Main Criteria: Structure and Style for Students
Secondary Criteria: Louisiana Academic Standards

Subject: Language Arts
Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Louisiana Academic Standards Language Arts

Grade 5 - Adopted: 2019

		Grade 5 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes

PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECT ATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	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.
PERFORMANC E EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 2: WRITING FROM NOTES Week 2 Page 19-30
		Louisiana Academic Standards
		Language Arts Grade 5 - Adonted: 2019

Grade 5 - Adopted: 2019

STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
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PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECT ATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	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.
PERFORMANC E EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).

Language Arts

Grade 5 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the

topic.

		Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
STRAND		Speaking and Listening Standards Comprehension and Collaboration
	1.	
TITLE PERFORMANC E	1. a.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
TITLE PERFORMANC E EXPECTATION		Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
PERFORMANC E EXPECTATION	a.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.
PERFORMANC E EXPECTATION INDICATOR	a. b. c.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the

PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	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.
PERFORMANC E EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECT ATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION		
INDICATOR	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.
	a. b.	

		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	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.
PERFORMANC E EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		
		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E	2. e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
E EXPECTATION		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
E EXPECT AT ION INDICATOR		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
E EXPECTATION INDICATOR STRAND		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	e.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	e. 3.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR	e. 3. a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR INDICATOR	e. 3. a.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards

TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.

INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
INDICATOR	C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
STRAND		Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		Louisiana Academic Standards Language Arts
		Grade 5 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E	4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION		
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).

Language Arts

Grade 5 - Adopted: 2019

STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.

INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, eith independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summariz or paraphrase information in notes and finished work, and provide a list of sources.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
PERFORMANC E EXPECTATION		with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION	4.	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.
PERFORMANC E EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECT ATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards

STRAND Writing Standards

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84
		Louisiana Academic Standards
		Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes

PERFORMANC 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. INDICATOR b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic. STRAND Writing Standards TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. EXPECTATION PERFORMANC 5. Expectation With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. PERFORMANC 6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. Research to Build and Present Knowledge PERFORMANC 9. Produce clear and coherent writing in which the development and using the total charge and surport analysis, reflection, and research.
INDICATOR d. Use precise language and domain-specific vocabulary to inform about or explain the topic. STRAND Writing Standards TITLE Production and Distribution of Writing PERFORMANC EXPECTATION PERFORMANC 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. PERFORMANC EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge Research to Build and Present Knowledge PERFORMANC STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC PERFORMANC STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC PE
TITLE Production and Distribution of Writing PERFORMANC 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. PERFORMANC 5. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. Research to Build and Present Knowledge Dear relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
PERFORMANC EXPECTATION PERFORMANC 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. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC E EXPECTATION 8. 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. Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC STRAND Writing Standards TITLE Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
PERFORMANC 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. PERFORMANC 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. PERFORMANC 6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
EXPECTATION PERFORMANC 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. PERFORMANC 6. With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
E editing, rewriting, or trying a different approach. PERFORMANC E EXPECTATION STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC E EXPECTATION 8. 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. TITLE Research to Build and Present Knowledge PERFORMANC E EXPECTATION Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC PERFORMANC PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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PERFORMANC 8. 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. STRAND Writing Standards TITLE Research to Build and Present Knowledge PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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TITLE Research to Build and Present Knowledge PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
PERFORMANC 9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
E reflection, and research.
INDICATOR b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND Writing Standards
TITLE Range of Writing Range of Writing
TITLE Range of Writing PERFORMANC 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND	:	Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION		Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND	:	Speaking and Listening Standards
TITLE		Presentation of Knowledge and Ideas
PERFORMANC E EXPECTATION		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.
PERFORMANC E EXPECTATION		Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECT ATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	C.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes

PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
STRAND		Writing Standards Research to Build and Present Knowledge
	9.	
TITLE PERFORMANC	9. b.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis,
TITLE PERFORMANC E EXPECTATION	b.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
PERFORMANC E EXPECTATION	b.	Praw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
PERFORMANC E EXPECTATION INDICATOR STRAND	b.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards
PERFORMANC EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	b. 10.	Praw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	b. 10.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND	b. 10.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards
TITLE PERFORMANC EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION STRAND TITLE PERFORMANC E EXPECTATION	b. 10.	Research to Build and Present Knowledge Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). Writing Standards Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
INDICATOR	C.	Use verb tense to convey various times, sequences, states, and conditions.			
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.			
STRAND		Language Standards			
TITLE		Conventions of Standard English			
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.			
STRAND		Language Standards			
TITLE		Knowledge of Language			
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
STRAND		Language Standards			
TITLE		Vocabulary Acquisition and Use			
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.			
STRAND		Language Standards			
TITLE		Vocabulary Acquisition and Use			
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).			
		UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110			
	Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019				
STRAND		Reading Standards for Literature			
TITLE		Range of Reading and Level of Text Complexity			
PERFORMANC E EXPECTATION	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.			

