

Reading- 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>RL & RI</i> Comprehends texts</p>	<p>Focus Standards</p> <p><i>Key Ideas and Details</i></p> <p>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.</p> <ul style="list-style-type: none"> • Determine the theme of the text using key details to support thinking • Explain how a character's response to challenges in a text impact the theme of a story • Write a summary using details from the text • Explain how the speaker in a poem reflects on a topic <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> <ul style="list-style-type: none"> • 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 <p>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)</p> <ul style="list-style-type: none"> • Compare and contrast characters, setting, and events using details in the text to support thinking <p><i>Craft and Structure</i></p> <p>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 or more texts.</p> <ul style="list-style-type: none"> • Identify the overall structure and describe the similarities and differences of events, ideas, concepts, and information in 2 or more texts <p><i>Integration of Knowledge and Ideas</i></p> <p>RL.5.6 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem.)</p> <ul style="list-style-type: none"> • Explain how the written text differs from the visual or multimedia presentation • Explain how it is the same • Explain how visual and multimedia elements influence the meaning, tone, or beauty of a text <p>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.</p> <ul style="list-style-type: none"> • Locate and use informational text in print and digital formats

Reading- 4th Quarter continued

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<p><i>RL & RI</i> Comprehends texts continued</p>	<p>Integration of Knowledge and Ideas continued</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> <ul style="list-style-type: none"> Compare and contrast an author's approach to theme or topic in stories in the same genre <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <ul style="list-style-type: none"> 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 <p>Supporting Standards RL.5.1, RL.5.4 RI.5.1, RI.5.3, RI.5.4, RI.5.6</p>																					
<p>NEW REPORT CARD DESCRIPTOR</p> <p><i>RF-Phonics and Word Recognition</i> Knows and applies letter sounds and word knowledge</p>	<p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>a. Use combined knowledge of:</i></p> <ul style="list-style-type: none"> all letter-sound correspondences <ul style="list-style-type: none"> sound out a word syllabication patterns Use syllabication patterns to break apart multi-syllable words <table border="1" data-bbox="1150 748 1976 1208"> <thead> <tr> <th>Syllable Type</th> <th>Definition</th> <th>Examples</th> </tr> </thead> <tbody> <tr> <td>Closed</td> <td>A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants</td> <td>clap-ple hos-tel bev-erage</td> </tr> <tr> <td>Vowel-C-e ("Magic e")</td> <td>A syllable with a long vowel spelled with one vowel + one consonant + silent e</td> <td>compete despite</td> </tr> <tr> <td>Open</td> <td>A syllable that ends with a long vowel sound, spelled with a single vowel letter</td> <td>program table recent</td> </tr> <tr> <td>Vowel Team</td> <td>Syllables that use two to four letters to spell the vowel</td> <td>beau-ti-ful train-er con-geal spoil-age</td> </tr> <tr> <td>Vowel-r (r-controlled)</td> <td>A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/.</td> <td>in-jur-ious con-sort char-ter</td> </tr> <tr> <td>Consonant-le</td> <td>An unaccented final syllable containing a consonant before /l/ followed by a silent e</td> <td>dribble beagle little</td> </tr> </tbody> </table> <ul style="list-style-type: none"> morphology (e.g., roots and affixes) <ul style="list-style-type: none"> Use knowledge of morphology <ul style="list-style-type: none"> Identify a root word Use the meaning of prefixes (see language standards) Use the meaning of suffixes (see language standards) <p>...to read accurately unfamiliar multisyllabic words in context and out of context.</p> <ul style="list-style-type: none"> Score at least 127 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	clap-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
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Reading- 4th Quarter continued

