

Reading- 3<sup>rd</sup> Quarter

Report Card Descriptor	Standards with "What does proficiency look like?" bullets
<p><i>RL &amp; RI</i> <b>Comprehends texts</b></p>	<p><b>Focus Standards</b> <i>Key Ideas and Details</i> <b>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.</b></p> <ul style="list-style-type: none"> <li>• Determine the theme of the text using key details to support thinking</li> <li>• Explain how a character's response to challenges in a text impact the theme of a story</li> <li>• Write a summary using details from the text</li> </ul> <p><b>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)</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters, setting, and events using details in the text to support thinking</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Determine which people, events, ideas, or concepts the author treats as important and explain their relationships or interactions citing evidence from the text</li> </ul> <p><i>Craft and Structure</i> <b>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.</b></p> <ul style="list-style-type: none"> <li>• Use context clues to discover the meaning of an unknown word or phrase</li> <li>• Distinguish between literal meanings and figurative meanings</li> <li>• Identify examples of figurative language (metaphors, similes, idioms, adages, and proverbs) and determine what they mean</li> </ul> <p><b>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</b></p> <ul style="list-style-type: none"> <li>• Use context clues and text features (e.g., title, glossary, bold words, headings, captions and illustrations) to determine what words and phrases mean</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Summarize chapters, scenes or stanzas</li> <li>• Explain how the author helps the reader make connections between chapters, scenes or stanzas</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Identify the overall structure and describe the similarities and differences of events, ideas, concepts, and information in 2 or more texts</li> <li>•</li> </ul>

Reading- 3<sup>rd</sup> Quarter continued

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<p><i>RL &amp; RI</i></p> <p><b>Comprehends texts</b> continued</p>	<p><b><i>Craft and Structure</i></b> continued</p> <p><b>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</b></p> <ul style="list-style-type: none"> <li>Note similarities and differences between multiple accounts of the same event or topic</li> <li>Explain how an author's point of view affects his or her account of an event or topic</li> </ul> <p><b><i>Integration of Knowledge and Ideas</i></b></p> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>Use informational text in print and digital formats to quickly locate and answer a question or solve a problem</li> </ul> <p><b>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</b></p> <ul style="list-style-type: none"> <li>Determine the key point the author is making in a text</li> <li>Give reasons and evidence the author uses to support key points</li> <li>Tell which reasons and evidence supports which points</li> </ul> <p><b>Supporting Standards</b></p> <p><b>RL.5.1, RL.5.7</b></p> <p><b>RI.5.5, RI.5.9</b></p>

Reading- 3<sup>rd</sup> Quarter continued

## Report Card Descriptor

## Standards with "What does proficiency look like?" bullets

**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)

Syllable Type	Definition	Examples
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants	cl <u>a</u> -ple bas <u>e</u> -tel bas <u>e</u> -erage
Vowel-C-e ("Magic e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e	comp <u>e</u> t <u>e</u> des <u>e</u> p <u>e</u> t <u>e</u>
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter	prog <u>a</u> mm tabl <u>e</u> rec <u>e</u> nt
Vowel Team	Syllables that use two to four letters to spell the vowel	beau <u>ti</u> -ful train <u>er</u> con <u>seal</u> spoil <u>age</u>
Vowel-r (r-controlled)	A syllable with <b>er, ir, or, ar, or ur</b> Vowel pronunciation often changes before /r/. Vowel pronunciation often changes before /r/.	in <u>iur</u> -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> beed <u>le</u> lit <u>tle</u>

**...to read accurately unfamiliar multisyllabic words in context and out of context.**

- Score at least 118 on ORF words correct
- Use context clues

**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 V 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
  - Read in phrases
  - Use expression and intonation
  - 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 – 3<sup>rd</sup> Quarter**

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>W- Text Types and Purposes</i>  <b>Writes to give an opinion, explain or tell a story</b></p>	<p><b>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b></p> <ul style="list-style-type: none"> <li><b>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></li> <li><b>b. Provide logically ordered reasons that are supported by facts and details.</b></li> <li><b>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</b></li> <li><b>d. Provide a concluding statement or section related to the opinion presented.</b></li> </ul> <ul style="list-style-type: none"> <li>• Score a “3” based on writing rubrics</li> <li>• Self-score using writing rubrics</li> </ul> <p><b>Supporting Standards</b>  <b>W.5.2</b>  <b>W.5.3</b></p>
<p><i>W-Production and Distribution of Writing</i>  <b>Revises and edits to strengthen writing</b></p>	<p><b>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b></p> <ul style="list-style-type: none"> <li>• Consider: <ul style="list-style-type: none"> <li>○ topic &amp; task</li> <li>○ purpose</li> <li>○ audience</li> <li>○ organization</li> <li>○ format</li> <li>○ voice</li> <li>○ details</li> </ul> </li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Participate in conferring sessions with the teacher and/or peers</li> <li>• Edit and revise based on feedback</li> <li>• Use spell- and grammar- check</li> <li>• Use an editing checklist</li> </ul>

