

Indiana Academic Standards 2014
5th Grade English/Language Arts
Standards Correlation Guidance Document

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: <i>Foundations</i>			
5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.			<i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i>
5.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.2.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.3.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.3.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
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5.RF.3.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
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5.RF.4.5: <i>Students are expected to build upon and continue applying concepts learned previously.</i>			
5.RF.4.6: Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., <i>roots and affixes</i>) to read accurately unfamiliar multi-syllabic words in context.		<p>5.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5.RF.3a: 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.</p>	
5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	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>5.RF.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>5.RF.4a: Read on-level text with purpose and understanding.</p> <p>5.RF.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5.RF.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<i>IAS 2014 increases the expectation by requiring students to orally read grade-level appropriate or higher texts with expression that connotes comprehension at the independent level.</i>

Revised 7/17/2014

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
READING: Literature			
<p>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.</p>		<p>5.RL.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.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 5.</i></p>
<p>5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>		<p>5.RL.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>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.</p> <p>5.3.8: Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.</p> <p>5.5.7: Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>5.RL.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.</p>	
<p>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.</p>	<p>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.</p>	<p>5.RL.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).</p>	<p><i>IAS 2014 shifts the expectation by requiring students to describe instead of compare and contrast.</i></p>
<p>5.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>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</p>		<p>5.RL.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	

poem.			
5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.	5.3.8: Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.	5.RL.6: Describe how a narrator's or speaker's point of view influences how events are described.	
5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.		5.RL.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).	
5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics.		5.RL.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	

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READING: <i>Nonfiction</i>			
<p>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.</p>		<p>5.RI.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.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to interact with texts proficiently and independently by the end of grade 5.</i></p>
<p>5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p>	<p>5.2.3: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.2.4: Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>5.RI.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>5.2.3: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.</p> <p>5.5.7: Write summaries that contain the main ideas of the reading selection and the most significant details.</p>	<p>5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	
<p>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.</p>		<p>5.RI.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.</p>	
<p>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.</p>	<p>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.</p>	<p>5.RI.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.</p>	<p><i>IAS 2014 shifts the expectation by requiring students to apply knowledge instead of draw on information.</i></p>
<p>5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p>	<p>5.2.2: Analyze text that is organized in sequential or chronological order.</p>	<p>5.RI.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,</p>	

		concepts, or information in two or more texts.	
5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.		5.RI.6: Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent.	
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.	5.2.3: Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.	5.RI.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).	
5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.		5.RI.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.	<i>IAS 2014 shifts the expectation by requiring students to combine information instead of draw on information.</i>
5.RN.4.3: <i>Standard begins at sixth grade.</i>			

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READING: Vocabulary			
<p>5.RV.1: Build and use accurately general academic and content-specific words and phrases.</p>		<p>5.RI.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.</p> <p>5.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard that refers to content-specific rather than domain-specific language.</i></p>
<p>5.RV.2.1: Select and apply context clues (e.g., <i>word, phrase, sentence, and paragraph clues</i>) and text features to determine the meanings of unknown words.</p>	<p>5.1.2: Use word origins to determine the meaning of unknown words.</p> <p>5.1.6: Understand unknown words by using word, sentence, and paragraph clues to determine meaning.</p>	<p>5.L.4: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	
<p>5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>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).</p>	<p>5.L.5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><i>IAS 2014 shifts the expectation by including multiple meaning words, metaphors, similes and analogies.</i></p>
<p>5.RV.2.3: <i>Standard begins at sixth grade.</i></p>			
<p>5.RV.2.4: Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., <i>word origins, common Greek and Latin affixes and roots, parts of speech</i>).</p>	<p>5.1.4: Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).</p>	<p>5.L.4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p><i>IAS 2014 shifts the expectation by requiring students to apply knowledge of word structure elements.</i></p>
<p>5.RV.2.5: Consult reference materials, both print and digital (e.g., <i>dictionary, thesaurus</i>), to find the pronunciation</p>	<p>5.4.7: Use a thesaurus to identify alternative word choices and meanings.</p>	<p>5.L.4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</p>	

