5th Grade Report Card

Independent Reading Level	MP1	MP2	MP3	MP4
5.RL.10 By the end of the year, proficiently and independently read and comprehend literature , including stories , dramas , and poetry , in a text complexity range determined by qualitative and quantitative measures appropriate to grades 5.				
5RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.				
Reading for Literature and Informational Text	MP1	MP2	MP3	MP4
5.RL.1 Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
5.RL.2 Determines 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; summarizes the text.				
5.RL.9 Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.				
5.RI.2 Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.				
5.RI.8 Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).				
5.RI.9 Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.				
Writing Standards	MP1	MP2	MP3	MP4
5.W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information.				
5.W.2 Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.				
5.W.7 Conducts short research projects that use several sources to investigate a topic.				
5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing				

<u>KEY</u>

■ Mastery Expected

Reading Literature

5.RL.10 By the end of the year, proficiently and independently read and comprehend **literature**, **including stories**, **dramas**, **and poetry**, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 5.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work, complete and pass 6th grade	Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work, complete and pass 6th grade	Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work, complete and pass 7th grade	Read above grade level text, share text knowledge in group discussions and demonstrate mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work, complete and pass 7th grade
	or higher iReady literature lessons. Independent DRA 60/HMH W Score High Average/High in literature skills on NWEA MAP WCPM 153+	or higher iReady literature lessons. Independent DRA 60/HMH W Scoring High Average/High in literature skills on NWEA MAP WCPM 160+	or higher iReady literature lessons. Independent HMH X Scoring High in literature skills on NWEA MAP WCPM 160+	or higher iReady literature lessons. Independent HMH X-Y Scoring High in literature skills on NWEA MAP WCPM 169+
3 Proficient	Engage in 5th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 830-1010L) Work, complete and pass 5th grade iReady literature lessons. Instructional DRA 50/HMH T	Engage in 5th grade HMH text, contribute text knowledge in group discussions and demonstrate progress when completing HMH activities and assessments. (Lexile 830-1010L) Work, complete and pass 5th grade iReady literature lessons. Instructional DRA 50/HMH T Score Average/High Average on	Independently read 5th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 830-1010L) Work, complete and pass 5th grade iReady literature lessons. Independent DRA 50/ HMH U Score High Average/High on NWEA	Independently read 5th grade HMH text, contribute text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 830-1010L) Work, complete and pass 5th grade iReady literature lessons. Independent DRA 50/HMH U-V Score High Average/High on NWEA
	Score Average/High Average on NWEA MAP literature skills WCPM 121-152	NWEA MAP literature skills WCPM 133-159	MAP literature skills WCPM 133-159	MAP literature skills WCPM 146-168

2	With support and scaffolding,			
Partially	engage in 5th grade HMH text,	engage in 5th grade HMH text,	engage in 5th grade HMH text,	engage 5th grade HMH text, share
Proficient	share text knowledge in group	share text knowledge in group	share text knowledge in group	text knowledge in group
	discussions and demonstrate mastery when completing HMH			
	activities and assessments.	activities and assessments.	activities and assessments.	activities and assessments.
	(Lexile 740L-940L)	(Lexile 740L-940L)	(Lexile 740L-940L)	(Lexile 740L-940L)
	(LEXIIC 740L 540L)	(LEXIIC 740L 540L)	(LEXIIC 740L 340L)	(LEXIIC 740L 540L)
	Work, complete and pass 4th grade			
	iReady literature lessons.	iReady literature lessons.	iReady literature lessons.	iReady literature lessons.
	Instructional DRA 40/HMH Q	Instructional DRA 40/HMH R	Instructional DRA 40/HMH S	Independent DRA 40/HMH S
	Independent Lexile 830-1010	Independent Lexile 830-1010	Independent Lexile 830-1010	Independent Lexile 830-1010
	Coord Average on NIMEA MAD	Saara Ayaraga an NIMEA MAAD	Cooks Avenuese on NIA/FA MAAD	Cooks Average on NIMEA MAD
	Score Average on NWEA MAP literature skills			
	literature skills	interacture skins	interacture skins	interature skiiis
	WCPM 87-120	WCPM 109-132	WCPM 109-132	WCPM 119-145
1	Instructional DRA 34/HMH O or	Instructional DRA 38/HMH P or	Instructional DRA 38/HMH P or	Independent 38/HMH p or
Minimally	lower	lower	lower	lower
Proficient	With support and scaffolding,			
	inconsistently engages in 5th grade			
	HMH text, share text knowledge in			
	group discussions or demonstrate			
	mastery when completing HMH			
	activities and assessments.	activities and assessments.	activities and assessments.	activities and assessments.
	Score Low/Low Average on NWEA			
	MAP literature skills	MAP literature skills	MAP literature skills	MAP literature skills
	The medical control	The medical control	The interaction of Skins	
	WCPM 64 or lower	WCPM 84 or lower	WCPM 84 or lower	WCPM 102 or lower
This rubri	c is designed to help teachers ident	rify their students' ability to read an	nd comprehend grade level text. Bac	ckground knowledge and student

