



## Grade 5 English/Language Arts

This document provides correlations between the 2023 Indiana Academic Standards (IAS) and the Common Core State Standards (CCSS) for easy reference. This correlation guide is intended to help support conversations regarding state and national standards and may be used as one of many tools to help inform a variety of local decisions (e.g., selection of high-quality curricular materials, curriculum maps).

The 2023 Indiana Academic Standards resulted from the standards streamlining process required by Indiana Code (IC) 20-31-3-1(c-d) and were adopted by the Indiana State Board of Education in June 2023. Standards designated as essential (E) for student mastery by the end of the grade level are shaded in gray and all standards were renumbered to avoid gaps in sequencing.

2023 Indiana Academic Standard		Common Core State Standard		Differences Between 2023 IAS and CCSS
<b>Domain: Reading Foundations</b>				
Number	Text	Number	Text	Description
<b>5.RF.1</b>	Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)	<b>RF.5.3.A</b>	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.	<i>No content differences identified.</i>
<b>5.RF.2</b>	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.	<b>RF.5.4</b>	Read with sufficient accuracy and fluency to support comprehension.	IAS combines all CCSS standards with emphasis on orally reading text that is at or above grade level. <a href="#">IC 20-26-12-24.5</a> requires public schools, including charter schools, to adopt curriculum or supplemental materials that are aligned with the science of reading, and states that
		<b>RF.5.4.A</b>	Read grade-level text with purpose and understanding.	
		<b>RF.5.4.B</b>	Read grade-level prose and poetry orally with accuracy, appropriate	

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			rate, and expression on successive readings.	schools may not adopt curricula or materials that are based on the three-cueing model.
		<b>RF.5.4.C</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
<b>2023 Indiana Academic Standard</b>		<b>Common Core State Standard</b>		<b>Differences Between 2023 IAS and CCSS</b>
<b>Domain: Reading Comprehension</b>				
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>	<b>Description</b>
<b>5.RC.1</b>	Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<i>No content differences identified.</i>
		<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
<b>5.RC.2</b>	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. (E)	<b>RL.5.2</b>	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.	

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<b>5.RC.3</b>	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text and how they impact the plot.	<b>RL.5.3</b>	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).	IAS specifies describing two or more characters, settings, or events in a story or play, in addition to how such specific details impact the plot.
<b>5.RC.4</b>	Describe how a narrator's or speaker's point of view influences how events are portrayed.	<b>RL.5.6</b>	Describe how a narrator's or speaker's point of view influences how events are described.	<i>No content differences identified.</i>
<b>5.RC.5</b>	Compare and contrast stories in the same genre on their approaches to similar themes and topics.	<b>RL.5.9</b>	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	
<b>5.RC.6</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)	<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<b>5.RC.7</b>	Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.			
<b>5.RC.8</b>	Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)	<b>RI.5.5</b>	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.	<i>No content differences identified.</i>

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<b>5.RC.9</b>	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)	<b>RI.5.8</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<i>No content differences identified.</i>
<b>5.RC.10</b>	Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.	<b>RI.5.9</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	IAS emphasizes combining information from several texts or digital sources to demonstrate knowledge on a topic.
<b>5.RC.11</b>	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	<b>L.5.4.A</b>	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	IAS requires the selection and application of context clues, up to paragraph-level context, and text features to determine the meanings of unknown words. Determining the meanings of unknown phrases is unique to CCSS at this grade level.
<b>5.RC.12</b>	Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.	<b>L.5.5.C</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	<i>No content differences identified.</i>
<b>5.RC.13</b>	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). (E)	<b>L.5.4.B</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	IAS adds the use of known words, word patterns, and parts of speech to aid in determining the meanings of words.

<b>5.RC.14</b>	Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).	<b>RL.5.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	IAS requires students to determine how words and phrases, including imagery, symbolism and figurative language, provide meaning to literature.
		<b>L.5.5.A</b>	Interpret figurative language, including similes and metaphors, in context.	
		<b>L.5.5.C</b>	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	
<b>2023 Indiana Academic Standard</b>		<b>Common Core State Standard</b>		<b>Differences Between 2023 IAS and CCSS</b>
<b>Domain: Writing</b>				
<b>Number</b>	<b>Text</b>	<b>Number</b>	<b>Text</b>	<b>Description</b>
<b>5.W.1</b>	Write persuasive compositions in a variety of forms that: <ul style="list-style-type: none"> <li>a. Clearly present a position in an introductory statement to an identified audience.</li> <li>b. Support the position with qualitative and quantitative facts and details from various sources, including texts.</li> <li>c. Use an organizational structure to group related ideas that support the</li> </ul>	<b>W.5.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<i>No content differences identified.</i>
		<b>W.5.1.A</b>	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.	

	<p>purpose.</p> <p>d. Use language appropriate for the identified audience.</p> <p>e. Connect reasons to the position using words, phrases, and clauses.</p> <p>f. Provide a concluding statement or section related to the position presented. (E)</p>	<b>W.5.1.B</b>	Provide logically ordered reasons that are supported by facts and details.	IAS specifies using qualitative and quantitative facts and details from a variety of sources, including texts, to support a position.
		<b>W.5.1.C</b>	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	IAS adds using language that is appropriate for an identified audience.
		<b>W.5.1.D</b>	Provide a concluding statement or section related to the opinion presented.	<i>No content differences identified.</i>
<b>5.W.2</b>	<p>Write informative compositions on a variety of topics that:</p> <p>a. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p> <p>b. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.</p> <p>c. Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p> <p>d. Include text features (e.g., formatting, photographs, maps, diagrams) and</p>	<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	IAS requires students to write informative compositions.
		<b>W.5.2.A</b>	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.	<i>No content differences identified.</i>
		<b>W.5.2.B</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	IAS adds topics should be developed using information from a variety of sources and texts.
		<b>W.5.2.C</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	<i>No content differences identified.</i>