and clarify the precise meanings of words and phrases.		find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., <i>similes, metaphors, hyperbole, or allusion</i>).	5.3.5: Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism. 5.1.5: Understand and explain the figurative use of words in similes (comparisons that use like or as: The stars were like a million diamonds in the sky.) and metaphors (implied comparisons: The stars were brilliant diamonds in the night sky.).	5.L.5a: Interpret figurative language, including similes and metaphors, in context. 5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<i>IAS 2014 includes hyperbole and allusion to the expectations.</i>
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.	5.1.6: Understand unknown words by using word, sentence, and paragraph clues to determine meaning.	5.RI.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.	
5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.		5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5.L.5b: Recognize and explain the meaning of common idioms, adages, and proverbs.	<i>IAS 2014 shifts the expectation by requiring students to analyze instead of recognizing and explaining.</i>

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WRITING			
<p>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.</p>	<p>5.5.6: Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as appropriate.</p>	<p>5.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>This IAS 2014 Learning Outcome is an umbrella standard for the range of writing student should be able to do, including drawing evidence from literature and nonfiction texts.</i></p>
<p>5.W.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>5.W.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i></p>			
<p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Clearly present a position in an introductory statement to an identified audience. • Support the position with qualitative and quantitative facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Use language appropriate for the identified audience. • Connect reasons to the position using words, phrases, and clauses. • Provide a concluding statement or section related to the position presented. 	<p>5.5.2: Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support statements with evidence from the text. • develop interpretations that exhibit careful reading and understanding. 	<p>5.W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. 	<p><i>Please note that IAS 2014 refers to persuasion rather than opinion.</i></p>
<p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Introduce a topic; organize sentences and paragraphs logically, using an 	<p>5.4.3: Write informational pieces with multiple paragraphs that:</p> <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link 	<p>5.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, provide a general observation and focus, and 	

<p>organizational form that suits the topic.</p> <ul style="list-style-type: none"> • Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • Connect ideas within and across categories using transition words (e.g., <i>therefore, in addition</i>). • Include text features (e.g., <i>formatting, pictures, graphics</i>) and multimedia when useful to aid comprehension. • 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. • Provide a concluding statement or section related to the information or explanation presented. 	<p>paragraphs.</p> <ul style="list-style-type: none"> • offer a concluding paragraph that summarizes important ideas and details. <p>5.5.2 Write responses to literature that:</p> <ul style="list-style-type: none"> • demonstrate an understanding of a literary work. • support statements with evidence from the text. • develop interpretations that exhibit careful reading and understanding. 	<p>group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <ol style="list-style-type: none"> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. 	
<p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Develop the exposition (e.g., <i>describe the setting, establish the situation, introduce the narrator and/or characters</i>). • Develop an event sequence (e.g., <i>conflict, climax, resolution</i>) that unfolds naturally, connecting ideas and events using transitions. • Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • Use precise and expressive vocabulary and figurative language 	<p>5.4.2: Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.</p> <p>5.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish a plot, point of view, setting, and conflict. • show, rather than tell, the events of the story. 	<p>5.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and 	

<p>for effect.</p> <ul style="list-style-type: none"> • Provide an ending that follows from the narrated experiences or events. 		<p>sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., <i>quality of ideas, organization, sentence fluency, word choice</i>); and edit writing for format and standard English conventions. • Use technology to interact and collaborate with others to publish legible documents. 	<p>5.4.11: Use logical organizational structures for providing information in writing, such as chronological order, cause and effect, similarity and difference, and stating and supporting a hypothesis with data.</p> <p>5.4.1: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.</p> <p>5.4.8: Review, evaluate, and revise writing for meaning and clarity.</p> <p>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.</p> <p>5.4.10: Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.</p> <p>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.</p>	<p>5.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>5.W.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.</p> <p>5.W.6: With some guidance and support from adults, use technology, including the 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.</p> <p>5.L.3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	
<p>5.W.5: Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> • With support, formulate a research question (e.g., <i>what were John</i> 	<p>5.5.3: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information,</p>	<p>5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	

