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DEPARTMENT OF EDUCATION

Working Together for Student Success



Indiana Academic Standards English Language Arts: Grade 5 Crosswalk

2014 Standard Language	2020 Standard Language	Changes
Fifth Grade- Reading Foundations		
Print Concepts		
<p>5.RF.2.1 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.RF.2.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.</p>	<p>Added kindergarten standard as a reference</p>
<p>5.RF.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.RF.2.2 Students are expected to build upon and continue applying concepts learned previously. K.RF.2.2 Recognize that written words are made up of sequences of letters.</p>	<p>Added kindergarten standard as a reference</p>
<p>5.RF.2.3 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.RF.2.3 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.3 Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).</p>	<p>Added first grade standard as a reference</p>
<p>5.RF.2.4 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.RF.2.4 Students are expected to build upon and continue applying concepts learned previously. 1.RF.2.4 Learn and apply knowledge of alphabetical order.</p>	<p>Added first grade standard as a reference</p>

Phonological Awareness		
5.RF.3.1 Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.1 Students are expected to build upon and continue applying concepts learned previously. K.RF.3.1 Identify and produce rhyming words.	Added kindergarten standard as a reference
5.RF.3.2 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. 1.RF.3.2 Blend sounds, including consonant blends, to produce single- and multi-syllable words.	Added first grade standard as a reference
5.RF.3.3 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. 1.RF.3.3 Add, delete, or substitute sounds to change single-syllable words.	Added first grade standard as a reference
5.RF.3.4 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. 1.RF.3.4 Distinguish beginning, middle (medial), and final sounds in single-syllable words.	Added first grade standard as a reference
5.RF.3.5 Students are expected to build upon and continue applying concepts learned previously.	5.RF.3.5 Students are expected to build upon and continue applying concepts learned previously. 1.RF.3.5 Segment the individual sounds in	Added first grade standard as a reference

	one-syllable words.	
Phonics		
5.RF.4.1 Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.1 Students are expected to build upon and continue applying concepts learned previously. 1.RF.4.1 Use letter-sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., ai) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., cat, go, black, boat, her), independent of context.	Added first grade standard as a reference
5.RF.4.2 Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.2 Students are expected to build upon and continue applying concepts learned previously. 4.RF.4.2 Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.	Added fourth grade standard as a reference
5.RF.4.3 Students are expected to build upon and continue applying concepts learned previously.	5.RF.4.3 Students are expected to build upon and continue applying concepts learned previously. 2.RF.4.3 Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words.	Added second grade standard as a reference
5.RF.4.4 Students are expected to build upon and	5.RF.4.4 Students are expected to build upon and	Added third grade standard as

continue applying concepts learned previously.	continue applying concepts learned previously. 3.RF.4.4 Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu- ; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	a reference
5.RF.4.5 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. 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	Added third grade standard as a reference
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.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.	No change
Fluency		
5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	5.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.	No change

2014 Standard Language	2020 Standard Language	Changes
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Fifth Grade- Reading Literature		
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.	5.RL.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	No change
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 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.	Changed a to <i>the</i>
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 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.	No change
5.RL.2.4 Students are expected to build upon and continue applying concepts learned previously.	5.RL.2.4 Students are expected to build upon and continue applying concepts learned previously. 2.RL.2.4 Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why.	Added second grade standard as a reference
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.	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.	No change

5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	5.RL.3.2 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.	No change
Synthesis and Connection of Ideas		
5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	5.RL.4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.	No change
5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	5.RL.4.2 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	No change

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Fifth Grade- Reading Nonfiction		
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.	5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	No change
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 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	No change
5.RN.2.3 Explain the relationships or interactions between two or more	5.RN.2.3 Explain the relationships or interactions between two or more	No change

individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	
Structural Elements and Organization		
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 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.	No change
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 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.	No change
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 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.	No change
Structural Elements and Organization		
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 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	No change
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 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	No change

<p>5.RN.4.3 Standard begins at sixth grade.</p>	<p>5.RN.4.3 Standard begins at sixth grade: 6.RN.4.3: Compare and contrast one author's presentation of events with that of another.</p>	<p>Added sixth grade standard as a reference</p>
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Fifth Grade- Reading Vocabulary		
Vocabulary Building		
<p>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.</p>	<p>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.</p>	<p>No change</p>
<p>5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>No change</p>
<p>5.RV.2.3 Standard begins at sixth grade.</p>	<p>5.RV.2.3 Standard begins at sixth grade. 6.RV.2.3 Distinguish among the connotations of words with similar denotations.</p>	<p>Added sixth grade standard as a reference</p>
<p>5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common</p>	<p>5.RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common</p>	<p>No change</p>

