

Indiana Academic Standards English/ Language Arts

Core Knowledge Language Arts

GRADE 5

A Correlation of CKLA to Indiana Academic Standards English/ Language Arts

Essential Standards:

All standards are to be taught through the course of the grade level. Standards that are essential to have mastered by the end of the grade are identified with shading and an "E."

Grade 5	
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Reading Foundations	
Learning Outcome: Students read grade-level text independently and fluently.	
5.RF.1 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)	Unit TG: U2, U3, U5, U9
5.RF.2 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension.	Unit TG: U1, U2, U3, U4, U5, U6, U7, U8, U9
Reading Comprehension	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
5.RC.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. (E)	Unit TG: U1, U2, U3, U4, U5, U6, U7, U8, U9 *Research Unit TG

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<p>5.RC.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. (E)</p>	<p>Unit TG: U2, U3, U4, U5, U6, U7</p> <p>*Research Unit TG</p>
<p>5.RC.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>Unit TG: U3, U4, U6, U7, U8, U9</p>
<p>5.RC.4 Describe how a narrator’s or speaker’s point of view influences how events are portrayed.</p>	<p>Unit TG: U4, U6, U9</p>
<p>5.RC.5 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>Unit TG: U2, U4, U8</p>
<p>5.RC.6 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (E)</p>	<p>Unit TG: U2, U5, U6</p> <p>*Research Unit TG</p>
<p>5.RC.7 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>Unit TG: U1, U2, U3, U4, U5, U6, U8, U9</p>
<p>5.RC.8 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts. (E)</p>	<p>Unit TG: U1, U3, U5, U9</p> <p>*Research Unit TG</p>
<p>5.RC.9 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. (E)</p>	<p>Unit TG: U1, U5, U6, U8, U9</p> <p>*Research Unit TG</p>

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<p>5.RC.10 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.</p>	<p>Unit TG: U5, U9</p>
<p>5.RC.11 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>Unit TG: U1, U2, U3, U4, U5, U6, U7, U9</p>
<p>5.RC.12 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p>	<p>Unit TG: U1, U2, U4, U5, U6, U8</p>
<p>5.RC.13 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)</p>	<p>Unit TG: U2, U4, U5, U6, U8, U9</p>
<p>5.RC.14 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p>	<p>Unit TG: U1, U2, U4</p>
<p>Writing</p>	
<p>Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.</p>	
<p>5.W.1 Write persuasive compositions in a variety of forms that:</p>	<p>Unit TG: U4, U7, U8, U9</p>
<p>5.W.1a Clearly present a position in an introductory statement to an identified audience.</p>	<p>Unit TG: U4, U8</p>
<p>5.W.1b Support the position with qualitative and quantitative facts and details from various sources, including texts.</p>	<p>Unit TG: U4, U8</p>

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<p>5.W.1c Use an organizational structure to group related ideas that support the purpose.</p>	<p>Unit TG: U4, U8</p>
<p>5.W.1d Use language appropriate for the identified audience.</p>	<p>Unit TG: U4, U8</p>
<p>5.W.1e Connect reasons to the position using words, phrases, and clauses.</p>	<p>Unit TG: U4, U8</p>
<p>5.W.1f Provide a concluding statement or section related to the position presented. (E)</p>	<p>Unit TG: U4, U8</p>
<p>5.W.2 Write informative compositions on a variety of topics that:</p>	<p>Unit TG: U2, U4, U5, U6, U8, U9</p> <p>*Research Unit TG</p>
<p>5.W.2a Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic.</p>	<p>Unit TG: U2, U4, U5</p> <p>*Research Unit TG</p>
<p>5.W.2b Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics.</p>	<p>Unit TG: U4, U5, U9</p> <p>*Research Unit TG</p>
<p>5.W.2c Connect ideas within and across categories using transition words (e.g., therefore, in addition).</p>	<p>Unit TG: U2, U5</p>
<p>5.W.2d Include text features (e.g., formatting, photographs, maps, diagrams) and multimedia when useful to aid comprehension.</p>	<p>Unit TG: U2, U4, U5, U6, U9</p>

