



Grade 5 English Language Arts	
Louisiana Student Standards	Louisiana Connectors (LC)
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	LC.RL.5.1a Refer to details and examples in a text when explaining what the text says explicitly. LC.RL.5.1b Refer to specific text evidence to support inferences, interpretations, or conclusions.
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.	LC.RL.5.2a Summarize a portion of text such as a paragraph or a chapter. LC.RL.5.2b Summarize a text from beginning to end in a few sentences. LC.RL.5.2c Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
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).	LC.RL.5.3a Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison. LC.RL.5.3b 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).
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.	LC.RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.
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.	LC.RL.5.5a Use signal words (e.g., <i>meanwhile</i> , <i>unlike</i> , <i>next</i>) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text. LC.RL.5.5b Explain how a series of chapters fits together to provide the overall structure of a particular text.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	LC.RL.5.6a Describe how a narrator's or speaker's point of view influences how events are described. LC.RL.5.6b Explain how the description of characters, setting, or events might change if the person telling the story changed.



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	<p>LC.RL.5.6c Interpret the meaning of metaphors and similes to help explain the setting within a text.</p> <p>LC.RL.5.6d Interpret the meaning of metaphors and similes to help determine the mood within a text.</p>
<p>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).</p>	<p>LC.RL.5.7 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>
<p>RL.5.8 (Not applicable to literature)¹</p>	
<p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>	<p>LC.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p>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.</p>	<p>LC.RL.5.10a Read or be read to a variety of literary texts or adapted texts, including graphic novels, poetry, and fiction.</p> <p>LC.RL.5.10b Use a variety of strategies to derive meaning from a variety of print and non-print literary texts.</p>
<p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>LC.RI.5.1a Quote accurately from a text when explaining what the text says explicitly.</p> <p>LC.RI.5.1b Quote accurately from a text to support inferences.</p>
<p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>LC.RI.5.2a Determine the main idea, and identify key details to support the main idea.</p> <p>LC.RI.5.2b Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>

¹ Standard 8 specifically addresses arguments of nonfiction text. Since Reading Literature is fictional text, a placeholder, "Not Applicable for Literature," has been placed by that standard. This standard is present in the non-fiction section.



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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.	LC.RI.5.3a Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. LC.RI.5.3b 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. LC.RI.5.3c 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 across texts.
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.	LC.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.	LC.RI.5.5a Use signal words as a means of locating information (e.g., knowing that <i>because</i> or <i>as a result of</i> may help link a cause to a result). LC.RI.5.5b Use signal words to identify common types of text structures. LC.RI.5.5c Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	LC.RI.5.6 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.
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.	LC.RI.5.7a Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem. LC.RI.5.7b Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).



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<p>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).</p>	<p>LC.RI.5.8a Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>LC.RI.5.8b Identify reasons and evidence that support an author's point(s) in a text.</p> <p>LC.RI.5.8c Identify the author's stated thesis/claim/opinion.</p> <p>LC.RI.5.8d Identify evidence the author uses to support stated thesis/claim/opinion.</p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>LC.RI.5.9a Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</p> <p>LC.RI.5.9b Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</p>
<p>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.</p>	<p>LC.RI.5.10a Read or be read to a variety of informational texts or adapted texts.</p> <p>LC.RI.5.10b Use a variety of strategies to derive meaning from a variety of print and non-print informational texts.</p>
<p>RF.5.1 Mastered in grade 1.</p>	
<p>RF.5.2 Mastered in grade 1.</p>	
<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p>	<p>LC.RF.5.3 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</p>



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<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>LC.RF.5.4 Use context to confirm or self-correct word recognition.</p>
<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>LC.W.5.1a Produce an opinion piece which has an introduction that states an opinion and has an organizational structure in which ideas are logically grouped to support the writer's opinion.</p> <p>LC.W.5.1b Provide relevant facts to support the reasons and stated opinion.</p> <p>LC.W.5.1c Link opinion and reasons using words and phrases.</p> <p>LC.W.5.1d Provide a concluding statement or section related to the opinion presented.</p>
<p>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). 	<p>LC.W.5.2a Produce an informative/explanatory permanent product which has an introduction that includes context/background information on a topic and establishes a central idea or focus about the topic.</p> <p>LC.W.5.2b Group related information logically.</p> <p>LC.W.5.2c Develop the topic (i.e., add additional information related to the topic) with facts, definitions, concrete details, quotations, or other information and examples.</p> <p>LC.W.5.2d Include formatting (e.g., headings), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>LC.W.5.2e Use transitional words and phrases to connect ideas.</p>



