Indiana Department of Education

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Indiana Academic Standards 2020
Grade Five English/Language Arts
Standards Correlation Guidance Document

Intentional alignment of instructional practices and curricular materials to the Indiana Academics Standards (IAS) is vital to improving student outcomes. This guide is meant to encourage strong standards-based instruction when utilizing curricular materials not aligned to IAS but to Common Core State Standards (CCSS). Purchased curricula are not designed to perfectly align with IAS and often align with CCSS. Use of this guide will ensure strong alignment to IAS and foster critical conversations around instructional decisions.

Considerations for use:

- Identify the desired IAS;
- Unpack the IAS, referencing the IDOE Literacy Framework;
- Determine the correlating CCSS;
- Consider the differences between IAS and learning objective from CCSS aligned curricular material;
- Identify instructional gaps (in content or complexity) and consider strategies to supplement; and
- Prioritize content in curricular material that is identified in the IAS..

IDOE Literacy Framework provides student success criteria, vertical planning, digital resources, and clarifying examples to consider when planning, implementing, and teaching IAS.

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Foundations		
LEARNING OUTCOME FOR READING FOUNDATIONS		
5.RF.1: Apply foundational reading skills to build reading fluency and comprehension.	*No CCSS equivalent.*	
PRINT CONCEPTS		
5.RF.2.1: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.2.2: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.2.3: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.2.4: Students are expected to build upon and continue applying concepts learned previously.		
PHONOLOGICAL AWARENESS		
5.RF.3.1: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.3.2: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.3.3: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.3.4: Students are expected to build upon and continue applying concepts learned previously.		

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5.RF.3.5: Students are expected to build upon and continue applying concepts learned previously.		
PHONICS		
5.RF.4.1: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.4.2: Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words**.**		
5.RF.4.3: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.4.5: Students are expected to build upon and continue applying concepts learned previously.		
5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.	**RF.5.3.A**: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	*No content differences identified.*
FLUENCY		
5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	**RF.5.4**: Read with sufficient accuracy and fluency to support comprehension. **RF.5.4.A**: Read grade-level text with purpose and understanding. **RF.5.4.B**: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	IAS combines skills from CCSS RF.4.A-C.

	RF.5.4.C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Literature		
LEARNING OUTCOME FOR READING LITERATURE		
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.	**RL.5.10**: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	*No content differences identified.*
KEY IDEAS AND TEXTUAL SUPPORT		
5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	**RL.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*No content differences identified.*
5.RL.2.2: Determine the theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**RL.5.2**: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	*No content differences identified.*
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.	**RL.5.3**: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	*No content differences identified.*
5.RL.2.4: Students are expected to build upon and continue applying concepts learned previously.	*No CCSS equivalent.*	

STRUCTURAL ELEMENTS AND ORGANIZATION		
5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.	**RL.5.5**: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	*No content differences identified.*
5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.	**RL.5.6**: Describe how a narrator's or speaker's point of view influences how events are described.	*No content differences identified.*
CONNECTION OF IDEAS		
5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	**RL.5.7**: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	*No content differences identified.*
5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**RL.5.9**: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Nonfiction		
LEARNING OUTCOME FOR READING NONFICTION		
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.	**RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	*No content differences identified.*
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.	**RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	*No content differences identified.*
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.	**RI.5.2**: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	*No content differences identified.*
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.	**RI.5.3**: 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.	*No content differences identified.*
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.	*No CCSS equivalent.*	
5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	**RI.5.5**: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	*No content differences identified.*

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5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent	**RI.5.6**: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	*No content differences identified.*
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.	**RI.5.8**: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	*No content differences identified.*
5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	**RI.5.9**: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	*No content differences identified.*
5.RN.4.3: Standard begins at sixth grade.		

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Reading Vocabulary		
LEARNING OUTCOMES FOR READING VOCABULARY		
5.RV.1: Build and use accurately general academic and content-specific words and phrases.	*No CCSS equivalent.*	
VOCABULARY BUILDING		
5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	**L.5.4.A**: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	IAS requires students to use text features and contact clues to determine meaning.
5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	**L.5.5.C**: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	IAS requires students to identify relationships among multiple meaning words, metaphors, similes, analogies, synonyms, antonyms, and homographs.
5.RV.2.3: Standard begins at sixth grade.	5.RV.2.3: Standard begins at sixth grade.	
5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).	**L.5.4.B**: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	IAS requires students to apply knowledge of word structure, known words, and word patterns to determine meaning in addition to affixes and roots.
5.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	**L.5.4.B**: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).	*No content differences identified.*

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., similes, metaphors, hyperbole, or allusion)	**L.5.5.A**: Interpret figurative language, including similes and metaphors, in context. **L.5.5.C**: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	IAS requires students to determine how words and phrases provide meaning.
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.	*No CCSS equivalent.*	
5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.	**L.5.5.B**: Recognize and explain the meaning of common idioms, adages, and proverbs.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Writing		
LEARNING OUTCOME FOR WRITING		
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.	*No CCSS equivalent.*	
HANDWRITING		
5.W.2.1: Students are expected to build upon and continue applying concepts learned previously.		
5.W.2.2: Students are expected to build upon and continue applying concepts learned previously.		

