



Trinity Lutheran School Fifth Grade Language Arts Essential Standards Chart

Essential Standards Chart: At Trinity Lutheran, we expect children to learn?

Grade: Fifth Grade		Subject: Language Arts				
Standard Description	Common Core Standards	Proficiency	Prerequisite Skill	Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Written in I Can Statements		What does proficiency look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessments will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
I can determine a theme for a story, drama or poem from details in the text.	RL 5.2	Students can identify key ideas and themes for a story.	Skimming, scanning, rereading, organizing a paragraph Vocab: main idea	Module 1: Unit 2 - lesson 9, Unit 2 - lesson 18 Essay, quizzes	Engage New York Module 1	
I can quote accurately from a text when explaining what the text says and when drawing inferences from the text.	RL 5.1 RI 5.1	Students will be able to use two or more examples of textual evidence to support their inferences when writing and speaking.	Skimming, scanning, rereading and note taking.		Engage New York Module 1, 2A, 2B	
I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	RL.5.7	Students will be able to use multimedia elements to articulate a more complex meaning than the text alone.	Make meaning from visual graphs, charts, pictures and videos.	Module 2A: Unit 3 - lesson 15	Engage New York Module 2A, 4	
I can compare and contrast stories in the	RL.5.9	Students will be able to describe the similarities	Understand how stories are alike and	Module 1: Unit 3 - lesson 4	Engage New York Module 1	

same genre and their approaches to the themes and topics.		between a novel and a script.	different. Use of simple graphic organizers.	self assessment		
I can use grade level fluency to support grade level comprehension of literature and informational texts.	RL 5.10 RI. 5.10	Students will be able to read grade-level informational texts proficiently and independently by the end of the school year.	Reading at a minimum of 4th grade reading level or on grade level.	DIBELS, quizzes, discussions, warmups	Engage New York Module 2A, 3A, 3B, and 4. Ongoing	
I can use and understand figurative language such as metaphor and simile.	L.5.5	Students will be able to identify and interpret figurative language in context. Students will be able to use the relationship between words to better define words (e.g., synonyms, antonyms and homophones).	Simple figurative language. Common idioms, adages and proverbs. Vocabulary: antonym,synonym, idiom, simile, metaphor,	Module 4: Unit 2 - lesson 6 Quizzes, short answer writing, essays	Engage New York Module 1, 3A, and 4	
I can identify which reasons and evidence an author used to support a particular point.	RI.5.8	Identify an author's viewpoint on a particular subject and give two or more pieces of text evidence to support it.	Note taking, rereading, text evidence and graphic organizers	Module 3A: Unit 1 - lesson 4, Unit 2 - lesson 10. Module 3B: Unit 3 - lesson 5. Cold reads with multiple choice and short answer responses.	Engage New York Module 2A, 3A, 3B,	
I can gather information from several sources to write or speak about a subject.	RI.5.9	A written essay or speech citing two or more sources.	Reread, note taking, and summarize citing textual evidence	Module 1: Unit 1 - lesson 11 Module 2B: Unit 3 - lesson 11 Final Module performance task Module 3A: Unit 3 - lesson 8 Unit 3 - lesson 12 Storyboards, note taking, graphic organizers	Engage New York Module 1, 2A, 2B, 3A, 3B and 4.	

I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4	Narrative writing, informative/explanatory and argumentative writing will be easily understandable and clearly demonstrate student ideas.	Write sentences with a clear beginning and ending. Use proper punctuation.	Ongoing	Engage New York Module 1, 2A, 2B, 3A, 3B, 4 and	
I can use technology, including the Internet, to produce and publish writing;	W.5.6	Students will demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting by the end of the school year.	Navigate computer basics including the internet and writing software. Type on a qwerty keyboard with correct hand placement.	Module 2B: Final Module Performance Task TBD	Engage New York Module 2B, 3, and 4	
I can effectively engage in a range of collaborative discussions.	SL.5.1	Students will contribute to discussions (one-to-one, in groups, and teacher-led) and elaborate on the thoughts of others. Students will be able to draw new conclusions in light of new knowledge gained from the discussions.	See things from others perspectives. Work with others. Conversational turn taking.	Ongoing	Engage New York Module 1, 2A, 2B, 3A, 3B, and 4.	