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<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>LC.W.5.2f Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>LC.W.5.2g Provide a concluding statement or section related to the information presented.</p>
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situation.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>LC.W.5.3a Produce a narrative permanent product which orients the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>LC.W.5.3b Organize an event so that it unfolds naturally.</p> <p>LC.W.5.3c When appropriate use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>LC.W.5.3d Use transitional words and phrases to manage the sequence of events.</p> <p>LC.W.5.3e Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>LC.W.5.3f Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>
<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>LC.W.5.4 Produce a clear, coherent permanent product that is appropriate to the specific task (e.g., topic or text), purpose (e.g., to inform or entertain), and audience (e.g., reader).</p>
<p>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.</p>	<p>LC.W.5.5a With guidance and support from peers and adults, develop a plan for permanent products (e.g., brainstorm topics, select a topic, gather information, create a draft).</p> <p>LC.W.5.5b With guidance and support from peers and adults, strengthen permanent products by revising and editing (e.g., review a permanent</p>



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	product, strengthen an opinion piece by adding another reason, fix incorrect spelling).
W.5.6 With guidance and support from adults, produce and publish grade-appropriate writing using technology either independently or in collaboration with others.	LC.W.5.6 Use technology to produce and publish permanent products (e.g., use the Internet to gather information; use word processing to generate and collaborate on writing).
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	LC.W.5.7 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).
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.	<p>LC.W.5.8a Recall relevant information from experiences to use in permanent products.</p> <p>LC.W.5.8b Gather information (e.g., highlight in text, quote or paraphrase from a source) from print (e.g., text read aloud, printed image) and/or digital sources (e.g., video, audio, images/graphics) relevant to a topic.</p> <p>LC.W.5.8c Sort evidence collected from print and/or digital sources into provided categories.</p> <p>LC.W.5.8d Provide a list of sources that contributed to the creation of a permanent product.</p>
<p>W.5.9 Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 5 Reading standards</i> 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]”).</p> <p>b. Apply <i>grade 5 Reading standards</i> 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]”).</p>	LC.W.5.9 Provide evidence from texts when producing permanent products.



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<p>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.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. 	<p>LC.SL.5.1a Make appropriate comments that contribute to a collaborative discussion.</p> <p>LC.SL.5.1b Review the key ideas expressed within a collaborative discussion.</p>
<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>LC.SL.5.2a Determine the narrative point of view of a text read, read aloud, or viewed.</p> <p>LC.SL.5.2b Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p>
<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>LC.SL.5.3a Identify a speaker's points or claims.</p> <p>LC.SL.5.3b Summarize the points a speaker makes.</p>



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	<p>LC.SL.5.3c Identify reasons and evidence that a speaker provides to support points or claims.</p> <p>LC.SL.5.3d Explain how at least one claim in a discussion is supported by reasons and evidence.</p>
<p>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.</p>	<p>LC.SL.5.4a Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant and descriptive details.</p> <p>LC.SL.5.4b Elaborate on each fact or opinion given in support of a claim with relevant details.</p>
<p>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.</p>	<p>LC.SL.5.5a Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> <p>LC.SL.5.5b Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>
<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task, audience, and situation.</p>	<p>No Louisiana Connectors developed for this standard</p>
<p>L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<p>LC.L.5.1a Use appropriate verb tense to convey times, sequence, state, and condition.</p> <p>LC.L.5.1b Recognize and correct inappropriate shifts in verb tense.</p> <p>LC.L.5.1c Identify and use conjunctions, prepositions, and interjections when communicating.</p> <p>LC.L.5.1d Produce simple, compound, and complex sentences in writing.</p>



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<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. 	<p>LC.L.5.2a Use punctuation to separate items in a series.</p> <p>LC.L.5.2b Use commas accurately when communicating.</p> <p>LC.L.5.2c Spell words correctly when communicating, consulting references as needed.</p>
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. 	<p>LC.L.5.3 Expand, combine, and reduce sentences for meaning, reader interest, and style when communicating.</p>
<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation 	<p>LC.L.5.4a Use context to determine the meaning of unknown or multiple meaning words.</p> <p>LC.L.5.4b Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>LC.L.5.4c Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>LC.L.5.4d Consult print or digital reference materials (e.g., dictionaries, glossaries, thesauruses) to find the meaning of a word.</p> <p>LC.L.5.4e Identify the denotation for a known word.</p>



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and determine or clarify the precise meaning of key words and phrases.	
<p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>LC.L.5.5a Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</p> <p>LC.L.5.5b Use figurative language in context, including similes and metaphors.</p> <p>LC.L.5.5c Identify the meaning of common idioms or proverbs.</p> <p>LC.L.5.5d Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</p>
<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>LC.L.5.6a Use grade-appropriate general academic and domain-specific words and phrases accurately.</p>