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WRITING GENRES		
5.W.3.1: Write persuasive compositions in a variety of forms that: 　a. Clearly present a position in an introductory statement to an identified audience. 　b. Support the position with qualitative and quantitative facts and details from various sources, including texts. 　c. Use an organizational structure to group related ideas that support the purpose. 　d. Use language appropriate for the identified audience. 　e. Connect reasons to the position using words, phrases, and clauses. 　f. Provide a concluding statement or section related to the position presented.	**W.5.1**: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.1.A**: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. **W.5.1.B**: Provide logically ordered reasons that are supported by facts and details. **W.5.1.C**: Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). **W.5.1.D**: Provide a concluding statement or section related to the opinion presented.	IAS requires students to identify an audience, use qualitative and quantitative facts and details to support writing, consider the organizational structure for writing, and connect reasons to position.
5.W.3.2: Write informative compositions on a variety of topics that: 　a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 　b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. 　c. Connect ideas within and across categories using transition words (e.g. therefore, in addition).	**W.5.2**: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.5.2.A**: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W.5.2.B**: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	IAS requires students to organize sentences and paragraphs logically, employ examples, and include text features when writing informative compositions.

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d. Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. 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. f. Provide a concluding statement or section related to the information or explanation presented.	**W.5.2.C**: Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). **W.5.2.D**: Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.5.2.E**: Provide a concluding statement or section related to the information or explanation presented.	

5.W.3.3: Write narrative compositions in a variety of forms that:
  a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
  b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.
  c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
  d. Use precise and expressive vocabulary and figurative language for effect.
  e. Provide an ending that follows from the narrated experiences or events.
	W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	
	W.5.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	
	W.5.3.B: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
	
	W.5.3.C: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
	
	W.5.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.
	
	W.5.3.E: Provide a conclusion that follows from the narrated experiences or events.
		IAS requires students to provide an ending rather than a conclusion to account for the possibility of narrative writing to end without a resolution.

THE WRITING PROCESS		
5.W.4: Apply the writing process to – 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	**W.5.5**: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.) **W.5.6**: With some guidance and support from adults, use technology, including the	IAS combines skills from CCSS W.5.5-5.6. IAS does not indicate keyboarding or writing a specific amount or for a specific period of time.

edit writing for format and standard English conventions. b. Use technology to interact and collaborate with others to publish legible documents.	Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
THE RESEARCH PROCESS		
5.W.5: Conduct short research assignments and tasks on a topic. a. With support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?). b. Identify and acquire information through reliable primary and secondary sources. c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. d. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. e. Present the research information, choosing from a variety of sources.	**W.5.7**: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W.5.8**: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **W.5.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.	IAS requires students to formulate a research question, identify information, summarize and paraphrase ideas and details, avoid plagiarism and copyright laws, and present information in a variety of formats.
CONVENTIONS OF STANDARD ENGLISH		
5.W.6.1: Demonstrate command of English grammar and usage, focusing on:	**L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	*No content differences identified.*
5.W.6.1a: Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.	*No CCSS equivalent.*	

5.W.6.1b: Verbs-
  a. Writing sentences that use the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.
  b. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).
	L.5.1.B: Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
	
	L.5.1.C: Use verb tense to convey various times, sequences, states, and conditions.
	
	L.5.1.D: Recognize and correct inappropriate shifts in verb tense.
		IAS requires students to write sentences using perfect verb tenses.

5.W.6.1c: Adjectives/ Adverbs –Students are expected to build upon and continue applying conventions learned previously.	*No CCSS equivalent.*	
5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	**L.5.1.A**: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	IAS focuses on writing prepositions and their functions.
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).	**L.5.1.E**: Use correlative conjunctions (e.g., *either/or, neither/nor*).	IAS requires students to write correct simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences using correlative conjunctions.
5.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:	**L.5.2**: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	*No content differences identified.*
5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing	*No CCSS equivalent.*	

5.W.6.2b: Punctuation –
  a. Applying correct usage of apostrophes and quotation marks in writing.
  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
	L.5.2.A: Use punctuation to separate items in a series.
	
	L.5.2.B: Use a comma to separate an introductory element from the rest of the sentence.
	
	L.5.2.C: Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off
		IAS requires students to correctly use apostrophes and quotation marks, punctuation, and commas.

	a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). **L.5.2.D**: Use underlining, quotation marks, or italics to indicate titles of works.	
sentence, and to indicate direct address.		
5.W.6.2c: Spelling – Applying correct spelling patterns and generalizations in writing.	**L.5.2.E**: Spell grade-appropriate words correctly, consulting references as needed.	*No content differences identified.*

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Speaking and Listening		
LEARNING OUTCOME FOR SPEAKING AND LISTENING		
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.	*No CCSS equivalent.*	
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.	**SL.5.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.	*No content differences identified.*
5.SL.2.3: Establish and follow agreed-upon rules for discussion.	**SL.5.1.B**: Follow agreed-upon rules for discussions and carry out assigned roles.	*No content differences identified.*
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.	**SL.5.1.C**: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	*No content differences identified.*
5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	**SL.5.1.D**: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	*No content differences identified.*
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	**SL.5.2**: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	*No content differences identified.*
5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting	**SL.5.3**: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	*No content differences identified.*

details and demonstrate how claims are supported by reasons and evidence.		
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.	**SL.5.4**: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	IAS requires students to organize information to provide effective introductions, conclusions, and use appropriate structure.
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.	**SL.5.5**: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	*No content differences identified.*
5.SL.4.3: Students are expected to build upon and continue applying conventions learned previously.	*No CCSS equivalent.*	

IAS 2020	CCSS	Difference Between IAS 2020 and CCSS
Media Literacy		
LEARNING OUTCOME FOR MEDIA LITERACY		
5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	*No CCSS equivalent.*	
MEDIA LITERACY		
5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.	*No CCSS equivalent.*	
5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	*No CCSS equivalent.*	

Unaligned CCSS
The following CCSS are not aligned to IAS in grade five.
RL.5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
L.5.3.A: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3.B: Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.
L.5.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)