

Reading- 1st Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<p style="text-align: center;"><i>RL & RI</i></p> <p>Comprehends texts</p>	<p>Focus Standards</p> <p><i>Key Ideas and Details</i></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> <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 and incorporating a relevant quote <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"> • Explain how a character's response to challenges in a text impacts the theme of a story, drama, or poem • Determine the theme of the text using key details to support thinking <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>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> <ul style="list-style-type: none"> • Use reading strategies such as context clues to discover the meaning of an unknown word • Distinguish between literal meanings and figurative meanings • Identify examples of figurative language (metaphors, similes, idioms, adages, and proverbs) and determine what they mean <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> <ul style="list-style-type: none"> • Can describe how chapters, scenes or stanzas build on each other <p>Supporting Standards</p> <p>RI.5.2</p>

Reading- 1st Quarter continued

Report Card Descriptor

NEW REPORT CARD DESCRIPTOR

RF-Phonics and Word Recognition

**Knows and applies letter
sounds and word knowledge**

Standards with "What does proficiency look like?" bullets

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 (see table below Appendix A of CCSS)

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	<u>dan</u> -ple <u>hos</u> -tel <u>bev</u> -erage
Vowel-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	com <u>pete</u> des <u>pite</u>
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	<u>pro</u> gram <u>tab</u> le <u>re</u> cent
Vowel Team	Syllables that use two to four letters to spell the vowel	<u>beau</u> -ti-ful <u>train</u> -er con- <u>geal</u> spoil-age
Vowel-r (r-controlled)	A syllable with er, ir, or, ar, or ur Vowel pronunciation often changes before /r/. Vowel pronunciation often changes before /r/.	<u>in</u> -jur-ious con- <u>sort</u> char- <u>ter</u>
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e	drib <u>ble</u> beag <u>le</u> litt <u>le</u>

- **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 107 on ORF words correct
 - Use context clues

Reading- 1st 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 Fall Reading MAP RIT mean of 205.7 <p>a. Read grade-level text with purpose and understanding.</p> <ul style="list-style-type: none"> • Read DRA level 50/F&P level T 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 107 on ORF- 98% 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 – 1st 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>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> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. <ul style="list-style-type: none"> • Score a “3” based on writing rubrics • Self-score using writing rubrics <p>Supporting Standards W.5.1 W.5.2</p>

Writing – 1st Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<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> <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 <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.5.8 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

Speaking and Listening – 1st Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>S&L-Comprehension and Collaboration</i></p> <p>Engages in collaborative discussions to demonstrate comprehension</p>	<p>SL.5.1a 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.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <ul style="list-style-type: none"> • 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 (e.g., Discussion Director, Clarifier, Recorder, and Reporter) <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and <u>elaborate on the remarks of others.</u></p> <ul style="list-style-type: none"> • Create their own questions to drive discussions • <u>With teacher support,</u> elaborate on the remarks of others <p>SL.5.1d 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 will identify the most important points raised in the discussion • <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>) <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> <ul style="list-style-type: none"> • <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

Standards with “What does proficiency look like?” bullets

S&L-Presentation of Knowledge and Ideas
Reports on a topic or text

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 – 1st Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
L-Conventions of Standard English Uses appropriate grammar when speaking and writing	<p>L.5.1a Explain the function of conjunctions, prepositions, and <u>interjections</u> in general and their function in particular sentences.</p> <ul style="list-style-type: none"> Explain the function of an interjection Know when to use 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> <ul style="list-style-type: none"> Use appropriate verb tense for task and situation
L-Conventions of Standard English Uses appropriate capitalization, punctuation and spelling	<p>L.5.2a Use punctuation to separate items in a series.</p> <ul style="list-style-type: none"> Use commas to separate items in a series <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <ul style="list-style-type: none"> Use a comma to separate an introductory element from the rest of the sentence <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
L-Vocabulary Acquisition and Use Learns and uses new words and phrases	<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"> Identify different dialects and registers Compare and contrast the varieties dialects and 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"> 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. <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> <ul style="list-style-type: none"> 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>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.5.6 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