This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and studen interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text.

WCPM based on Hasbrouck and Tindal Norms, 2017. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart.

Assessments: DRA, HMH module activities, assessments discussion observations, NWEA MAP Scores (not RIT as that compares students to other students in country), are valuable assessment tools that determine proficiency and mastery.

5.RI.10 By the end of the year, proficiently and independently **read and comprehend informational texts**, including history/social studies, science, and technical texts in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Reads above grade level text, shares text knowledge in group discussions and demonstrates mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work in, complete and pass 6th grade or higher iReady informational text lessons.	Reads above grade level text, shares text knowledge in group discussions and demonstrates mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work in, complete and pass 6th grade or higher iReady	Reads above grade level text, shares text knowledge in group discussions and demonstrates mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work in, complete and pass 6th grade or higher iReady	Reads above grade level text, shares text knowledge in group discussions and demonstrates mastery when completing HMH extension activities and assessments. (Lexile 925L-1010L) Work in, complete and pass 6th grade or higher iReady
	Independent DRA 60/HMH W Scoring High Average/High in informational text skills on NWEA MAP WCPM 153+	informational text lessons. Independent DRA 60/HMH W Scoring High Average/High in informational text on NWEA MAP WCPM 160+	informational text lessons. Independent HMH X Scoring High in informational text skills on NWEA MAP WCPM 160+	informational text lessons. Independent HMH X-Y Scoring High in informational text skills on NWEA MAP WCPM 169+
3 Proficient	Engage in 5th grade HMH text, contributes text knowledge in group discussions and demonstrates progress when completing HMH activities and assessments. (Lexile 830-1010L) Work in, complete and pass 5th grade iReady informational text lessons.	Engage in 5th grade HMH text, contributes text knowledge in group discussions and demonstrates progress when completing HMH activities and assessments. (Lexile 830-1010L) Work in, complete and pass 5th grade iReady informational text lessons.	Independently read 5th grade HMH text, contributes text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 830-1010L) Work in, complete and pass 5th grade iReady informational text lessons.	Independently read 5th grade HMH text, contributes text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 830-1010L) Work in, complete and pass 5th grade iReady informational text lessons.
	Instructional DRA 50/ HMH T Scoring Average/High Average on NWEA MAP information skills WCPM 121-152	Instructional DRA 50/ HMH T Scoring Average/High Average on NWEA MAP information skills WCPM 133-159	Independent DRA 50/ HMH U Scoring Average/High Average on NWEA MAP information skills WCPM 133-159	Independent DRA 50/HMH U-V Scoring Average/High Average on NWEA MAP information skills WCPM 146-168

