

# Encinitas Union School District



## Report Card Resource

**Grade 5**

**Encinitas Union School District - Grade 5 Report Card**  
Standards Table of Contents per Report Card Band Cluster

<b>Language Arts</b>	
<i>Reading</i>	
Literature	5.RL.1, 5.RL.2, 5.RL.3, 5.RL.4, 5.RL.5, 5.RL.6, 5.RL.7, 5.RL.9, 5.RL.10 5.L.4, 5.L.4a, 5.L.4b, 5.L.4c, 5.L.5, 5.L.5a, 5.L.5b, 5.L.5c 5.RF.3, 5.RF.4, 5.RF.4a, 5.RF.4b, 5.RF.4c
Informational	5.RI.1, 5.RI.2, 5.RI.3, 5.RI.4, 5.RI.5, 5.RI.6, 5.RI.7, 5.RI.8, 5.RI.9, 5.RI.10 5.L.4, 5.L.4a, 5.L.4b, 5.L.4c, 5.L.5, 5.L.5a, 5.L.5b, 5.L.5c 5.RF.3, 5.RF.4, 5.RF.4a, 5.RF.4b, 5.RF.4c
<i>Writing</i>	
Text Types	Opinion: 5.W.1a, 5.W.1b, 5.W.1c, 5.W.1d Informative/ Explanatory: 5.W.2a, 5.W.2b, 5.W.2c, 5.W.2d, 5.W.2e Narrative: 5.W.3a, 5.W.3b, 5.W.3c, 5.W.3d, 5.W.3e
Writing Process	5.W.1, 5.W.2, 5.W.3, 5.W.4, 5.W.5, 5.W.6, 5.W.7, 5.W.8, 5.W.9, 5.W.9b, 5.W.10
Language Conventions	5.L.1, 5.L.1a, 5.L.1b, 5.L.1c, 5.L.1d, 5.L.1e, 5.L.2, 5.L.2a, 5.L.2b, 5.L.2c, 5.L.2d, 5.L.2e, 5.L.3, 5.L.3a, 5.L.3b, 5.L.6
<i>Speaking and Listening</i>	
Oral Language/ Listening Comprehension	5.SL.1, 5.SL.1a, 5.SL.1b, 5.SL.1c, 5.SL.1d, 5.SL.2, 5.SL.3, 5.SL.4, 5.SL.5, 5.SL.6
<b>Mathematics and Mathematical Practices</b>	
Operations and Algebraic Thinking	5.OA.1, 5.OA.2, 5.OA.3
Number and Operations in Base 10	5.NBT.1, 5.NBT.2, 5.NBT.3, 5.NBT.3a, 5.NBT.3b, 5.NBT.4, 5.NBT.5, 5.NBT.6, 5.NBT.7
Fractions	5.NF.1, 5.NF.2, 5.NF.3, 5.NF.4, 5.NF.4a, 5.NF.4b, 5.NF.5, 5.NF.5a, 5.NF.5b, 5.NF.6, 5.NF.7, 5.NF.7a, 5.NF.7b, 5.NF.7c
Measurement and Data	5.MD.1, 5.MD.2, 5.MD.3, 5.MD.3a, 5.MD.3b, 5.MD.4, 5.MD.5
Geometry	5.G.1, 5.G.2, 5.G.3, 5.G.4

