The following document is a checklist for teachers to use as a resource in teaching and assessing the Louisiana State Standards.

Louisiana Student Standards Checklist 2017-2018

Grade 5 English Language Arts

Morehouse Parish Elementary Curriculum Department

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| **Louisiana Student English/Language Arts Standards**  **Reading: Literature**  **Fifth Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Key Ideas and Details** | | | | | |
| RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |  |  |  |  |  |
| RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language and connotative meanings. |  |  |  |  |  |
| RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |  |  |  |  |  |
| RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |  |  |  |  |  |
| RL.5.8 (**Not applicable to literature)** |  |  |  |  |  |
| RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches on similar themes and topics. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RL.5.10 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. |  |  |  |  |  |
| **Reading: Informational Text** | | | | | |
| **Key Ideas and Details** | | | | | |
| RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |  |  |  |  |  |
| RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |  |  |  |  |  |
| RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |  |  |  |  |  |
| **Craft and Structure** | | | | | |
| RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |  |  |  |  |  |
| RI.5.5 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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| **Louisiana Student English/Language Arts Standards**  **Reading: Informational Text Fifth Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |  |  |  |  |  |
| **Integration of Knowledge and Ideas** | | | | | |
| RI.5.7 Utilize information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |  |  |  |  |  |
| RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |  |  |  |  |  |
| RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |  |  |  |  |  |
| **Range of Reading and Level of Text Complexity** | | | | | |
| RI.5.10 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. |  |  |  |  |  |
| **Reading: Foundational Skills** | | | | | |
| RF.5.1 Mastered in grade 1. |  |  |  |  |  |
| RF.5.2. Mastered in grade 1. |  |  |  |  |  |
| RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. |  |  |  |  |  |
| RF.5.3A Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |  |  |  |  |  |
| RF.5.4 Read with sufficient accuracy and fluency to support comprehension. |  |  |  |  |  |
| RF.5.4A Read on-level text with purpose and understanding. |  |  |  |  |  |
| RF.5.4B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |  |  |  |  |  |
| RF.5.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |  |  |  |  |  |
| **Writing** | | | | | |
| **Text Types and Purposes** | | | | | |
| W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. |  |  |  |  |  |
| W.5.1A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. |  |  |  |  |  |
| W.5.1B Provide logically ordered reasons that are supported by facts and details. |  |  |  |  |  |
| W.5.1C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). |  |  |  |  |  |
| W.5.1D Provide a concluding statement or section related to the opinion presented. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Fifth Grade**  **Writing (continued)** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |  |  |  |  |  |
| W.5.2A. 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. |  |  |  |  |  |
| W.5.2B Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |  |  |  |  |  |
| W.5.2C Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). |  |  |  |  |  |
| W.5.2D Use precise language and domain-specific vocabulary to inform about or explain the topic. |  |  |  |  |  |
| W.5.2E Provide a concluding statement or section related to the information or explanation presented. |  |  |  |  |  |
| W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |  |  |  |  |  |
| W.5.3A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |  |  |  |  |  |
| W.5.3B Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |  |  |  |  |  |
| W.5.3C Use a variety of transitional words, phrases, and clauses to manage the sequence of events. |  |  |  |  |  |
| W.5.3D Use concrete words and phrases and sensory details to convey experiences and events precisely. |  |  |  |  |  |
| W.5.3E Provide a conclusion that follows from the narrated experiences or events. |  |  |  |  |  |
| **Production and Distribution of Writing** | | | | | |
| W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |  |  |  |  |  |
| W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a different approach. |  |  |  |  |  |
| W.5.6 With some guidance and support from adults, produce and publish grade-appropriate writing using technology, either independently or in collaboration with others. |  |  |  |  |  |
| **Research to Build and Present Knowledge** | | | | | |
| W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |  |  |  |  |  |
| W.5.8 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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| **Louisiana Student English/Language Arts Standards**  **Writing**  **Fifth Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research. |  |  |  |  |  |
| W.5.9A 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]”). |  |  |  |  |  |
| W.5.9B 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]”). |  |  |  |  |  |
| **Range of Writing** | | | | | |
| W.5.10 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. |  |  |  |  |  |
| **Speaking & Listening** | | | | | |
| **Comprehension and Collaboration** | | | | | |
| SL.5.1 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. |  |  |  |  |  |
| SL.5.1A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |  |  |  |  |  |
| SL.5.1B Follow agreed-upon rules for discussions and carry out assigned roles. |  |  |  |  |  |
| SL.5.1C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |  |  |  |  |  |
| SL.5.1D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |  |  |  |  |  |
| SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |  |  |  |  |  |
| SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |  |  |  |  |  |
| **Presentation of Knowledge and Ideas** | | | | | |
| SL.5.4 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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| **Louisiana Student English/Language Arts Standards**  **Speaking & Listening (continued)**  **Fifth Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. |  |  |  |  |  |
| SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation. |  |  |  |  |  |
| **Language** | | | | | |
| **Conventions of Standard English** | | | | | |
| L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. |  |  |  |  |  |
| L.5.1A Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. |  |  |  |  |  |
| L.5.1B Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. |  |  |  |  |  |
| L.5.1C Use verb tense to convey various times, sequences, states, and conditions. |  |  |  |  |  |
| L.5.1D Recognize and correct inappropriate shifts in verb tense. |  |  |  |  |  |
| L.5.1E Use correlative conjunctions (e.g., either/or, neither/nor). |  |  |  |  |  |
| L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |  |  |  |  |  |
| L.5.2A Use punctuation to separate items in a series. |  |  |  |  |  |
| L.5.2B Use a comma to separate an introductory element from the rest of the sentence. |  |  |  |  |  |
| L.5.2C Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). |  |  |  |  |  |
| L.5.2D Use underlining, quotation marks, or italics to indicate titles of works. |  |  |  |  |  |
| L.5.2E Spell grade-appropriate words correctly, consulting references as needed. |  |  |  |  |  |

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| **Louisiana Student English/Language Arts Standards**  **Language (continued) Fifth Grade** | | | | | |
| **Standard** | **Date Taught** | **Date Retaught** | **Date Reviewed** | **Date Assessed** | **Date Re-Assessed** |
| **Knowledge of Language** | | | | | |
| L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. |  |  |  |  |  |
| L.5.3A Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |  |  |  |  |  |
| L.5.3B Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. |  |  |  |  |  |
| **Vocabulary Acquisition and Use** | | | | | |
| L.5.4 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. |  |  |  |  |  |
| L.5.4A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |  |  |  |  |  |
| L.5.4B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |  |  |  |  |  |
| L.5.4C 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. |  |  |  |  |  |
| L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |  |  |
| L.5.5A. Interpret figurative language, including similes and metaphors, in context. |  |  |  |  |  |
| L.5.5B Recognize and explain the meaning of common idioms, adages, and proverbs. |  |  |  |  |  |
| L.5.5C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |  |  |  |  |  |
| L.5.6 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) |  |  |  |  |  |