2	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,
Partially	engages in 5th grade HMH text,	engages in 5th grade HMH text,	engages in 5th grade HMH text,	engages 5th grade HMH text,
Proficient	shares text knowledge in group	shares text knowledge in group	shares text knowledge in group	shares text knowledge in group
	discussions and demonstrates	discussions and demonstrates	discussions and demonstrates	discussions and demonstrates
	mastery when completing HMH	mastery when completing HMH	mastery when completing HMH	mastery when completing HMH
	activities and assessments.	activities and assessments.	activities and assessments.	activities and assessments.
	(Lexile 740L-940L)	(Lexile 740L-940L)	(Lexile 740L-940L)	(Lexile 740L-940L)
	Work in, complete and pass 4th	Work in, complete and pass 4th	Work in, complete and pass 4th	Work in, complete and pass 4th
	grade iReady literature lessons.	grade iReady literature lessons.	grade iReady literature lessons.	grade iReady literature lessons.
	Instructional DRA 40/HMH Q	Instructional DRA 40/HMH R	Instructional DRA 40/HMH S	Independent DRA 40/HMH S
	Independent Lexile 830-1010	Independent Lexile 830-1010	Independent Lexile 830-1010	Independent Lexile 830-1010
	Scoring Average on NWEA MAP	Scoring Average on NWEA MAP	Scoring Average on NWEA MAP	Scoring Average on NWEA MAP
	information skills	information skills	information skills	information skills
	WCPM 87-120	WCPM 109-132	WCPM 109-132	WCPM 119-145
1	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,	With support and scaffolding,
Minimally	inconsistently engages in 5th grade	inconsistently engages in 5th grade	inconsistently engages in 5th grade	inconsistently engages in 5th grade
Proficient	HMH text, share text knowledge in	HMH text, share text knowledge in	HMH text, share text knowledge in	HMH text, share text knowledge in
	group discussions or demonstrate	group discussions or demonstrate	group discussions or demonstrate	group discussions or demonstrate
	mastery when completing HMH	mastery when completing HMH	mastery when completing HMH	mastery when completing HMH
	activities and assessments.	activities and assessments.	activities and assessments.	activities and assessments.
	Work in, complete and pass 3rd	Work in, complete and pass 3rd	Work in, complete and pass 3rd	Work in, complete and pass 3rd
	grade or lower iReady literature	grade or lower iReady literature	grade or lower iReady literature	grade or lower iReady literature
	lessons.	lessons.	lessons.	lessons.
	Instructional DRA 34/HMH O or	Instructional DRA 38/HMH P or	Instructional DRA 38/HMH P or	Independent 38/HMH P or
	lower	lower	lower	lower
	Score Low/Low Average on NWEA	Score Low/Low Average on NWEA	Score Low/Low Average on NWEA	Score Low/Low Average on NWEA
	MAP informational skills	MAP informational skills	MAP informational skills	MAP informational skills
	WCPM 64 or lower	WCPM 84 or lower	WCPM 84 or lower	WCPM 102 or lower
This rubri	ic is designed to help teachers ident	rify their students' ability to read ar	nd comprehend grade level text. Ba	ckground knowledge and student

This rubric is designed to help teachers identify their students' ability to read and comprehend grade level text. Background knowledge and student interest factor into students' reading ability in a given text, therefore, a reading level can change based on a student's experience and interest in a subject. Professional judgment throughout the quarter is needed to determine scaffolding needed so students have access and gain mastery of grade level text. See Sarborough's Reading Rope for areas a student may need scaffolding to experience success with text.

WCPM based on Hasbrouck and Tindal Norms, 2017. Lexile Levels taken from HMH Into Reading Text Complexity Correlation Chart. **Assessments**: DRA, HMH module activities, assessments discussion observations, NWEA MAP Scores (not RIT as that compares students to other students in country), are valuable assessment tools that determine proficiency and mastery.

Literatu	_iterature Text				
5.RL.1 Qu	otes accurately from a text when e	explaining what the text says expli	citly and when drawing inferences f	rom the text.	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4 Highly Proficient	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
3 Proficient	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
2 Partially Proficient	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	
1 Minimally Proficient	Explains what the text says explicitly and draws simple inferences.	Explains what the text says explicitly and draws simple inferences.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

Assessment:

HMH Modules 2, 8, 9 and 12 end of story writing response and end of module performance tasks. (suggested) HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Literature Text

5.RL.2 Determines 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; summarizes the text.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Determines 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; summarizes the text.	Determines 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; summarizes the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments
3 Proficient	Uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	Uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	Determines 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; summarizes the text.	Determines 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; summarizes the text.
2 Partially Proficient	With support and scaffolding, uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	With support and scaffolding, uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	Uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	Uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.
1 Minimally Proficient	With support and scaffolding, cannot use elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	With support and scaffolding, cannot use elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	With support and scaffolding, uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.	With support and scaffolding, uses elements of literature like author's point of view, mood, figurative language to identify a theme of a story, drama, or poem; identifies the key events or details in a text.

Assessment:

HMH End of Modules 2, 8, 9 and 12 performance tasks.

HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Literature Text

5.RL.9 Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) and explains how their topics and themes are similar and different.	Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics and make inferences about the author's craft.	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics and make inferences about the author's craft
3 Proficient	Determines various genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories)that connect to the themes and topics	Determines various genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories)that connect to the themes and topics	Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
2 Partially Proficient	Identifies some genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), with some connection to the themes and topics.	Identifies some genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), with some connection to the themes and topics.	Determines various genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) that connect to the themes and topics	Determines various genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories)that connect to the themes and topics
1 Minimally Proficient	Identifies basic genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	Identifies basic genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	Identifies some genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), with some connection to the themes and topics.	Identifies some genre specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), with some connection to the themes and topics.

Assessment:

HMH Modules 2, 8, 9 and 12 end of story writing response and end of module performance tasks.

HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Informational Text

5.RI.2 Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
3 Proficient	Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.
2 Partially Proficient	Determines the main idea of a text and explains how it is supported by key details; summarizes the text.	Determines the main idea of a text and explains how it is supported by key details; summarizes the text.	Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.
1 Minimally Proficient	Identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	Identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	Determines the main idea of a text and explains how it is supported by key details; summarizes the text.	Determines the main idea of a text and explains how it is supported by key details; summarizes the text.

Assessment:

HMH Modules 1, 3, 4, 5, 6, 7, 10 and 11 end of story writing response and end of module performance tasks. (suggested) HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Informational Text

5.RI.8 Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
3 Proficient	Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
2 Partially Proficient	Explains how an author uses reasons and evidence to support particular points in a text.	Explains how an author uses reasons and evidence to support particular points in a text.	Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.
1 Minimally Proficient	Identifies which reasons or evidence support a particular point in a text.	Identifies which reasons or evidence support a particular point in a text.	Explains how an author uses reasons and evidence to support particular points in a text.	Explains how an author uses reasons and evidence to support particular points in a text.

Assessment:

HMH Modules 1, 3, 4, 5, 6, 7, 10 and 11 end of story writing response and end of module performance tasks. HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Informational Text

5.RI.9 Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4 Highly Proficient	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Compare and contrast one author's presentation of events with that of another author.	Compare and contrast one author's presentation of events with that of another author.
3 Proficient	Finds relevant information from several texts on the same topic in order to write or speak about the subject.	Finds relevant information from several texts on the same topic in order to write or speak about the subject.	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.
2 Partially Proficient	Finds relevant information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Finds relevant information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Finds relevant information from several texts on the same topic in order to write or speak about the subject.	Finds relevant information from several texts on the same topic in order to write or speak about the subject.
1 Minimally Proficient	Identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	Identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Assessment:

HMH Modules 1, 3, 4, 5, 6, 7, 10 and 11 end of story writing response and end of module performance tasks. (suggested) HMH Priority Standards Pathways - Located in 5th Grade SharePoint Report Card Folder

