

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

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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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
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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INDICATOR	a.	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 Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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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STRAND Reading Standards for Informational Text

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND Reading Standards for Informational Text

TITLE		Craft and Structure
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PERFORMANCE 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.
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STRAND Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND Reading Standards for Informational Text

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND Reading Standards for Foundational Skills

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND Writing Standards

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANC E EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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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.
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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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANC E EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
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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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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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.
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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.
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INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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INDICATOR	a.	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 Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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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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
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PERFORMANCE 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.
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STRAND Reading Standards for Literature

TITLE		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND Reading Standards for Foundational Skills

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE 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
PERFORMANCE 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.

PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Knowledge of Language
PERFORMANCE 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.
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INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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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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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
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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.
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STRAND Reading Standards for Literature

TITLE		Craft and Structure
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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.
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PERFORMANC E EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
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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.
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STRAND Reading Standards for Foundational Skills

TITLE		Fluency
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PERFORMANC E EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Writing Standards

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND Writing Standards

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND Writing Standards

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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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	
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Language Standards

TITLE	Conventions of Standard English	
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE	Conventions of Standard English	
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE	Knowledge of Language	
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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STRAND Language Standards

TITLE	Vocabulary Acquisition and Use	
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PERFORMANCE 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.
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INDICATOR	a.	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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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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
PERFORMANCE 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
PERFORMANCE 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.
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INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE 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.
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STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND Writing Standards

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
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PERFORMANCE 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.
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STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND Writing Standards

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE 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.
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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.
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INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE EXPECTATION 4. Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]").
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR d. Recognize and correct inappropriate shifts in verb tense.

STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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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
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PERFORMANCE 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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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
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PERFORMANCE EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND Reading Standards for Informational Text

TITLE		Craft and Structure
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PERFORMANCE 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.
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STRAND Reading Standards for Informational Text

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND Reading Standards for Informational Text

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND Reading Standards for Foundational Skills

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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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PERFORMANCE 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
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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
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PERFORMANCE 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.
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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.
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INDICATOR	b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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INDICATOR	c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Speaking and Listening Standards

TITLE		Presentation of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	c.	Use verb tense to convey various times, sequences, states, and conditions.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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INDICATOR	a.	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 Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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
Grade 5 - Adopted: 2019

STRAND **Reading Standards for Informational Text**

TITLE		Key Ideas and Details
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PERFORMANCE EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE 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.
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STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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STRAND **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).

STRAND Reading Standards for Literature

TITLE		Range of Reading and Level of Text Complexity
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE EXPECTATION 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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.

PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	c.	Use verb tense to convey various times, sequences, states, and conditions.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **Language Standards**

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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INDICATOR	a.	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 **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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

Grade 5 - Adopted: 2019

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE 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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND **Language Standards**

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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).

**Louisiana Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.

PERFORMANCE EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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).
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PERFORMANCE EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STRAND **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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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PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANCE 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
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND Writing Standards

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Knowledge of Language
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
PERFORMANCE 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
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PERFORMANCE EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
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PERFORMANCE EXPECTATION	2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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STRAND **Reading Standards for Informational Text**

TITLE		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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STRAND **Reading Standards for Informational Text**

TITLE		Integration of Knowledge and Ideas
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PERFORMANCE 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.
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PERFORMANCE 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).
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PERFORMANCE EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STRAND **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
PERFORMANCE 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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
Grade 5 - Adopted: 2019**

STRAND Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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INDICATOR	e.	Provide a concluding statement or section related to the information or explanation presented.
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STRAND Writing Standards

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND Writing Standards

TITLE		Research to Build and Present Knowledge
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PERFORMANCE 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.
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STRAND Writing Standards

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND Speaking and Listening Standards

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR	e.	Spell grade-appropriate words correctly, consulting references as needed.
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STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR	a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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STRAND Writing Standards

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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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.
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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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND **Language Standards**

TITLE		Knowledge of Language
PERFORMANCE 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.
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**Louisiana Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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		Range of Writing
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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).

STRAND **Reading Standards for Literature**

TITLE		Key Ideas and Details
PERFORMANCE 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
PERFORMANCE EXPECTATION	1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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
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PERFORMANCE 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.
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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
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PERFORMANCE 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
Grade 5 - Adopted: 2019**

STRAND Reading Standards for Literature

TITLE	Key Ideas and Details
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PERFORMANCE 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
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PERFORMANCE EXPECTATION 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE 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
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PERFORMANCE 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.

PERFORMANCE 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.

PERFORMANCE 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
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PERFORMANCE 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).
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PERFORMANCE EXPECTATION	9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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STRAND **Reading Standards for Informational Text**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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INDICATOR	a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND **Language Standards**

TITLE		Conventions of Standard English
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PERFORMANCE EXPECTATION	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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INDICATOR e. Spell grade-appropriate words correctly, consulting references as needed.

STRAND Language Standards

TITLE		Knowledge of Language
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PERFORMANCE EXPECTATION	3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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INDICATOR a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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.
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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
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PERFORMANCE 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).

**Louisiana Academic Standards
Language Arts
Grade 5 - Adopted: 2019**

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
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PERFORMANCE 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
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PERFORMANCE EXPECTATION 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

PERFORMANCE 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
PERFORMANCE 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.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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).
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Research to Build and Present Knowledge
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PERFORMANCE EXPECTATION	9.	Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.
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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]”).
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Knowledge of Language
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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).

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.
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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.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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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.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
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PERFORMANCE EXPECTATION	1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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).

STRAND Reading Standards for Literature

TITLE		Key Ideas and Details
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PERFORMANCE 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.
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STRAND **Reading Standards for Literature**

TITLE		Craft and Structure
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PERFORMANCE 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.
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PERFORMANCE EXPECTATION	6.	Describe how a narrator's or speaker's point of view influences how events are described.
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STRAND **Reading Standards for Literature**

TITLE		Range of Reading and Level of Text Complexity
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PERFORMANCE 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.
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STRAND **Reading Standards for Foundational Skills**

TITLE		Fluency
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PERFORMANCE EXPECTATION	4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	a.	Read on-level text with purpose and understanding.
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INDICATOR	c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
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PERFORMANCE EXPECTATION	3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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INDICATOR	a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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INDICATOR	d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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INDICATOR	e.	Provide a conclusion that follows from the narrated experiences or events.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
PERFORMANCE 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.
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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
PERFORMANCE 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.
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INDICATOR	d.	Recognize and correct inappropriate shifts in verb tense.
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STRAND Language Standards

TITLE		Conventions of Standard English
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Knowledge of Language
PERFORMANCE 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.
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INDICATOR	b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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.
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STRAND Language Standards

TITLE		Vocabulary Acquisition and Use
PERFORMANCE 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).

STRAND Reading Standards for Informational Text

TITLE		Craft and Structure
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Text Types and Purposes
PERFORMANCE 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.
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INDICATOR	b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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INDICATOR	d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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STRAND **Writing Standards**

TITLE		Production and Distribution of Writing
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PERFORMANCE EXPECTATION	4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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PERFORMANCE 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.
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STRAND **Writing Standards**

TITLE		Range of Writing
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PERFORMANCE 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.
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STRAND **Speaking and Listening Standards**

TITLE		Comprehension and Collaboration
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PERFORMANCE EXPECTATION	2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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STRAND **Language Standards**

TITLE		Vocabulary Acquisition and Use
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PERFORMANCE 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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