	<p>multimedia when useful to aid comprehension.</p> <p>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.</p> <p>f. Provide a concluding statement or section related to the information or explanation presented. (E)</p>	<p><b>W.5.2.D</b></p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>IAS specifies using sentence variety to support a tone and formality that is appropriate to the topic and audience.</p>
		<p><b>W.5.2.E</b></p>	<p>Provide a concluding statement or section related to the information or explanation presented.</p>	<p><i>No content differences identified.</i></p>
<b>5.W.3</b>	<p>Write narrative compositions in a variety of forms that:</p> <p>a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</p> <p>b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.</p> <p>c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the</p>	<p><b>W.5.3</b></p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><i>No content differences identified.</i></p>
		<p><b>W.5.3.A</b></p>	<p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	
		<p><b>W.5.3.B</b></p>	<p>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	

	<p>responses of characters to situations.</p> <p>d. Use precise and expressive vocabulary and figurative language for effect.</p> <p>e. Provide an ending that follows from the narrated experiences or events. (E)</p>	<p><b>W.5.3.C</b></p>	<p>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><i>No content differences identified.</i></p>
		<p><b>W.5.3.D</b></p>	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	
		<p><b>W.5.3.E</b></p>	<p>Provide a conclusion that follows from the narrated experiences or events.</p>	
<p><b>5.W.4</b></p>	<p>Apply the writing process to –</p> <p>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 edit writing for format and standard English conventions.</p> <p>b. Use technology to interact and collaborate with others to publish legible documents.</p>	<p><b>W.5.5</b></p>	<p>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.)</p>	<p>IAS adds using appropriate reference materials when making revisions to writing.</p>
		<p><b>W.5.6</b></p>	<p>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>Timed keyboarding skills and a specific number of pages are unique to CCSS.</p>



<b>5.W.5</b>	<p>Conduct research assignments and tasks on a topic.</p> <p>a. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).</p> <p>b. Identify and acquire information through reliable primary and secondary sources.</p> <p>c. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.</p> <p>d. Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia).</p> <p>e. Present the research information, choosing from a variety of sources. (E)</p>	<b>W.5.7</b>	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>IAS emphasizes formulating a research question.</p>
		<b>W.5.8</b>	<p>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>IAS specifies acquiring information from reliable primary and secondary sources and requires direct quotations with citations.</p>
		<b>W.5.9</b>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>IAS adds following copyright guidelines and presenting researched information.</p>

<b>5.W.6</b>	<p>Demonstrate command of English grammar and usage, focusing on:</p> <p>a. Verbs –</p> <p style="padding-left: 20px;">I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses.</p> <p style="padding-left: 20px;">II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise).</p> <p>b. Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p> <p>c. Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)</p>	<b>L.5.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<i>No content differences identified.</i>
		<b>L.5.1.A</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
		<b>L.5.1.B</b>	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
		<b>L.5.1.C</b>	Use verb tense to convey various times, sequences, states, and conditions.	IAS emphasizes correctly using verbs that are often misused (e.g. lie/lay, sit/set).
		<b>L.5.1.D</b>	Recognize and correct inappropriate shifts in verb tense.	<i>No content differences identified.</i>
		<b>L.5.1.E</b>	Use correlative conjunctions (e.g., either/or, neither/nor).	

<b>5.W.7</b>	Demonstrate command of capitalization, punctuation, and spelling, focusing on: a. Capitalization – Applying correct usage of capitalization in writing. b. Punctuation – I. Applying correct usage of apostrophes and quotation marks in writing. II. 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. c. Spelling – Applying correct spelling patterns and generalizations in writing. (E)	<b>L.5.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	IAS combines all CCSS standards and adds correctly using apostrophes and commas for appositives in writing.
		<b>L.5.2.A</b>	Use punctuation to separate items in a series.	IAS requires the use of commas to separate items in a series in grades one and two.
		<b>L.5.2.B</b>	Use a comma to separate an introductory element from the rest of the sentence.	<i>No content differences identified.</i>
		<b>L.5.2.C</b>	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off 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?).	
		<b>L.5.2.D</b>	Use underlining, quotation marks, or italics to indicate titles of works.	IAS specifies capitalization techniques in grades two, three, and four for indicating titles of various works.
<b>2023 Indiana Academic Standard</b>		<b>Common Core State Standard</b>		<b>Differences Between 2023 IAS and CCSS</b>
<b>Domain: Communication and Collaboration</b>				
Number	Text	Number	Text	Description
<b>5.CC.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	<b>SL.5.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	<i>No content differences identified.</i>

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	teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)		teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
<b>5.CC.2</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)	<b>SL.5.1.C</b>	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	<i>No content differences identified.</i>
<b>5.CC.3</b>	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	<b>SL.5.2</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	IAS specifies students orally summarizing or responding to information they have heard.
<b>5.CC.4</b>	Use appropriate language to present on a topic or text, or provide a narrative or opinion that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace and in a clear and concise manner. (E)	<b>SL.5.4:</b>	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 specifies the use of appropriate language to report on a topic or text, or provide a chronological narrative.

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<p><b>5.CC.5</b></p>	<p>Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.</p>	<p><b>SL.5.5</b></p>	<p>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><i>No content differences identified.</i></p>
<p><b>5.CC.6</b></p>	<p>Review claims made in various types of media and evaluate evidence used to support these claims.</p>			
<p><b>5.CC.7</b></p>	<p>Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. (E)</p>			