STRAND Reading Standards for Foundational Skills

TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	C.	Use verb tense to convey various times, sequences, states, and conditions.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

Louisiana Academic Standards

Language Arts

Grade 5 - Adopted: 2019

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
PERFORMANC E EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity

PERFORMANC E EXPECTATION	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.		
STRAND		Reading Standards for Foundational Skills		
TITLE		Fluency		
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.		
INDICATOR	a.	Read on-level text with purpose and understanding.		
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
STRAND		Writing Standards		
TITLE		Text Types and Purposes		
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
INDICATOR	a.	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.		
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.		
STRAND		Writing Standards		
TITLE		Production and Distribution of Writing		
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
PERFORMANC E EXPECTATION	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.		
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.		
STRAND		Writing Standards		
TITLE		Research to Build and Present Knowledge		
PERFORMANC E EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		

PERFORMANC E EXPECTATION	8.	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.	
STRAND		Writing Standards	
TITLE		Research to Build and Present Knowledge	
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	
STRAND		Writing Standards	
TITLE		Range of Writing	
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND		Speaking and Listening Standards	
TITLE		Comprehension and Collaboration	
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.	
STRAND		Language Standards	
TITLE		Knowledge of Language	
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	

INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134	
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019	
STRAND		Reading Standards for Literature	
TITLE		Key Ideas and Details	
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
STRAND		Reading Standards for Informational Text	
TITLE		Key Ideas and Details	
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
STRAND		Reading Standards for Informational Text	
TITLE		Craft and Structure	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	

STRAND TITLE PERFORMANC 8. E EXPECTATION	Reading Standards for Informational Text Integration of Knowledge and Ideas Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
PERFORMANC 8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and	
Е		
PERFORMANC 9. E EXPECTATION	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
STRAND	Reading Standards for Informational Text	
TITLE	Range of Reading and Level of Text Complexity	
PERFORMANC 10. E EXPECTATION	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.	
STRAND	Reading Standards for Foundational Skills	
TITLE	Fluency	
PERFORMANC 4. E EXPECTATION	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR a.	Read on-level text with purpose and understanding.	
INDICATOR c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND	Writing Standards	
TITLE	Text Types and Purposes	
PERFORMANC E EXPECTATION 2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR a.	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.	
INDICATOR b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
INDICATOR d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
STRAND	Writing Standards	
TITLE	Production and Distribution of Writing	

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.	
STRAND		Writing Standards	
TITLE		Research to Build and Present Knowledge	
PERFORMANC E EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
PERFORMANC E EXPECTATION	8.	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.	
STRAND		Writing Standards	
TITLE		Research to Build and Present Knowledge	
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	
STRAND		Writing Standards	
TITLE		Range of Writing	
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND		Speaking and Listening Standards	
TITLE		Comprehension and Collaboration	
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	

INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.	
STRAND		Language Standards	
TITLE		Knowledge of Language	
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).	
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138	
Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019			
STRAND		Reading Standards for Literature	
TITLE		Key Ideas and Details	
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
STRAND		Reading Standards for Informational Text	

TITLE

Key Ideas and Details

PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
STRAND		Reading Standards for Informational Text	
TITLE		Craft and Structure	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.	
PERFORMANC E EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
STRAND		Reading Standards for Informational Text	
TITLE		Integration of Knowledge and Ideas	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
PERFORMANC E EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
STRAND		Reading Standards for Informational Text	
TITLE		Range of Reading and Level of Text Complexity	
PERFORMANC E EXPECTATION	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.	
STRAND		Reading Standards for Foundational Skills	
TITLE		Fluency	
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.	
INDICATOR	a.	Read on-level text with purpose and understanding.	

INDICATOR a. Read on-level text with purpose and understanding.

INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
STRAND		Writing Standards	
TITLE		Text Types and Purposes	
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
INDICATOR	a.	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.	
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the opic.	
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
STRAND		Writing Standards	
TITLE		Production and Distribution of Writing	
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
PERFORMANC E EXPECTATION	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.	
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either ndependently or in collaboration with others.	
STRAND		Writing Standards	
TITLE		Research to Build and Present Knowledge	
PERFORMANC E EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
PERFORMANC E EXPECTATION	8.	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.	
STRAND		Writing Standards	
TITLE		Research to Build and Present Knowledge	
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.	
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	

STRAND		Writing Standards	
TITLE		Range of Writing	
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
STRAND		Speaking and Listening Standards	
TITLE		Comprehension and Collaboration	
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.	
STRAND		Language Standards	
STRAND		Language Standards Conventions of Standard English	
	2.		
TITLE PERFORMANC	2. e.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and	
TITLE PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
PERFORMANC E EXPECTATION		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.	
PERFORMANC E EXPECTATION INDICATOR STRAND		Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards	
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	е.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language	
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	e. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	e. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR STRAND	e. 3.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Language Standards	

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 7: INVENTIVE WRITING Week 16 Page 139-146
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards

TITLE

Range of Writing

PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 17 Page 147-152
		Louisiana Academic Standards
		Language Arts
		Crade F. Adented: 2010

Grade **5** - Adopted: **2019**

STRAND	Writing	Standards

TITLE	Text Types and Purposes
PERFORMANC E EXPECTATION	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR a. 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.

INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	e.	Provide a concluding statement or section related to the information or explanation presented.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

INDICATOR		
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		UNIT 7: INVENTIVE WRITING Week 18 Page 153-158
STRAND		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019 Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	d.	
		Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND		Use concrete words and phrases and sensory details to convey experiences and events precisely. Writing Standards
STRAND		
	4.	Writing Standards Production and Distribution of Writing
TITLE PERFORMANC E		Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience.
PERFORMANC E EXPECTATION PERFORMANC E	4.	Writing Standards Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, a audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising

TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and
		spelling when writing.
INDICATOR	e.	Spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	e.	
INDICATOR	е.	Spell grade-appropriate words correctly, consulting references as needed.
INDICATOR	e. 3.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards
INDICATOR STRAND TITLE PERFORMANC E		Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language
INDICATOR STRAND TITLE PERFORMANC E EXPECTATION	3. a.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR STRAND TITLE PERFORMANC E EXPECTATION INDICATOR	3. a.	Spell grade-appropriate words correctly, consulting references as needed. Language Standards Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176

STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
PERFORMANC E EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.

STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
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PERFORMANC 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. PERFORMANC 8. 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.

STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECT ATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use

PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grad 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, includir those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
		UNIT 8: FORMAL ESSAY MODELS Week 20 Page 177-194
		Louisiana Academic Standards
		Language Arts
		Grade 5 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the tex
E		ξ
EXPECTATION		
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the tex
E		
EXPECTATION		
PERFORMANC	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
E	۷.	bearinine two of more main useds of a text and explain now they are supported by key details, summanze the text
EXPECTATION		
STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC	4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade
E	٦.	topic or subject area.
EXPECTATION		
PERFORMANC	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events
		ideas, concepts, or information in two texts.
E		
EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of vie
EXPECTATION PERFORMANC	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of vietney represent.
E EXPECTATION PERFORMANC E EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of vie they represent.
PERFORMANC E	6.	

PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
STRAND		Writing Standards Text Types and Purposes
	2.	
TITLE PERFORMANC	2. a.	Text Types and Purposes
TITLE PERFORMANC E EXPECTATION		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
PERFORMANC E EXPECTATION	a.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PERFORMANC E EXPECT ATION INDICATOR INDICATOR	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.
PERFORMANC E EXPECT ATION INDICATOR INDICATOR INDICATOR STRAND	a. b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Writing Standards

PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English

PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
TITLE		Knowledge of Language
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).
		UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216
		Louisiana Academic Standards Language Arts Grade 5 - Adopted: 2019
STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STRAND		Reading Standards for Informational Text
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANC E EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

STRAND		Reading Standards for Informational Text
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two texts.
PERFORMANC E EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
STRAND		Reading Standards for Informational Text
TITLE		Integration of Knowledge and Ideas
PERFORMANC E EXPECTATION	8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
PERFORMANC E EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
STRAND		Reading Standards for Informational Text
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR a. 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.

