Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 5

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
5.RF.1: Apply foundational reading skills to demonstrate reading fluency and comprehension.	
5.RF.4.6: 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.	
5.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	
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.	5.RL.1.a.1: Read a variety of literature.
5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
	5.RL.2.1.a.2: Refer to specific text evidence to support inferences.
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.	5.RL.2.2.a.1: Summarize the text.
	5.RL.2.2.a.2: 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.
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.	5.RL.2.3.a.1: Describe characters, settings, events within a story; provide or identify specific details in the text to support the description.
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.	5.RL.3.1.a.1: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text.
5.RL.3.2: Describe how a narrator's or speaker's point of view influences how events are portrayed.	5.RL.3.2.a.1: Describe how a narrator's or speaker's point of view influences how events are portrayed.
5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RL.4.1.a.1: Describe how visual and multimedia elements contribute to the meaning or tone 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.4.2.a.1: Compare and contrast stories in the same genre on their approaches to similar themes and topics.
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.	5.RN.1.a.1: Read a variety of nonfiction texts.

**Content Connectors aligned to the
Indiana Academic Standards
English Language Arts Grade 5**

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly.
	5.RN.2.1.a.2: Quote accurately from a text to support inferences.
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.	5.RN.2.2.a.1: Determine main ideas, and identify key details to support main ideas.
	5.RN.2.2.a.2: Summarize the text.
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.	5.RN.2.3.a.1: 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.
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.	5.RN.3.1.a.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.
5.RN.3.2: Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	5.RN.3.2.a.1: Compare and contrast the overall structure of events, ideas, 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.RN.3.3.a.1: Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic.
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.RN.4.1.a.1: Explain how an author uses reasons and evidence to support particular points in a text.
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.RN.4.2.a.1: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.
5.RV.1: Build and use accurately general academic and content-specific words and phrases.	5.RV.1.a.1: Use general academic and content specific words and phrases accurately.
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.	5.RV.2.1.a.1: Use context and text features to determine the meanings of unknown words.
5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	5.RV.2.2.a.1: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.
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).	5.RV.2.4.a.1: Use common grade-appropriate known words and word patterns to as clues to the meaning of an unknown word.
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.	5.RV.2.5.a.1: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.
	5.RV.2.5.a.2: Consult reference materials (e.g., dictionaries, glossaries,

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
	thesauruses) to find the precise meaning of a word.
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).	5.RV.3.1.a.1: Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language.
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.RV.3.2.a.1: 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.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context.	5.RV.3.3.a.1: Identify the meaning of common idioms, proverbs, or adages.
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.	5.W.1.a.1: Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.
5.W.3.1: Write persuasive compositions in a variety of forms that – • 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.	5.W.3.1.a.1: Provide an introduction that states own position within persuasive composition.
	5.W.3.1.a.2: Use language appropriate to the identified audience.
	5.W.3.1.a.3: Provide relevant facts and reasons to support stated opinion within persuasive writing. Organize ideas to support the purpose.
	5.W.3.1.a.4: Links positions and reasons using words, phrases and clauses.
	5.W.3.1.a.5: Provide a clear concluding statement or section related to the opinion stated.
5.W.3.2: Write informative compositions on a variety of topics that – • Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • 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., therefore, in addition). • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension.	5.W.3.2.a.1: Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).
	5.W.3.2.a.2: Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.
	5.W.3.2.a.3: Support a topic examples, facts, quotations, or other information.

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
• 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.	5.W.3.2.a.4: Use appropriate language, vocabulary, and sentence variety.
• Provide a concluding statement or section related to the information or explanation presented.	5.W.3.2.a.5: Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.
	5.W.3.2.a.6: Provide a concluding statement or section related to the information or explanation presented.
	5.W.3.2.a.7: Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.
	5.W.3.3.a.1: Develop the exposition.
5.W.3.3: Write narrative compositions in a variety of forms that – • Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).	5.W.3.3.a.2: Use transitional words, phrases, and clauses to manage the sequence of events.
• Develop an event sequence (e.g., conflict, climax, resolution) 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.	5.W.3.3.a.3: 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 for effect. • Provide an ending that follows from the narrated experiences or events.	5.W.3.3.a.4: Use precise and expressive vocabulary and figurative language.
	5.W.3.3.a.5: Provide an ending that follows from the narrated events.
5.W.4: Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference	5.W.4.a.1: Develop, select, and organize ideas relevant to topic, purpose, and genre
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	5.W.4.a.2: Revise to improve writing using appropriate reference materials, and edit writing for format and Standard English conventions.

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
documents.	5.W.4.a.3: Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).
5.W.5: Conduct short research assignments and tasks on a topic. • 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.1: With support, formulate a research question.
	5.W.5.a.2: Identify and acquire 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: Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
	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.6.1b: 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.
	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. 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: Write correctly 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:	

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
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 –	5.W.6.2b.a.1: Apply correct usage of apostrophes in writing.
• Applying correct usage of apostrophes and 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.6.2b.a.2: Apply correct usage of quotation marks in writing.
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.
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.	
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.2.1.a.1: Make appropriate comments that contribute to a collaborative discussion.
	5.SL.2.1.a.2: Review the key ideas expressed within a collaborative discussion.
5.SL.2.2: Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	
5.SL.2.3: Establish and follow agreed-upon rules for discussion.	
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.2.4.a.1: Make appropriate comments that contribute to a collaborative discussion.
5.SL.2.5: Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	5.SL.2.5.a.1: Review the key ideas expressed within a collaborative discussion.
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.	5.SL.3.1.a.1: Summarize the text or a portion of the text read, read aloud, or presented in diverse media.
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.3.2.a.1: Summarize the points a speaker makes.
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.4.1.a.1: Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.
5.SL.4.2: Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or	5.SL.4.2.a.1: Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the

Content Connectors (CCs) identify the most salient grade-level, core academic content in ELA found in the Indiana Academic Standards. CCs focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment.

Indiana Academic Standards	Content Connectors
themes.	development of topic.
	5.SL.4.2.a.2: Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.
5.ML.1: Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.	
5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims.	5.ML.2.1.a.1: Review claims made in various types of media and evaluate evidence used to support these claims.
5.ML.2.2: Identify the role of the media in focusing people's attention on events and in forming their opinions on issues.	