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5.W.2e 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.	Unit TG: U5, U6, U8, U9
5.W.2f Provide a concluding statement or section related to the information or explanation presented. (E)	Unit TG: U2, U5, U6, U9
5.W.3 Write narrative compositions in a variety of forms that:	Unit TG: U1, U3, U5, U7, U9
5.W.3a Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).	Unit TG: U1, U3, U5
5.W.3b Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.	Unit TG: U1, U3, U5
5.W.3c Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.	Unit TG: U1, U3, U5, U7
5.W.3d Use precise and expressive vocabulary and figurative language for effect.	Unit TG: U1, U3, U5
5.W.3e Provide an ending that follows from the narrated experiences or events. (E)	Unit TG: U1, U9

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5.W.4 Apply the writing process to –	
5.W.4a 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.	Unit TG: U1, U2, U3, U4, U5, U6, U8, U9 *Research Unit TG
5.W.4b Use technology to interact and collaborate with others to publish legible documents.	Unit TG: U4, U6, U7, U9
5.W.5 Conduct research assignments and tasks on a topic.	Unit TG: U1, U5, U9 *Research Unit TG
5.W.5a With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).	Unit TG: U1 *Research Unit TG
5.W.5b Identify and acquire information through reliable primary and secondary sources.	Unit TG: U8 *Research Unit TG
5.W.5c Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.	Unit TG: U2, U3, U5, U8, U9

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<p>5.W.5d Avoid plagiarism and follow copyright guidelines for use of sources whenever appropriate (e.g., text, images, multimedia).</p>	<p>Unit TG: U2, U5</p>
<p>5.W.5e Present the research information, choosing from a variety of sources. (E)</p>	<p>Unit TG: U2, U5, U6, U7, U9</p> <p>*Research Unit TG</p>
<p>5.W.6 Demonstrate command of English grammar and usage, focusing on:</p>	<p>Unit TG: U1, U2, U4, U5, U6, U9</p>
<p>5.W.6a Verbs –</p> <ol style="list-style-type: none"> I. Writing sentences that use the correct (e.g., I have walked, I had walked, I will have walked) verb tenses. II. Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). 	<p>Unit TG: U1, U2, U9</p> <p>*Supplemental Grammar Lessons</p>
<p>5.W.6b Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence.</p>	<p>Unit TG: U5, U6</p>
<p>5.W.6c Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). (E)</p>	<p>Unit TG: U5, U6</p> <p>*Supplemental Grammar Lessons</p>
<p>5.W.7 Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	<p>Unit TG: U1, U2, U3, U4, U5, U6, U8</p>

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5.W.7a Capitalization – Applying correct usage of capitalization in writing.	Unit TG: U1, U2, U3, U4, U5, U6, U8
5.W.7b 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.	Unit TG: U1, U8, U9
5.W.7c Spelling – Applying correct spelling patterns and generalizations in writing. (E)	Unit TG: U2, U4, U5, U6, U8
Communication and Collaboration	
Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.	
5.CC.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. (E)	Unit TG: U1, U2, U6, U7, U9
5.CC.2 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (E)	Unit TG: U3, U6
5.CC.3 Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)	Unit TG: U2, U5, U6, U9

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5.CC.4 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)	Unit TG: U2, U5, U6, U7, U9
5.CC.5 Create engaging presentations that include multimedia components and visual displays when appropriate to enhance the development of main ideas or themes.	Unit TG: U1, U6, U9
5.CC.6 Review claims made in various types of media and evaluate evidence used to support these claims.	Unit TG: U2, U4, U6
5.CC.7 Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. (E)	Unit TG: U7, U8

*Research Unit lessons and Supplemental Grammar lessons are available digitally. These materials can be accessed on the CKLA Teacher Resource site and the CKLA Digital Experience.