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<p><i>RF-Fluency</i> Reads grade level material with accuracy and fluency</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Score near the Reading MAP RIT mean of 211.8 <p>a. Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 60/F&P level W texts independently and answer comprehension questions <p>b. Read grade-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <ul style="list-style-type: none"> • Reread text to practice fluency <ul style="list-style-type: none"> ○ Read in phrases ○ Use expression and intonation ○ Score at least 127 on ORF- 99% accuracy <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <ul style="list-style-type: none"> • When encountering an unknown word: <ol style="list-style-type: none"> 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 – 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol 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., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented. <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.5.2 W.5.3</p>
<p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen writing</p>	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> • Consider: <ul style="list-style-type: none"> ○ topic & task ○ purpose ○ audience ○ organization ○ format ○ voice ○ details <p>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.</p> <ul style="list-style-type: none"> • 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 – 4th Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W-Production and Distribution of Writing</i> Revises and edits to strengthen writing continued</p>	<p>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.</p> <ul style="list-style-type: none"> • Use technology to publish writing • Type at least one page in a single setting • Begin to use technology to interact and collaborate with others
<p><i>W-Research to Build and Present Knowledge</i> Conducts short research projects</p>	<p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <ul style="list-style-type: none"> • Conduct short research projects <p>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> <ul style="list-style-type: none"> • Remember information from experiences • Gather information from print and digital sources • Paraphrase and summarize information <p>W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 20px;">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+”).</p> <p style="padding-left: 20px;">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+”)</p> <ul style="list-style-type: none"> • use evidence from text

Speaking and Listening – 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>S&L-Comprehension and Collaboration</i> Participates in conversations to demonstrate comprehension</p>	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <ul style="list-style-type: none"> • Students continue to follow norms for discussion which might include: <ul style="list-style-type: none"> ○ Gain the floor respectfully ○ Listen without interrupting ○ Take turns speaking ○ Look at speaker ○ Demonstrate listening behaviors (smiling, nodding, etc.) • Take leadership roles in discussions. <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <ul style="list-style-type: none"> • Create their own questions to drive discussions • Elaborate on the remarks of others <p>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <ul style="list-style-type: none"> • Students continue to draw conclusions based on information gained from a discussion. (Example: Identify connections between the comments during the discussion. Identify generalizations.) <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> • Students will use paraphrasing skills 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. • Summarize a speaker’s points. (Students may use graphic organizers to accomplish this task.) <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <ul style="list-style-type: none"> • Summarize a speaker’s points. (Students may use graphic organizers to accomplish this task.) • With teacher support <i>as needed</i>, students will identify how the reasons and evidence a speaker gives supports his/her claims.

Speaking and Listening – 4th Quarter continued

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<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</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> <ul style="list-style-type: none"> ○ Students present a topic, text, or opinion sequencing the ideas logically <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <ul style="list-style-type: none"> ○ Students are able to use formal or informal English as appropriate to the context and task.

Language – 4th Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>L-Conventions of Standard English</i> Uses appropriate grammar when speaking and writing</p>	<p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <ul style="list-style-type: none"> ○ Explain the function of conjunctions, prepositions and interjections ○ Know when to use conjunctions, prepositions and interjections in their writing <p>L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <ul style="list-style-type: none"> ○ Use appropriate verb tense for task and situation <p>L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).</p> <ul style="list-style-type: none"> ○ Use correlative conjunctions correctly (either/or, neither/nor) in their writing
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>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?).</p> <ul style="list-style-type: none"> ○ Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p> <ul style="list-style-type: none"> ○ 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
<p><i>L-Vocabulary Acquisition and Use</i> Learns and uses new words and phrases</p>	<p>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <ul style="list-style-type: none"> ○ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems <p>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.</p> <ul style="list-style-type: none"> ○ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase <ul style="list-style-type: none"> ▪ <i>Cause/Effect:</i> The lawyers need to <u>negotiate</u> so that they can settle the case for their clients. ▪ <i>Comparison:</i> The floodwaters <u>engulfed</u> the hill in the same way a frog swallows a fly. <p>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).</p> <ul style="list-style-type: none"> ○ Use taught affixes and roots to help them understand the meaning of words <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <ul style="list-style-type: none"> ○ Identify similes & metaphors ○ Use context to determine the meaning of similes & metaphors <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs</p> <ul style="list-style-type: none"> ○ Recognize idioms, adages and proverbs in text ○ Use context to determine the meaning of idioms, adages and proverbs <p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</p> <ul style="list-style-type: none"> ○ Understand the meaning of a word by relating it to its synonym, antonym, or homograph <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., however, although, nevertheless, similarly, moreover, in addition).</p> <ul style="list-style-type: none"> ○ Incorporate previously taught and discussed words, including text talk words, into conversation or writing