

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.				
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.				
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				

KEY

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

<p>2 Partially Proficient</p>	<p>With support and scaffolding, engage in 5th grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH Q Independent Lexile 830-1010</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 87-120</p>	<p>With support and scaffolding, engage in 5th grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH R Independent Lexile 830-1010</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 109-132</p>	<p>With support and scaffolding, engage in 5th grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH S Independent Lexile 830-1010</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 109-132</p>	<p>With support and scaffolding, engage 5th grade HMH text, share text knowledge in group discussions and demonstrate mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work, complete and pass 4th grade iReady literature lessons.</p> <p>Independent DRA 40/HMH S Independent Lexile 830-1010</p> <p>Score Average on NWEA MAP literature skills</p> <p>WCPM 119-145</p>
<p>1 Minimally Proficient</p>	<p>Instructional DRA 34/HMH O or lower</p> <p>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.</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 64 or lower</p>	<p>Instructional DRA 38/HMH P or lower</p> <p>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.</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 84 or lower</p>	<p>Instructional DRA 38/HMH P or lower</p> <p>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.</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 84 or lower</p>	<p>Independent 38/HMH p or lower</p> <p>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.</p> <p>Score Low/Low Average on NWEA MAP literature skills</p> <p>WCPM 102 or lower</p>

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.

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

<p>2 Partially Proficient</p>	<p>With support and scaffolding, engages in 5th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH Q Independent Lexile 830-1010</p> <p>Scoring Average on NWEA MAP information skills</p> <p>WCPM 87-120</p>	<p>With support and scaffolding, engages in 5th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH R Independent Lexile 830-1010</p> <p>Scoring Average on NWEA MAP information skills</p> <p>WCPM 109-132</p>	<p>With support and scaffolding, engages in 5th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Instructional DRA 40/HMH S Independent Lexile 830-1010</p> <p>Scoring Average on NWEA MAP information skills</p> <p>WCPM 109-132</p>	<p>With support and scaffolding, engages 5th grade HMH text, shares text knowledge in group discussions and demonstrates mastery when completing HMH activities and assessments. (Lexile 740L-940L)</p> <p>Work in, complete and pass 4th grade iReady literature lessons.</p> <p>Independent DRA 40/HMH S Independent Lexile 830-1010</p> <p>Scoring Average on NWEA MAP information skills</p> <p>WCPM 119-145</p>
<p>1 Minimally Proficient</p>	<p>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.</p> <p>Work in, complete and pass 3rd grade or lower iReady literature lessons.</p> <p>Instructional DRA 34/HMH O or lower</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 64 or lower</p>	<p>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.</p> <p>Work in, complete and pass 3rd grade or lower iReady literature lessons.</p> <p>Instructional DRA 38/HMH P or lower</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 84 or lower</p>	<p>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.</p> <p>Work in, complete and pass 3rd grade or lower iReady literature lessons.</p> <p>Instructional DRA 38/HMH P or lower</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 84 or lower</p>	<p>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.</p> <p>Work in, complete and pass 3rd grade or lower iReady literature lessons.</p> <p>Independent 38/HMH P or lower</p> <p>Score Low/Low Average on NWEA MAP informational skills</p> <p>WCPM 102 or lower</p>

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.

Literature Text				
5.RL.1 Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from 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 Highly Proficient	<p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. links opinion and reasons using words, phrases, and clauses d. provides a concluding statement or section related to the opinion presented. 	<p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. links opinion and reasons using words, phrases, and clauses d. provides a concluding statement or section related to the opinion presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. 	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
3 Proficient	<p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ul style="list-style-type: none"> a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure. b. provides both relevant and irrelevant reasons that are logically ordered. c. links opinions and reasons using basic transitional words. d. provides a concluding statement 	<p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ul style="list-style-type: none"> a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure. b. provides both relevant and irrelevant reasons that are logically ordered. c. links opinions and reasons using basic transitional words. d. provides a concluding statement 	<p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. links opinion and reasons using words, phrases, and clauses d. provides a concluding statement or section related to the opinion presented. 	<p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. links opinion and reasons using words, phrases, and clauses d. provides a concluding statement or section related to the opinion presented.

<p>2 Partially Proficient</p>	<p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinions and reasons are not linked with transitions. d. includes an ineffective concluding statement. 	<p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinions and reasons are not linked with transitions. d. includes an ineffective concluding statement. 	<p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ul style="list-style-type: none"> a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure. b. provides both relevant and irrelevant reasons that are logically ordered. c. links opinions and reasons using basic transitional words. d. provides a concluding statement 	<p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ul style="list-style-type: none"> a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure. b. provides both relevant and irrelevant reasons that are logically ordered. c. links opinions and reasons using basic transitional words. d. provides a concluding statement
<p>1 Minimally Proficient</p>	<p>Write opinion pieces without evidence of an introduction, stated opinion, reasons that support the opinion, linking words to connect opinion and reasons, or provide a concluding statement or section.</p>	<p>Write opinion pieces without evidence of an introduction, stated opinion, reasons that support the opinion, linking words to connect opinion and reasons, or provide a concluding statement or section.</p>	<p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinions and reasons are not linked with transitions. d. includes an ineffective concluding statement. 	<p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinions and reasons are not linked with transitions. d. includes an ineffective concluding statement.
<p>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.</p> <p>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. AASA Opinion Rubric</p>				

Writing - Informative

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
4 Highly Proficient	<p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>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.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <p>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.</p> <p>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. links ideas within and across categories of information using words, phrases, and clauses.</p> <p>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. provides a concluding statement or section related to the information or explanation presented.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>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.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p>

			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,

	<p>or other information and examples. c. ideas are not clearly or effectively linked. d. uses simple vocabulary when explaining the topic. e. provides an incomplete concluding statement.</p>	<p>quotations, or other information and examples. c. ideas are not clearly or effectively linked. d. uses simple vocabulary when explaining the topic. e. provides an incomplete concluding statement.</p>	<p>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.</p>	<p>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.</p>
<p>1 Minimally Proficient</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; 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 categories of information using words and phrases. 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.</p>	<p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; 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 categories of information using words and phrases. 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.</p>
<p>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.</p> <p>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. AASA Informative Rubric</p>				

Writing - Research				
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

	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 words correctly, consulting references as needed.	c. generally spells grade appropriate words correctly, consulting references as needed.	c. consistently spells grade-appropriate words correctly, consulting references as needed.	c. consistently spells grade-appropriate words correctly, consulting references as needed.
2 Partially Proficient	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.	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 Minimally Proficient	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. 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 Capitalization, Organization, Punctuation and Spelling). AASA Opinion Rubric , AASA Informative Rubric				