Greek and Latin affixes and roots, parts of speech).	Greek and Latin affixes and roots, parts of speech).	
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 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.	No change
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).	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).	No change
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 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 change
5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.	5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context.	No change

2014 Standard Language	2020 Standard Language	Changes
Fifth Grade- Writing		
Handwriting		
5.W.2.1 Students are expected	5.W.2.1 Students are expected	

<p>to build upon and continue applying concepts learned previously.</p>	<p>to build upon and continue applying concepts learned previously. 4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.</p>	<p>Added fourth grade standard as a reference</p>
<p>5.W.2.2 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.W.2.2 Students are expected to build upon and continue applying concepts learned previously. K.W.2.2 Write by moving from left to right and top to bottom.</p>	<p>Added kindergarten standard as a reference</p>

Writing Genres: Argumentative, Informative, and Narrative

<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.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>No change</p>
<p>5.W.3.2 Write informative compositions on a variety of</p>	<p>5.W.3.2 Write informative compositions on a variety of</p>	

<p>topics that –</p> <ul style="list-style-type: none"> • 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. • 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>topics that -</p> <ul style="list-style-type: none"> • 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 text 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. • 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>No change</p>
<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., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and 	<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., describe the setting, establish the situation, introduce the narrator and/or characters). • Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and 	<p>No change</p>

<p>events using transitions.</p> <ul style="list-style-type: none"> • 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. 	<p>events using transitions.</p> <ul style="list-style-type: none"> • 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. 	
The Writing Process		
<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., 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. 	<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., 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. 	No change
The Research Process: Finding, Assessing, Synthesizing, and Reporting Information		
<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., What 	<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., What 	No change

<p>were John Wooden’s greatest contributions to college basketball?).</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>were John Wooden’s greatest contributions to college basketball?).</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. 	
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Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

<p>5.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>5.W.6.1 Demonstrate command of English grammar and usage, focusing on:</p>	<p>No change</p>
<p>5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>5.W.6.1a Nouns/Pronouns – Students are expected to build upon and continue applying conventions learned previously. 4.W.6.1a Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p>	<p>Added fourth grade standard as a reference</p>
<p>5.W.6.1b Verbs – • Writing sentences that use</p>	<p>5.W.6.1b Verbs – • Writing sentences that use</p>	<p>No change</p>

<p>the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.</p> <ul style="list-style-type: none"> • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 	<p>the perfect (e.g., I have walked, I had walked, I will have walked) verb tenses.</p> <ul style="list-style-type: none"> • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 	
<p>5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p>	<p>5.W.6.1c Adjectives/ Adverbs – Students are expected to build upon and continue applying conventions learned previously.</p> <p>4.W.6.1c Adjectives/ Adverbs – Writing sentences using relative adverbs (e.g., where, when) and explaining their functions in the sentence.</p>	<p>Added fourth grade standard as a reference</p>
<p>5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p>	<p>5.W.6.1d Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p>	<p>No change</p>
<p>5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>5.W.6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p>	<p>No change</p>
<p>5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>No change</p>
<p>5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.</p>	<p>5.W.6.2a Capitalization – Applying correct usage of capitalization in writing.</p>	<p>No change</p>
<p>5.W.6.2b Punctuation –</p>	<p>5.W.6.2b Punctuation –</p>	

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	No change
5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.	5.W.6.2c Spelling – Applying correct spelling patterns and generalizations in writing.	No change

2014 Standard Language	2020 Standard Language	Changes
Fifth Grade- Speaking and Listening		
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.	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.	No change
5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	5.SL.2.2 Reflect on and contribute to ideas under discussion by drawing on readings and other resources.	No change
5.SL.2.3 Establish and follow agreed-upon rules for discussion.	5.SL.2.3 Establish and follow agreed-upon rules for discussion.	No change
5.SL.2.4 Pose and respond to	5.SL.2.4 Pose and respond to	No change

specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	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.2.5 Review the key ideas expressed and draw conclusions in reference to information and knowledge gained from the discussions.	No change
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.	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.	No change
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 Summarize a speaker's points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence.	No change
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.	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.	No change

<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.</p>	<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.</p>	<p>No change</p>
<p>5.SL.4.3 Students are expected to build upon and continue applying concepts learned previously.</p>	<p>5.SL.4.3 Students are expected to build upon and continue applying conventions learned previously. 2.SL.4.3 Give and follow multi-step directions.</p>	<p>Added second grade standard as a reference</p>

2014 Standard Language	2020 Standard Language	Changes
Fifth Grade- Media Literacy		
Media Literacy		
<p>5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.</p>	<p>5.ML.2.1 Review claims made in various types of media and evaluate evidence used to support these claims.</p>	<p>No change</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>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>No change</p>