Writing - Opinion

Standard: 5.W.1 Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
4	Writes opinion pieces on topics or	Writes opinion pieces on topics or	Write arguments to support claims	Write arguments to support claims with
Highly	texts, supporting a point of view	texts, supporting a point of view	with clear reasons and relevant	clear reasons and relevant evidence.
Proficient	with reasons and information:	with reasons and information:	evidence.	a. Introduce claim(s) and organize the
	a. introduces a topic or text	a. introduces a topic or text	a. Introduce claim(s) and organize	reasons and evidence clearly.
	clearly, states an opinion, and	clearly, states an opinion, and	the reasons and evidence clearly.	b. Support claim(s) with clear reasons
	creates an organizational structure	creates an organizational structure	b. Support claim(s) with clear	and relevant evidence, using credible
	in which ideas are logically	in which ideas are logically	reasons and relevant evidence, using	sources and demonstrating an
	grouped to support the writer's	grouped to support the writer's	credible sources and demonstrating	understanding of the topic or text.
	purpose.	purpose.	an understanding of the topic or	c. Use words, phrases, and clauses to
	b. provides logically ordered	b. provides logically ordered	text.	clarify the relationships among claim(s)
	reasons that are supported by	reasons that are supported by	c. Use words, phrases, and clauses	and reasons.
	facts and details.	facts and details.	to clarify the relationships among	d. Establish and maintain a formal style.
	c. links opinion and reasons using	c. links opinion and reasons using	claim(s) and reasons.	e. Provide a concluding statement or
	words, phrases, and clauses	words, phrases, and clauses	d. Establish and maintain a formal	section that follows from the argument
	d. provides a concluding	d. provides a concluding statement	style.	presented.
	statement or section related to	or section related to the opinion	e. Provide a concluding statement or	
	the opinion presented.	presented.	section that follows from the	
			argument presented.	
3	Writes moderately organized	Writes moderately organized	Writes opinion pieces on topics or	Writes opinion pieces on topics or texts,
Proficient	opinion pieces on topics or texts,	opinion pieces on topics or texts,	texts, supporting a point of view	supporting a point of view with reasons
	providing a clear point of view:	providing a clear point of view:	with reasons and information:	and information:
	a. introduces a topic or text by	a. introduces a topic or text by	a. introduces a topic or text clearly ,	a. introduces a topic or text clearly,
	stating an opinion and organizes	stating an opinion and organizes	states an opinion, and creates an	states an opinion, and creates an
	ideas in a generally effective	ideas in a generally effective	organizational structure in which	organizational structure in which ideas
	organizational structure.	organizational structure.	ideas are logically grouped to	are logically grouped to support the
	b. provides both relevant and	b. provides both relevant and	support the writer's purpose.	writer's purpose.
	irrelevant reasons that are	irrelevant reasons that are	b. provides logically ordered reasons	b. provides logically ordered reasons
	logically ordered.	logically ordered.	that are supported by facts and	that are supported by facts and details.
	c. links opinions and reasons using	c. links opinions and reasons using	details.	c. links opinion and reasons using words,
	basic transitional words.	basic transitional words.	c. links opinion and reasons using	phrases, and clauses
	d. provides a concluding	d. provides a concluding statement	words, phrases, and clauses	d. provides a concluding statement or
	statement		d. provides a concluding statement	section related to the opinion
			or section related to the opinion	presented.
			presented.	

2		Writes opinion pieces that lack	Writes opinion pieces that lack	Writes moderately organized	Writes moderately organized opinion
Partia		organization and a clear point of	organization and a clear point of	opinion pieces on topics or texts,	pieces on topics or texts, providing a
Profici	-	view:	view:	providing a clear point of view:	clear point of view:
		a. states an opinion but uses an	a. states an opinion but uses an	a. introduces a topic or text by	a. introduces a topic or text by stating an
		ineffective or inappropriate	ineffective or inappropriate	stating an opinion and organizes	opinion and organizes ideas in a
		organizational structure to present	organizational structure to present	ideas in a generally effective	generally effective organizational
		ideas.	ideas.	organizational structure.	structure.
		b. provides facts and details that	b. provides facts and details that	b. provides both relevant and	b. provides both relevant and irrelevant
		are not relevant to the topic.	are not relevant to the topic.	irrelevant reasons that are logically	reasons that are logically ordered.
		c. opinions and reasons are not	c. opinions and reasons are not	ordered.	c. links opinions and reasons using basic
		linked with transitions.	linked with transitions.	c. links opinions and reasons using	transitional words.
		d. includes an ineffective	d. includes an ineffective	basic transitional words.	d. provides a concluding statement
		concluding statement.	concluding statement.	d. provides a concluding statement	
1		Write opinion pieces without	Write opinion pieces without	Writes opinion pieces that lack	Writes opinion pieces that lack
Minim	nally	evidence of an introduction,	evidence of an introduction, stated	organization and a clear point of	organization and a clear point of view:
Profici	•	stated opinion, reasons that	opinion, reasons that support the	view:	a. states an opinion but uses an
		support the opinion, linking words	opinion, linking words to connect	a. states an opinion but uses an	ineffective or inappropriate
		to connect opinion and reasons,	opinion and reasons, or provide a	ineffective or inappropriate	organizational structure to present
		or provide a concluding statement	concluding statement or section.	organizational structure to present	ideas.
		or section.		ideas.	b. provides facts and details that are not
				b. provides facts and details that are	relevant to the topic.
				not relevant to the topic.	c. opinions and reasons are not linked
				c. opinions and reasons are not	with transitions.
				linked with transitions.	d. includes an ineffective concluding
				d. includes an ineffective concluding	statement.
				statement.	