EXPECTATION

INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANC E EXPECTATION	8.	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.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration

PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
STRAND		Language Standards
TITLE		Conventions of Standard English
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
STRAND		Language Standards
STRAND		Language Standards Knowledge of Language
	3.	
TITLE PERFORMANC E	3.	Knowledge of Language
TITLE PERFORMANC E EXPECTATION		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
PERFORMANC E EXPECTATION		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
PERFORMANC E EXPECTATION INDICATOR STRAND		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Language Standards
PERFORMANC E EXPECTATION INDICATOR STRAND TITLE PERFORMANC E	a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION	a. 4.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
PERFORMANC E EXPECT ATION INDICATOR STRAND TITLE PERFORMANC E EXPECT ATION INDICATOR	a. 4.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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STRAND		Reading Standards for Literature
TITLE		Key Ideas and Details
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E	4. a.	
PERFORMANC E EXPECTATION		Read with sufficient accuracy and fluency to support comprehension.
PERFORMANC E EXPECT AT ION	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND	a.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards
PERFORMANC E EXPECT ATION INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT AT ION	a. c.	Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT AT ION INDICATOR	a. c. 3.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR STRAND TITLE PERFORMANC E EXPECT AT ION INDICATOR	a. c. 3. d.	Read on-level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey experiences and events precisely.

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
INDICATOR	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.
INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
INDICATOR	C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Conventions of Standard English

PERFORMANC E EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	
INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.	
STRAND		Language Standards	
TITLE		Conventions of Standard English	
PERFORMANC E EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.	
STRAND		Language Standards	
TITLE		Knowledge of Language	
PERFORMANC E EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	
INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
INDICATOR	a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	
STRAND		Language Standards	
TITLE		Vocabulary Acquisition and Use	
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).	
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		Louisiana Academic Standards Language Arts	
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STRAND Reading Standards for Literature

TITLE	Key Ideas and Details		
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PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Literature
TITLE		Craft and Structure
PERFORMANC E EXPECTATION	5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
STRAND		Reading Standards for Literature
TITLE		Range of Reading and Level of Text Complexity
PERFORMANC E EXPECTATION	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.
STRAND		Reading Standards for Foundational Skills
TITLE		Fluency
PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	a.	Read on-level text with purpose and understanding.
INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing

PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
PERFORMANC E EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
STRAND		Writing Standards
TITLE		Research to Build and Present Knowledge
PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
INDICATOR	a.	Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
PERFORMANC E	1. a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own
PERFORMANC E EXPECT ATION		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
PERFORMANC E EXPECT AT ION INDICATOR	a.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR	a. b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR	a. b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND	a. b.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards
PERFORMANC E EXPECT AT ION INDICATOR INDICATOR INDICATOR STRAND TITLE PERFORMANC E	a. b. c.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Speaking and Listening Standards Comprehension and Collaboration Summarize a written text read aloud or information presented in diverse media and formats, including visually,

TITLE Conventi	
Convent	ons of Standard English
PERFORMANC 1. Demonst speaking EXPECTATION	rate command of the conventions of Standard English grammar and usage when writing or J.
INDICATOR a. Explain the sentences	e function of conjunctions, prepositions, and interjections in general and their function in particular s.
INDICATOR d. Recognize	e and correct inappropriate shifts in verb tense.
STRAND Language	e Standards
TITLE Conventi	ons of Standard English
	rate command of the conventions of standard English capitalization, punctuation, and when writing.
INDICATOR e. Spell grad	de-appropriate words correctly, consulting references as needed.
STRAND Language	e Standards
TITLE Knowled	ge of Language
PERFORMANC 3. Use known E EXPECTATION	wledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR a. Expand, c	ombine, and reduce sentences for meaning, reader/listener interest, and style.
INDICATOR b. Compare	and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
STRAND Language	e Standards
TITLE Vocabula	ary Acquisition and Use
	ne or clarify the meaning of unknown and multiple-meaning words and phrases based on grade g and content, choosing flexibly from a range of strategies.
INDICATOR a. Use conte	ext (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND Language	Standards
TITLE Vocabula	ry Acquisition and Use
E those that	nd use accurately grade-appropriate general academic and domain-specific words and phrases, including signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, in addition).
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Louisiana Academic Standards Language Arts

Grade 5 - Adopted: 2019

STRAND Reading Standards for Informational Text

TITLE	Craft and Structure
111	Graft and Structure

PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Text Types and Purposes
PERFORMANC E EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
INDICATOR	a.	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.
INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STRAND		Writing Standards
TITLE		Production and Distribution of Writing
PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANC E EXPECTATION	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.
STRAND		Writing Standards
TITLE		Range of Writing
PERFORMANC E EXPECTATION	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND		Speaking and Listening Standards
TITLE		Comprehension and Collaboration
PERFORMANC E EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND		Language Standards
TITLE		Vocabulary Acquisition and Use
PERFORMANC E EXPECTATION	6.	Acquire and use accurately 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).