Louisiana English Language Arts

Grade 5

Reading Standards for Literature: The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. RL

Key Ideas and Details

1 Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences. RL.1

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. RL.2

3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. RL.3

Craft and Structure

4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. RL.4

5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. RL.5

6 Describe how a narrator's or speaker's point of view influences how events are described. RL.6

Integration of Knowledge and Ideas

7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). RL.7

8 Not applicable to literature - Standard 8 specifically addresses arguments of nonfiction text. This standard is present in the Reading Standards for Informational Texts. RL.8

9 Compare and contrast stories in the same genre on their approaches to similar themes and topics. RL.9

Range of Reading and Level of Text Complexity

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. RL.10

Reading Standards for Informational Text RI

Key Ideas and Details

Cite relevant evidence from a text when explaining what the text says explicitly and when drawing inferences. RI.1

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2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RI.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. RI.3

Craft and Structure

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. RI.4

5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts. RI.5

6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. RI.6

Integration of Knowledge and Ideas

7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. RI.7

8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points. RI.8

9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI.9

Range of Reading and Level of Text Complexity

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. RI.10

Reading Standards for Foundational Skills: These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rat… ne… im…

Print Concepts

1 Demonstrate and apply both manuscript and cursive handwriting skills. RF.1

Phonological Awareness

2 Mastered in Grade 1 RF.2

Phonics and Word Recognition

3 Know and apply grade-appropriate phonics and word analysis skills in decoding and encoding words. RF.3

a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read, decode, and encode unfamiliar multisyllabic words in context and out of context. RF.3.A

Fluency

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of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know— to discern when particular children or activities warrant more or less attention. RF

4 Read grade-level texts with sufficient accuracy and fluency to support comprehension. RF.4

- a Read with automaticity and appropriate prosody or expression. RF.4.A
- b Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.4.B

Writing Standards: The following standards for writing offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills an
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grades. W

Text Types and Purposes

1 Write multi-paragraph opinion pieces on topics or texts, supporting a point of view or claim with reasons and information. W.1

- a Provide a thesis statement that introduces a topic or text clearly, states an opinion, and introduces an organizational structure that logically groups related ideas and information. W.1.A
- b Provide logically ordered reasons that are supported by facts and details. W.1.B
- c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). W.1.C
- d Provide a concluding statement or section related to the opinion presented. W.1.D

2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. W.2

- a Provide a thesis statement that introduces a topic clearly, provides a general observation and focus, and groups related information logically. W.2.A
- b Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.2.B
- c Develop the topic with facts and definitions, concrete details, quotations, and/or other information and examples related to the topic. W.2.C
- d Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). W.2.D
- e Use precise language and domain-specific vocabulary to inform about or explain the topic. W.2.E
- f Provide a concluding statement or section related to the information or explanation presented. W.2.F

3 Write multi-paragraph narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W.3

- a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize the sequence of events logically. W.3.A
- b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W.3.B
- c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W.3.C
- d Use concrete words and phrases and sensory details to convey experiences and events precisely. W.3.D
- e Provide an appropriate conclusion that follows from the narrated experiences or events. W.3.E

Production and Distribution of Writing

4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.4

5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.) W.5

6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others. W.6

Research to Build and Present Knowledge

7 Conduct research that uses several sources to build knowledge through investigation of different aspects of a topic. W.7

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8 Use relevant information from experiences and gather relevant information from print and digital sources. W.8

a Summarize or paraphrase information in notes and finished work. W.8.A

b Provide a list of sources. W.8.B

9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research based on grade-level reading standards. W.9

Range of Writing

10 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. W.10

Speaking and Listening Standards: The following standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. SL

Comprehension and Collaboration

1 Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly. SL.1

a 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. SL.1.A

b Follow agreed-upon rules for discussions and carry out assigned roles. SL.1.B

c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. SL.1.C

d Review the key ideas expressed and draw conclusions considering the information and knowledge gained from the discussions. SL.1.D

2 Summarize a written text read aloud or information presented in various media and formats. SL.2

3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL.3

Presentation of Knowledge and Ideas

4 Present 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. SL.4

5 Enhance the development of main ideas or themes of presentations by including multimedia components. SL.5

6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task, audience, and situation. SL.6

Language Standards: The following standards offer a focus for ins he students gain adequate

Conventions of Standard English

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mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. L

1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1

- a Explain the function of conjunctions, prepositions, and interjections, and their function in particular sentences. L.1.A
- b Use the perfect verb tenses. L.1.B
- c Use verb tense to convey various times, sequences, states, and conditions. L.1.C
- d Maintain consistent and logical verb choices, avoiding improper shifts in verb tense. L.1.D
- e Use correlative conjunctions. L.1.E

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.2

- a Use punctuation to separate items in a series. L.2.A
- b Use a comma to separate an introductory element from the rest of the sentence. L.2.B
- c Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate a direct address. L.2.C
- d Use underlining, quotation marks, or italics to indicate titles of works. L.2.D
- e Spell grade-appropriate words correctly, consulting references as needed. L.2.E

Knowledge of Language

3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.3

- a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. L.3.A
- b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. L.3.B

Vocabulary Acquisition and Use

4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level texts and content. L.4

- a Use context to determine the meaning of a word or phrase. L.4.A
- b Use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of a word. L.4.B
- c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.C

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5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5

   a Interpret figurative language, including similes and metaphors, in context. L.5.A

   b Identify and interpret the meaning of common idioms, adages, and proverbs. L.5.B

   c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of their meanings. L.5.C

6 Acquire and accurately use 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). L.6