulary and figurative language for effect.</li> <li>• Provide an ending that follows from the narrated experiences or events.</li> </ul>	<p><b>5.W.3.3.a.1:</b> Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.</p>
	<p><b>5.W.3.3.a.2:</b> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions in a narrative composition.</p>
	<p><b>5.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations in a narrative composition.</p>
	<p><b>5.W.3.3.a.4:</b> Use precise and expressive vocabulary in a narrative composition.</p>
	<p><b>5.W.3.3.a.5:</b> Use figurative language in a narrative composition.</p>
	<p><b>5.W.3.3.a.6:</b> Provide an ending that follows from the narrated events in a narrative composition.</p>
	<p><b>5.W.3.3.a.7:</b> Write narrative compositions in a variety of forms.</p>

Indiana Academic Standards	Content Connector
<p><b>5.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>• 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. • Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<p><b>5.W.4.a.1:</b> Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.</p>
	<p><b>5.W.4.a.2:</b> Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).</p>
	<p><b>5.W.4.a.3:</b> Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p>
	<p><b>5.W.4.a.4:</b> Use technology to interact and collaborate with others to publish legible documents.</p>
<p><b>5.W.5:</b> Conduct short research assignments and tasks on a topic.</p>	<p><b>5.W.5.a.1:</b> Formulate a research question.</p>



- With support, formulate a research question (e.g., what were John Wooden’s greatest contributions to college basketball?).
- Identify and acquire information through reliable primary and secondary sources.
- Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
- Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
- Present the research information, choosing from a variety of sources.

- 5.W.5.a.2:** Gather information through reliable primary and secondary sources.
- 5.W.5.a.3:** Summarize and paraphrase important ideas and supporting details and include direct quotations where appropriate, citing the source of information.
- 5.W.5.a.4:** Follow copyright guidelines for use of images, pictures, etc. to avoid plagiarism.
- 5.W.5.a.5:** Present the research information, choosing from a variety of sources.

**5.W.6.1:** Demonstrate command of English grammar and usage, focusing on:

**5.W.6.1.a.1:** Effectively use English grammar.

- 5.W.6.1b:** Verbs –
- Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
  - Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).

- 5.W.6.1b.a.1:** Write sentences that use the perfect verb tenses (e.g., I have walked, I had walked, I will have walked).
- 5.W.6.1b.a.2:** Correctly use verbs that are often misused.

**5.W.6.1d:** Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.

- 5.W.6.1d.a.1:** Write sentences that use prepositional phrases.
- 5.W.6.1d.a.2:** Explain the functions of prepositional phrases in the sentence.

**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).

**5.W.6.1e.a.1:** Correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions.

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**5.W.6.2:** Demonstrate command of capitalization, punctuation, and spelling, focusing on:

**5.W.6.2.a.1:** Effectively use capitalization, punctuation, and spelling.

**5.W.6.2a:** Capitalization – Applying correct usage of capitalization in writing.

**5.W.6.2a.a.1:** Apply correct usage of capitalization in writing.

- 5.W.6.2b:** Punctuation –
- Applying correct usage of apostrophes and quotation marks in writing.

- 5.W.6.2b.a.1:** Apply correct usage of apostrophes in writing.
- 5.W.6.2b.a.2:** Apply correct usage of quotation marks in writing.



- 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.

**5.W.6.2c:** Spelling –  
Applying correct spelling patterns and generalizations in writing.

**5.W.6.2c.a.1:** Apply correct spelling patterns and generalizations in writing.

## **SPEAKING AND LISTENING**

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.<sup>iii</sup>*

### **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### **Learning Outcome**

**5.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Indiana Academic Standards	Content Connector
<b>5.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>5.SL.1.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.
<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.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.
	<b>5.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.



<p><b>5.SL.2.2:</b> Reflect on and contribute to ideas under discussion by drawing on readings and other resources.</p>	<p><b>5.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p>
<p><b>5.SL.2.3:</b> Establish and follow agreed-upon rules for discussion.</p>	<p><b>5.SL.2.3.a.1:</b> Demonstrate knowledge and use of agreed-upon rules for discussions</p>
	<p><b>5.SL.2.3.a.2:</b> Identify and serve in roles for small group discussions or projects.</p>
<p><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.</p>	<p><b>5.SL.2.4.a.1:</b> Ask questions to check understanding of information presented in collaborative discussions</p>
	<p><b>5.SL.2.4.a.2:</b> Stay on topic in collaborative discussions</p>
<p><b>Indiana Academic Standards</b></p>	<p><b>Content Connector</b></p>
<p><b>5.SL.2.5:</b> Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.</p>	<p><b>5.SL.2.5.a.1:</b> Review the key ideas expressed within a collaborative discussion.</p>
<p><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.</p>	<p><b>5.SL.3.1.a.1:</b> Summarize the main ideas and supporting details of a text read aloud.</p>
	<p><b>5.SL.3.1.a.2:</b> Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually, quantitatively.</p>
<p><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.</p>	<p><b>5.SL.3.2.a.1:</b> Summarize the points a speaker makes.</p>
	<p><b>5.SL.3.2.a.2:</b> Identify the reasons and evidence a speaker provides to support particular points.</p>
<p><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.</p>	<p><b>5.SL.4.1.a.1:</b> Report on a topic, story, or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p>



**5.SL.4.2:** Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.

**5.SL.4.2.a.1:** Create a presentation with a clear focus, using various media to emphasize facts, details, or theme.

## **MEDIA LITERACY**

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

### **Learning Outcome**

**5.ML.1:** Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.

<b>Indiana Academic Standards</b>	<b>Content Connector</b>
<b>5.ML.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	<b>5.ML.1.a.1:</b> Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.
<b>5.ML.2.1:</b> Review claims made in various types of media and evaluate evidence used to support these claims.	<b>5.ML.2.1.a.1:</b> Review claims made in various types of media.
	<b>5.ML.2.1.a.2:</b> Evaluate evidence used to support these claims.
<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.ML.2.2.a.1:</b> Identify the role of the media in focusing people’s attention on events.
	<b>5.ML.2.2.a.2:</b> Identify the role of the media in forming people's opinions on issues.



<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>. <sup>ii</sup> Ibid. <sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.