Reading- 2nd Quarter

Report Card Descriptor	Standards with "What does **proficiency** look like?" bullets
RL & RI **Comprehends texts**	**Focus Standards** ***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.** **RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.** - Quote accurately from the text - Explain what the text says - Draw inferences from a text, citing evidence from the text and incorporating a relevant quote **RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.** - Determine the main idea(s) of a text - Tell the key details that support the main idea - Write a summary using details from 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** - Determine which people, events, ideas, or concepts the author treats as important and explain their relationships or interactions citing evidence from the text ***Craft and Structure*** **RL.5.6 Describe how a narrator's point of view influences how events are described.** - Describe the narrator's or speaker's point of view - Explain how events may be described differently if told from another point of view **RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.** - Note similarities and differences between multiple accounts of the same event or topic - Explain how an author's point of view affects his or her account of an event or topic

Reading- 2ⁿᵈ Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
RL & RI **Comprehends texts** continued	***Integration of Knowledge and Ideas*** **RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.** • Locate and use informational text in print and digital formats to quickly locate an answer to a question or solve a problem **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.** • Compare and contrast an author's approach to theme or topic in stories in the same genre **RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.** • Identify and gather key and relevant details/information from several texts (sources) on the same topic • Speak knowledgeably and/or compose a piece of writing about a topic integrating information gathered from several texts (sources) on the same topic **Supporting Standards** **RL.54** **RI.54, RI.5.7**

NEW REPORT CARD DESCRIPTOR
 	
RF-Phonics and Word Recognition
Knows and applies letter sounds and word knowledge
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	a. *Use combined knowledge of:*
	  • ***all letter-sound correspondences***
	    ○ sound out a word
	  • ***syllabication patterns***
	    ○ Use syllabication patterns to break apart multi-syllable words
	
	  • ***morphology (e.g., roots and affixes)***
	    ○ Use knowledge of morphology
	      ▪ Identify a root word
	      ▪ Use the meaning of prefixes (see language standards)
	      ▪ Use the meaning of suffixes (see language standards)
	  …to read accurately unfamiliar multisyllabic words in context and out of context.
	  • Score at least 118 on ORF words correct
	  • Use context clues
	
	| Syllable Type
		Definition	Examples |
			|---|---|---|
			| Closed | A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants | dan-ple
			hos-tel
			bev-erage |
			| Vowel-C-e ("Magic e") | A syllable with a long vowel spelled with one vowel + one consonant + silent e | compete
			despite |
			| Open | A syllable that ends with a long vowel sound, spelled with a single vowel letter | program
			table
			recent |
			| Vowel Team | Syllables that use two to four letters to spell the vowel | beau-ti-ful
			train-er
			con-geal
			spoil-age |
			| Vowel-r (r-controlled) | A syllable with er, ir, or, ar, or ur. Vowel pronunciation often changes before /r/. | in-jur-ious
			con-sort
			char-ter |
			| Consonant-le | An unaccented final syllable containing a consonant before /l/ followed by a silent e | dribble
			beagle
			little |

Reading- 2nd Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets

	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
	• Score near the Winter Reading MAP RIT mean of 209.8
	a. *Read grade-level text with purpose and understanding.*
	• Read DRA level 50/F&P level U texts independently and answer comprehension questions
	b. *Read grade-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.*
	• Reread text to practice fluency
	   o Read in phrases
	   o Use expression and intonation
	   o Score at least 118 on ORF- 99% accuracy
	c .*Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*
	• *When encountering an unknown word:*
	   1. *Look at the letter sequence*
	   2. *Decode the word*
	   3. *Check the sense with the whole sentence or passage -If it does not make sense , reread or ask for assistance*

Writing – 2nd Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
W- Text Types and Purposes **Writes to give an opinion, explain or tell a story**	**W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.** 　　**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., in contrast, especially).** 　　**d. Use precise language and domain specific vocabulary to inform or explain the topic.** 　　**e. Provide a concluding statement or section related to the information or explanation presented.** • Score a "3" based on writing rubrics • Self-score using writing rubrics **Supporting Standards** **W.5.1** **W.5.3**
W-Production and Distribution of Writing **Revises and edits to strengthen writing**	**W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.** • Consider: 　　○ topic & task 　　○ purpose 　　○ audience 　　○ organization 　　○ format 　　○ voice 　　○ details **W.5.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing rewriting, or trying a new approach.** • Participate in conferring sessions with the teacher and/or peers • Edit and revise based on feedback • Use spell- and grammar- check • Use an editing checklist