Administer a beginning of year prompt writing assessment. Identify areas of strengths and weaknesses in student writing. Use HMH Writing lessons to provide instruction in areas that students need to develop. Model writing for students using think alouds and student feedback. Expose students to vocabulary and questioning strategies that they can incorporate into their writing throughout the year and subjects. Use rubrics throughout the year to promote discussion, constructive feedback that will drive instruction and develop end of year mastery.

Assessment: Beginning of year writing assessment, HMH end of module performance tasks and HMH modules 3 and 5 Writing Workshop, and expect structure in journal writing, quick-writes, one-pagers, short response answers, etc. <u>AASA Opinion Rubric</u>

Standard: 5.W.2 Writes informative/explanatory				
Standard: 5.W.2 Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:				
Quarter 1	Quarter 2	Quarter 3	Quarter 4	
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within and across categories of information using words, phrases, and clauses. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory exts to examine a topic and convey deas and information clearly: a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within and across categories of information using words, phrases, and clauses. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation or exp	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics, and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style.	

			f. Provide a concluding statement or section that follows from the information or explanation presented.	f. Provide a concluding statement or section that follows from the information or explanation presented.
3 Proficient	Writes informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting, illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples. c. links ideas within categories of information using simple transitional words or phrases. d. uses domain-specific vocabulary in an attempt to explain the topic. e. provides a concluding statement.	Writes informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting, illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples. c. links ideas within categories of information using simple transitional words or phrases. d. uses domain-specific vocabulary in an attempt to explain the topic. e. provides a concluding statement.	Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within and across categories of information using words, phrases, and clauses. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting, illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within and across categories of information using words, phrases, and clauses. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.
2 Partially Proficient	Writes informative/explanatory texts to discuss a topic: a. states the topic, writes with little focus, and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia. b. provides irrelevant or unreliable facts, definitions, details, quotations,	Writes informative/explanatory texts to discuss a topic: a. states the topic, writes with little focus, and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia. b. provides irrelevant or unreliable facts, definitions, details,	Writes informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting, illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details,	Writes informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting, illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details,

	or other information and everylas	quatations or other information	quatations or other information and	quatations or other information and	
	or other information and examples.	quotations, or other information	quotations, or other information and	quotations, or other information and	
	c. ideas are not clearly or effectively	and examples. c. ideas are not	examples. c. links ideas within	examples. c. links ideas within	
	linked.	clearly or effectively linked.	categories of information using	categories of information using simple	
	d. uses simple vocabulary when	d. uses simple vocabulary when	simple transitional words or phrases.	transitional words or phrases.	
	explaining the topic.	explaining the topic.	d. uses domain-specific vocabulary in	d. uses domain-specific vocabulary in	
	e. provides an incomplete	e. provides an incomplete	an attempt to explain the topic.	an attempt to explain the topic.	
	concluding statement.	concluding statement.	e. provides a concluding statement.	e. provides a concluding statement.	
1	Write informative/explanatory texts	Write informative/explanatory texts	Writes informative/explanatory texts	Writes informative/explanatory texts	
Minimally	in which they introduce a topic, use	in which they introduce a topic, use	to examine a topic and convey ideas	to examine a topic and convey ideas	
Proficient	facts and definitions to develop	facts and definitions to develop	and information clearly: a. introduces	and information clearly: a. introduces	
	points, and provide a concluding	points, and provide a concluding	a topic clearly and groups related	a topic clearly and groups related	
	statement or section.	statement or section.	information in paragraphs and	information in paragraphs and	
			sections; includes formatting,	sections; includes formatting,	
			illustrations, and multimedia when	illustrations, and multimedia when	
			useful to aid comprehension. b.	useful to aid comprehension. b.	
			develops the topic with facts,	develops the topic with facts,	
			definitions, concrete details,	definitions, concrete details,	
			quotations, or other information and	quotations, or other information and	
			examples related to the topic. c. links	examples related to the topic. c. links	
			ideas within categories of information	ideas within categories of information	
			using words and phrases.	using words and phrases. d. uses	
			d. uses precise language and	precise language and domain-specific	
			domain-specific vocabulary to inform	vocabulary to inform about or explain	
			about or explain the topic. e. provides	the topic.	
			a concluding statement or section	e. provides a concluding statement or	
			related to the information or	section related to the information or	
			explanation presented.	explanation presented.	
Administer a beginning of year prompt writing assessment, Identify areas of strengths and weaknesses in student writing. Use HMH Writing Jessons to provide					