<p><i>Wooden's greatest contributions to college basketball?</i>)</p> <ul style="list-style-type: none"> 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. 	<p>determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> uses information from a variety of sources (books, technology, multimedia) and documents sources (titles and authors). demonstrates that information that has been gathered has been summarized. organizes information by categorizing and sequencing. 	<p>5.W.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.</p> <p>5.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact].").</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].").</p>	
<p>5.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>		<p>5.L.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>	<p><i>This IAS 2014 learning objective is a summary statement; focus skills are listed individually.</i></p>
<p>5.W.6.1a: Nouns/Pronouns – <i>Students are expected to build upon and continue applying conventions learned previously.</i></p>			
<p>5.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> Writing sentences that use the perfect (e.g., <i>I have walked, I had walked, I will have walked</i>) verb tenses. Correctly using verbs that are often 	<p>5.6.3: Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/lay, sit/set, rise/raise).</p>	<p>5.L.1b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>5.L.1c: Use verb tense to convey various times, sequences, states, and</p>	<p><i>Please note that IAS 2014 requires application of the skill in context.</i></p>

misused (e.g., <i>lie/lay, sit/set, rise/raise</i>).		conditions. 5.L.1d: Recognize and correct inappropriate shifts in verb tense.	
5.W.6.1c: Adjectives/ Adverbs – <i>Students are expected to build upon and continue applying conventions learned previously.</i>			
5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.	5.6.1: Identify and correctly use prepositional phrases, appositives, main clauses, and subordinate clauses.		<i>IAS 2014 includes this standard from IAS 2006.</i>
5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., <i>either/or, neither/nor</i>).		5.L.1e: Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	
5.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:		5.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<i>This IAS 2014 learning objective is an umbrella standard; focus skills are listed individually.</i>
5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing.			<i>This standard is NEW!</i>
5.W.6.2b: Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address.	5.6.5: Use a colon to separate hours and minutes and to introduce a list; 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.	5.L.2a: Use punctuation to separate items in a series. 5.L.2b: Use a comma to separate an introductory element from the rest of the sentence. 5.L.2c: Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from 5.L.2d: Use underlining, quotation marks, or italics to indicate titles of works.	<i>IAS 2014 increases the expectation by requiring students to apply correct usage of quotation marks in writing.</i>

5.W.6.2d: Spelling – Applying correct spelling patterns and generalizations in writing.		5.L.2e: Spell grade-appropriate words correctly, consulting references as needed.	
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Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
SPEAKING & LISTENING			
5.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i>) to communicate effectively with a variety of audiences and for different purposes.		5.SL.6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<i>This IAS 2014 Learning Outcome is an umbrella standard that requires students to adjust register to communicate effectively with a variety of audiences and for different purpose rather than demonstrate command of formal English.</i>
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.		5.SL.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.	
5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.		5.SL.1a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	<i>IAS 2014 increases the expectation by requiring students to reflect and contribute to ideas under discussion.</i>
5.SL.2.3: Establish and follow agreed-upon rules for discussion.		5.SL.1b: Follow agreed-upon rules for discussions and carry out assigned roles.	<i>IAS 2014 adds to the expectation by requiring students to establish agreed-upon rules for discussion.</i>
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.		5.SL.1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	
5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.		5.SL.1d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	
5.SL.3.1: Orally summarize or respond		5.SL.2: Summarize a written text read	<i>IAS 2014 increases the expectation by</i>

to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<i>requiring students to establish agreed-upon rules for discussion.</i>
5.SL.3.2: Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.		5.SL.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<i>IAS 2014 increases the expectation by requiring students to summarize the speaker's points as they relate to a main idea or supporting details.</i>
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.		5.SL.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	
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.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
5.SL.4.3: <i>Students are expected to build upon and continue applying conventions learned previously.</i>			

Indiana Academic Standards 2014	Indiana Academic Standards 2006	Indiana Common Core State Standards 2010	Differences from Previous Standards
MEDIA LITERACY			
<p>5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.</p>	<p>5.7.14: Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.</p>		<p><i>This IAS 2014 Learning Outcome is an umbrella standard that clarifies the expectation that students are able to critically analyze information used for a variety of purposes, not just persuasion.</i></p>
<p>5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.</p>	<p>5.7.8: Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>		
<p>5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues.</p>			<p><i>This standard is NEW!</i></p>