Writing – 2ⁿᵈ Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
W-Production and Distribution of Writing **Revises and edits to strengthen writing** continued	**W.5.6 With some guidance and support from adults, use technology including the internet to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.** • Use technology to publish writing • Type at least one page in a single setting • Begin to use technology to interact and collaborate with others

W-Research to Build and Present Knowledge
 Conducts short research projects
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	 • Conduct short research projects
	
	 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.
	 • Remember information from experiences
	 • Gather information form print and digital sources
	 • Paraphrase and summarize information
	
	 W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	      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+").
	      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+")
	 • use evidence from text

Speaking and Listening – 2nd Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets

S&L-Comprehension and Collaboration
Participates in conversations to demonstrate comprehension
	SL.5.1.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.
	• Read and study material prior to a discussion
	• Refer specifically to the material when discussing
	• Add information previously learned when it adds to the discussion.
	
	SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.
	• Students continue to follow norms for discussion which might include:
	    o Gain the floor respectfully
	    o Listen without interrupting
	    o Take turns speaking
	    o Look at speaker
	    o Demonstrate listening behaviors (smiling, nodding, etc.)
	• Take leadership roles in discussions .
	
	SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and <mark>_elaborate on the remarks of others._</mark>
	• Create their own questions to drive discussions
	• With teacher support _as needed,_ elaborate on the remarks of others
	
	SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	• _**With teacher support,**_ students continue to draw conclusions based on information gained from a discussion. (_**Example: Identify connections between the comments during the discussion. Identify generalizations.**_)
	
	SL.5.2 <mark>_Summarize a written text_</mark> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	• _**With teacher support,**_ students will use paraphrasing skills learned in 4th grade to summarize an entire text or presentation. Students may use graphic organizers, annotations of text, or other note-taking organizers to assist them in this task.
	
	SL.5.3 <mark>_Summarize the points a speaker makes_</mark> and explain how each claim is supported by reasons and evidence.
	• _**With teacher modeling and support**_, summarize a speaker's points. (Students may use graphic organizers to accomplish this task.)

Speaking and Listening – 2nd Quarter continued

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
S&L-Presentation of Knowledge and Ideas **Reports on a topic or text**	**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.** • _**With teacher modeling and support,**_ present a topic, text, or opinion _**sequencing the ideas logically**_. (_**Example: If….then. Since…Because of, In light of…)**_ (Use sequential order as practiced in 4th grade.) **SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of main ideas or themes.** • Use technology to add graphics and sound to their presentations • Use technology to add visual displays to their presentations. _**(Students may still ask for assistance from teachers or peers.)**_ **SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** • _**With teacher prompting,**_ students are able to use formal or informal English as appropriate to the context and task.

Language – 2ⁿᵈ Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
L-Conventions of Standard English **Uses appropriate grammar when speaking and writing**	**L.5.1a. Explain the function of conjunctions, <mark>prepositions</mark>, and <mark>interjections</mark> in general and their function in particular sentences.** o Explain the function of a preposition and an interjection o Know when to use prepositions and interjections in their writing **L.5.1e. Use correlative conjunctions (e.g., either/or, neither/nor).** o Use correlative conjunctions correctly (either/or, neither/nor) in their writing **L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.** o Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
L-Conventions of Standard English **Uses appropriate capitalization, punctuation and spelling**	**L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.** o Use a comma to separate an introductory element from the rest of the sentence **L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.** o Underline or italicize title of books, TV shows, magazines, etc. Use quotation marks for short stories, poems, articles, etc. **L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.** o Spell taught words correctly in daily writing, apply what they know about word parts and patterns to spell untaught words, and use word walls, and/or dictionaries to check and correct words in writing

L-Vocabulary Acquisition and Use
Learns and uses new words and phrases
	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
	 o Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	  ▪ *Cause/Effect:* The lawyers need to <u>negotiate</u> so that they can settle the case for their clients.
	  ▪ *Comparison:* The floodwaters <u>engulfed</u> the hill in the same way a frog swallows a fly.
	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).
	 o Use taught affixes and roots to help them understand the meaning of words
	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.
	 o 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.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	 o Understand the meaning of a word by relating it to its synonym, antonym, or homograph.
	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).
	 o Incorporate previously taught and discussed words, including text talk words, into conversation or writing