**Writing – 3<sup>rd</sup> Quarter continued**

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

## Speaking and Listening – 3<sup>rd</sup> Quarter

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<p><i>S&amp;L-Comprehension and Collaboration</i></p> <p><b>Participates in conversations to demonstrate comprehension</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Read and study material prior to a discussion</li> <li>• Refer specifically to the material when discussing</li> <li>• Add information previously learned when it adds to the discussion.</li> </ul> <p><b>SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.</b></p> <ul style="list-style-type: none"> <li>• Students continue to follow norms for discussion which might include:             <ul style="list-style-type: none"> <li>○ Gain the floor respectfully</li> <li>○ Listen without interrupting</li> <li>○ Take turns speaking</li> <li>○ Look at speaker</li> <li>○ Demonstrate listening behaviors (smiling, nodding, etc.)</li> </ul> </li> <li>• Take leadership roles in discussions.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Create their own questions to drive discussions</li> <li>• Elaborate on the remarks of others</li> </ul> <p><b>SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</b></p> <ul style="list-style-type: none"> <li>• <u><b>With teacher support as needed,</b></u> students continue to draw conclusions based on information gained from a discussion. <u><b>(Example: Identify connections between the comments during the discussion. Identify generalizations.)</b></u></li> </ul> <p><b>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Summarize a speaker’s points. (Students may use graphic organizers to accomplish this task.)</li> </ul> <p><b>SL.5.3 Summarize the points a speaker makes and <u>explain how each claim is supported by reasons and evidence.</u></b></p> <ul style="list-style-type: none"> <li>• <u><b>With teacher modeling and support,</b></u> students will identify how the reasons and evidence a speaker gives supports his/her claims.</li> </ul>

## Speaking and Listening – 3<sup>rd</sup> Quarter continued

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<p><i>S&amp;L-Presentation of Knowledge and Ideas</i></p> <p><b>Reports on a topic or text</b></p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b><u>With teacher support as needed,</u></b> present a topic, text, or opinion <b><u>sequencing the ideas logically.</u></b> (<i>Example: If....then. Since...Because of, In light of...</i>) (Use sequential order.)</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• Use technology to add graphics and sound to their presentations</li> <li>• Use technology to add visual displays to their presentations. (Students may still ask for assistance from teachers or peers.)</li> </ul> <p><b>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</b></p> <ul style="list-style-type: none"> <li>○ Students are able to use formal or informal English as appropriate to the context and task.</li> </ul>

Language – 3<sup>rd</sup> Quarter

Report Card Descriptor	Standards with “What does proficiency look like?” bullets
<i>L-Conventions of Standard English</i> <b>Uses appropriate grammar when speaking and writing</b>	<p><b>L.5.1a Explain the function of <u>conjunctions</u>, <u>prepositions</u>, and <u>interjections</u> in general and their function in particular sentences.</b></p> <ul style="list-style-type: none"> <li>○ Explain the function of conjunctions, prepositions and interjections</li> <li>○ Know when to use conjunctions, prepositions and interjections in their writing</li> </ul> <p><b>L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</b></p> <p><b>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</b></p> <ul style="list-style-type: none"> <li>○ Use appropriate verb tense for task and situation</li> </ul> <p><b>L.5.1d Recognize and correct inappropriate shifts in verb tense.</b></p> <ul style="list-style-type: none"> <li>○ Use consistent verb tense throughout an entire piece of writing, revising as needed</li> </ul> <p><b>L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).</b></p> <ul style="list-style-type: none"> <li>○ Use correlative conjunctions correctly (either/or, neither/nor) in their writing</li> </ul>
<i>L-Conventions of Standard English</i> <b>Uses appropriate capitalization, punctuation and spelling</b>	<p><b>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</b></p> <ul style="list-style-type: none"> <li>○ Use a comma to separate an introductory element from the rest of the sentence</li> </ul> <p><b>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?).</b></p> <ul style="list-style-type: none"> <li>○ 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</li> </ul> <p><b>L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<i>L-Vocabulary Acquisition and Use</i> <b>Learns and uses new words and phrases</b>	<p><b>L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</b></p> <ul style="list-style-type: none"> <li>○ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>○ 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"> <li>▪ <i>Cause/Effect:</i> The lawyers need to <u>negotiate</u> so that they can settle the case for their clients.</li> <li>▪ <i>Comparison:</i> The floodwaters <u>engulfed</u> the hill in the same way a frog swallows a fly.</li> </ul> </li> </ul> <p><b>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).</b></p> <ul style="list-style-type: none"> <li>○ Use taught affixes and roots to help them understand the meaning of words</li> </ul> <p><b>L.5.5a Interpret figurative language, including similes and metaphors, in context.</b></p> <ul style="list-style-type: none"> <li>• Identify similes &amp; metaphors</li> <li>• Use context to determine the meaning of similes &amp; metaphors</li> </ul> <p><b>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</b></p> <ul style="list-style-type: none"> <li>○ Understand the meaning of a word by relating it to its synonym, antonym, or homograph</li> </ul> <p><b>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).</b></p> <ul style="list-style-type: none"> <li>○ Incorporate previously taught and discussed words, including text talk words, into conversation or writing</li> </ul>