Administer a beginning of year prompt writing assessment. Identify areas of strengths and weaknesses in student writing. Use HMH Writing lessons to provide instruction in areas that students need to develop. Model writing for students using think alouds and student feedback. Expose students to vocabulary and questioning strategies that they can incorporate into their writing throughout the year and subjects. Use rubrics throughout the year to promote discussion, constructive feedback that will drive instruction and develop end of year mastery.

Assessment: Beginning of year writing assessment, HMH end of module performance tasks and HMH modules 1 and 4 Writing Workshop, and expect structure in journal writing, quick-writes, one-pagers, short response answers, etc. <u>AASA Informative Rubric</u>

Writing - Research

5 W 7 Conducts short research projects that use sev

5.W.7 Conducts short research projects that use several sources to investigate a topic.					
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	
4 Highly Proficient	Conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	Conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	
3 Proficient	Conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	Conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	Conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	Conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	
2 Partially Proficient	Conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	Conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	Conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	Conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	
1 Minimally Proficient	Participates in shared research and writing projects.	Participates in shared research and writing projects.	Conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	Conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	

Language

5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

5.L.2 Den	5.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing					
	Quarter 1	Quarter 2	Quarter 3	Quarter 4		
4 Highly Proficient	English Conventions: a. uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. uses underlining, quotation marks, or italics to indicate titles of works. c. spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. uses underlining, quotation marks, or italics to indicate titles of works. c. spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. uses underlining, quotation marks, or italics to indicate titles of works. c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. d. spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. uses underlining, quotation marks, or italics to indicate titles of works. c. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. d. spells grade-appropriate words correctly, consulting references as needed.		
3 Proficient	English Conventions: a.generally uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. b. generally uses underlining, quotation marks, or italics to indicate titles of works.	English Conventions: a.generally uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. b. generally uses underlining, quotation marks, or italics to indicate titles of works.	English Conventions: a. consistently uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. consistently uses underlining, quotation marks, or italics to indicate titles of works.	English Conventions: a. consistently uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, set off a tag question from the rest of the sentence, and to indicate direct address. b. consistently uses underlining, quotation marks, or italics to indicate titles of works.		

	c. generally spells grade appropriate	c. generally spells grade appropriate	c. consistently spells	c. consistently spells
	words correctly, consulting references	words correctly, consulting references	grade-appropriate words correctly,	grade-appropriate words correctly,
	as needed.	as needed.	consulting references as needed.	consulting references as needed.
2 Partially Proficien	acceptate itamas in a conica accepta	English Conventions: a. inconsistently uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, 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. b. inconsistently uses underlining, quotation marks, or italics to indicate titles of works. c. inconsistently spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. generally uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. b. generally uses underlining, quotation marks, or italics to indicate titles of works. c. generally spells grade appropriate words correctly, consulting references as needed.	English Conventions: a.generally uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. b. generally uses underlining, quotation marks, or italics to indicate titles of works. c. generally spells grade appropriate words correctly, consulting references as needed.
1 Minimall Proficien	·	English Conventions: a. little to no use of punctuation to separate items in a series, separate an introductory element from the rest of the sentence, 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. b. little to no use of underlining, quotation marks, or italics to indicate titles of works. c. rarely spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. inconsistently uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, 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. b. inconsistently uses underlining, quotation marks, or italics to indicate titles of works. c. inconsistently spells grade-appropriate words correctly, consulting references as needed.	English Conventions: a. inconsistently uses punctuation to separate items in a series, separate an introductory element from the rest of the sentence, 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. b. inconsistently uses underlining, quotation marks, or italics to indicate titles of works. c. inconsistently spells grade-appropriate words correctly, consulting references as needed.

Assessment: Proper use of conventions must be an expectation set and reviewed throughout the year. Students must be held accountable. This can be done with peer editing or requiring students to "COPS" their work before turning in assignments - Check for proper **C**apitalization, **O**rganization, Punctuation and **S**pelling).

AASA Opinion Rubric, AASA Informative Rubric