

Reading- 1st Quarter

Report Card Descriptor	Standards	What does "proficiency" look like?
<p style="text-align: center;"><i>RL & RI</i></p> <p>Comprehends texts</p>	<p>Focus Standards</p> <p>Key Ideas and Details (Literature)</p> <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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> <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> <p>Craft and Structure(Literature)</p> <p>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.</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>Supporting Standards</p> <p>RI.5.2</p>	<p>Proficient students can:</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Quote accurately from the text • Explain what the text says • Draw inferences from a text, citing evidence from the text. (RL.5.1) • Explain how a character's response to challenges in a text impacts the theme of a story, drama, or poem. (RL.5.2) • Compare and contrast characters based on their thoughts, words, actions, decisions, physical attributes, and interactions with others presented in the text. (RL.5.3) • <p>Craft and Structure</p> <p>Proficient students can:</p> <ul style="list-style-type: none"> • Distinguish between literal meanings and figurative meanings. (RL.5.4) • Identify examples of figurative language (metaphors, similes, idioms, adages, and proverbs) and determine what they mean. (RL.5.4) • Describe the effect created by the author's use of a particular structure. (RL.5.5) • Can describe how chapters, scenes or stanzas build on each other. (RL.5.5)

Reading- 1st Quarter continued

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<p style="text-align: center;">NEW REPORT CARD DESCRIPTOR</p> <p><i>RF-Phonics and Word Recognition</i></p> <p>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>a. Use combined knowledge of...</p> <ul style="list-style-type: none"> • <i>all letter-sound correspondences</i> • <i>syllabication patterns</i> • <i>morphology (e.g., roots and affixes)</i> <p><i>...to read accurately unfamiliar multisyllabic words in context and out of context.</i></p>	<p>Proficient students can:</p> <ul style="list-style-type: none"> • Sound out a word • Use syllabication patterns to break apart two syllable words • Use knowledge of morphology <ul style="list-style-type: none"> ○ identify a root word ○ use the meaning of prefixes ○ use the meaning of suffixes • Score at least 107 on ORF words correct • Use context clues
<p><i>RF-Fluency</i></p> <p>Reads grade level material with accuracy and fluency</p>	<p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a <i>Read grade-level text with purpose and understanding.</i></p> <p>b <i>Read grade-level text prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i></p> <p>c <i>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	<p>Proficient students can:</p> <ul style="list-style-type: none"> • Read DRA level 40/F&P level Q texts independently and answer comprehension questions • Reread text to practice fluency <ul style="list-style-type: none"> ○ Read in phrases ○ Use expression ○ Score at least 107 on ORF- 98% accuracy • Cross check using <i>meaning, structure</i> and <i>visual cues</i> (e.g., “Does the word look right and make sense?”) • Reread when necessary to maintain comprehension • Score near the Fall Reading MAP RIT mean of 205.7

Writing – 1st Quarter

Report Card Descriptor	Standards	What does “proficiency” look like?
<p><i>W- Text Types and Purposes</i> Writes to give an opinion, explain or tell a story</p>	<p>Focus Standard W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p style="padding-left: 20px;">a Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally.</p> <p style="padding-left: 20px;">b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations.</p> <p style="padding-left: 20px;">c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p style="padding-left: 20px;">d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p style="padding-left: 20px;">e Provide a conclusion that follows from the narrated experiences or events.</p> <p>Supporting Standards W.5.1 W.5.2</p>	<p>Proficient students can:</p> <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics

Writing – 1st Quarter continued

Report Card Descriptor	Report Card Descriptor	Report Card Descriptor
<p><i>W-Production and Distribution of Writing</i> Revises, edits and publishes 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> <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> <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>	<p>Proficient students can:</p> <ul style="list-style-type: none"> ● Consider: <ul style="list-style-type: none"> ○ topic & task ○ purpose ○ audience ○ organization ○ format ○ voice ○ details ● 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 ● 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.5.8 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>	<p>Proficient students can:</p> <ul style="list-style-type: none"> ● remember information from experiences ● gather information from print and digital sources ● paraphrase and summarize information

Speaking and Listening – 1st Quarter

Report Card Descriptor	Standards	What does “proficiency” look like?
<p><i>S&L-Comprehension and Collaboration</i> Engages in collaborative discussions 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> <p>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion an <u>elaborate on the remarks of others.</u></p> <p>SL.5.1.d Review the key ideas expressed and <u>draw conclusions in light of information and knowledge gained from the discussions.</u></p> <p>SL.5.2 <u>Summarize a written text</u> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Proficient students:</p> <ul style="list-style-type: none"> • Read and study material prior to a discussion • Refer specifically to the material when discussing • Add information previous learned when it adds to the discussion. • With teacher support, students create norms for the classroom and follow rules 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 (See 4th grade, 4th quarter) • Create their own questions to drive discussions • <u>With teacher support,</u> elaborate on the remarks of others • <u>With teacher support,</u> students begin to draw conclusions based on information gained from a discussion. (<u>Example: Identify connections between the comments during the discussion. Identify generalizations.</u>) • <u>With teacher modeling and support,</u> 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.

Speaking and Listening – 1st Quarter continued

Report Card Descriptor	Report Card Descriptor	Report Card Descriptor
<p><i>S&L-Presentation of Knowledge and Ideas</i> Reports on a topic or text</p>	<p>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.</p> <p>SL.5.6 <u><i>Adapt speech to a variety of contexts and tasks</i></u>, using formal English when appropriate to task and situation.</p>	<p>Proficient students:</p> <ul style="list-style-type: none"> • Use technology to add graphics and sound to their presentations • Use technology to add visual displays to their presentations. <u>(Students may still ask for assistance from teachers or peers.)</u> <p><u>With teacher prompting</u>, students are able to use formal or informal English as appropriate to the context and task.</p>

Language – 1st Quarter

Report Card Descriptor	Standards	What does “proficiency” look like?
<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> <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>Proficient students can:</p> <ul style="list-style-type: none"> • Explain the function of an interjection • Use interjections correctly in their writing • Use appropriate verb tense for task and situation
<p><i>L-Conventions of Standard English</i> Uses appropriate capitalization, punctuation and spelling</p>	<p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Proficient students can:</p> <ul style="list-style-type: none"> • Use a comma to separate an introductory element from the rest of the sentence • 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

Language- 1st Quarter continued

Report Card Descriptor	Standards	What does “proficiency” look like?
<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> <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> <p>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.</p> <p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p> <p>L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</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., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>Proficient students can:</p> <ul style="list-style-type: none"> • Identify different dialects and registers • Compare and contrast the varieties dialects and registers used in stories, dramas, or poems • Use context as a clue to the meaning of a word or phrase <ul style="list-style-type: none"> • Recognize definitions, examples or restatements as clues in the text • 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 • Identify similes & metaphors • Use context to determine the meaning of similes & metaphors • Recognize idioms, adages and proverbs in text • Use context to determine the meaning of idioms, adages and proverbs • Incorporate previously taught and discussed tiers 2 and 3 words, including text talk words, into conversation or writing