## Reading: Literature

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Language Arts</b>			
<b>Reading</b>			
<b>Literature</b>	5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Explain explicitness of text by quoting accurately.	Draw inferences using textual information.
	5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Determine the theme of a story, drama, or poem using details in the text. Summarize text.	Explain how characters respond to challenges. Explain how the speaker reflects upon a topic. Summarize key ideas and details of a story, drama, or poem. Summarize how characters respond to challenges. Summarize how the speaker reflects upon a topic.
	5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Define terms: compare and contrast. Identify the character, setting, and or event. Identify similarities of characters, settings, or events. Identify differences between characters.	Compare characters, setting, and events. Contrast characters, setting, and events.
	5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Recognize examples of figurative language. Recognize similes and metaphors.	Determine the meaning of words in texts. Determine the figurative meaning of words and phrases.
	5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Explain how a series of chapters, scenes, and stanzas fit together. Explain how chapters, scenes, and stanzas provide overall structure of a story, drama, or poem.	
	5.RL.6 Describe how a narrator's or speaker's point of view influences how events are described.	Define influences. Identify narrator's or speaker's point of view. Describe narrator's or speaker's point of view. Identify relevant events.	Infer the characteristics of the narrator or speaker. Describe how the narrator's point of view influences descriptions. Describe how the speaker's point of view influences descriptions.
	5.RL.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Define analyze. Identify multimedia and visual elements. Recognize meaning, tone, and beauty.	Analyze how visual elements contribute to meaning, tone, and beauty. Analyze how multimedia contributes to meaning, tone, and beauty.
	Note: No 5.RI.8		
	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Identify characteristics of a theme, topic, or genre.	Compare/contrast how stories of the same genre approach a similar theme or topic.

## Reading: Literature

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	Identify/understand key ideas and details. Identify/understand craft and structure. Identify integration of knowledge and ideas.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge and ideas.
(Foundational Skills)	To be applied in Literature and Informational Reading grades.		
	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Know grade-level phonics and word analysis skills in decoding words. Identify syllabication patterns. Identify root words. Explain meanings of prefixes and suffixes. Read words with Latin roots.	Apply grade-level phonics and word analysis in decoding words. Synthesize phonics and word analysis skills to decode words. Read multisyllabic words in context Read multisyllabic words out of context.
	5.RF.4 Read with sufficient accuracy and fluency to support comprehension.		
	5.rf.4a. Read on-level text with purpose and understanding.	Identify and understand foundational skills for reading. Identify textual purpose and understanding.	Apply foundational skills for reading. Determine the purpose for reading on-level text. Read on-level text fluently and accurately to support comprehension.
	5.rf.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Identify oral reading with accuracy, appropriate rate, and expression.	Apply reading strategies for accuracy, rate, and expression. Reread with fluency as necessary to support comprehension. Read with accuracy and expression at the appropriate rate on successive readings.
	5.rf.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Identify rereading as a strategy when confirming or self-correcting words. Understand how context can help to confirm or self correct word recognition.	Confirm or self-correct word recognition and understanding. Confirm or self-correct word using context.
(Language)	To be applied in Literature and Informational Reading grades.		
	5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.		
	5.L.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Identify common context clues.	Determine the meaning of words by examining a text.
	5.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., photograph, photosynthesis).	Identify and define Greek and Latin affixes and roots.	Determine the meaning of words using Greek and Latin affixes and roots. Choose from a range of vocabulary strategies to determine a word's meaning.

## Reading: Literature

Common Core Standards	Skills and Content Acquisition	Analysis and Application
5.L.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Use common reference materials (print and digital). Use reference materials to find pronunciation. Use reference materials to find pronunciation.	
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5.L.5a. Interpret figurative language, including similes and metaphors, in context.	Identify similes and metaphors.	Interpret figurative language using similes and metaphors.
5.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize idioms, adages, and proverbs.	Explain the meanings of idioms, adages, and proverbs.
5.L.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Define homograph. Identify synonyms, antonyms, and homographs.	Utilize synonyms, antonyms, and homographs.

## Reading: Informational

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Informational</b>	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Explain explicitness of text by quoting accurately.	Draw inferences using textual information.
	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Summarize text. Explain how supporting details determine the main idea.	Determine two or more ideas. Explain how multiple ideas are supported by key ideas. Summarize the multiple ideas using key details.
	5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Define relationships and interactions.	Explain the relationships or interactions between individuals, events, ideas, and concepts. Use specific information to support the relationship between individuals, ideas, and concepts.
	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Identify general academic words and phrases. Identify domain-specific words and phrases.	Determine the meaning of general academic phrases. Determine the meaning of domain-specific phrases.
	5.RI.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Determine the overall text structure. Describe the overall text structure.	Compare/contrast the overall structure of events, ideas, concepts, or information.
	5.RI.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Define influences. Identify narrator's or speaker's point of view. Describe narrator's or speaker's point of view. Identify relevant events.	Describe how a narrator's point of view influences the descriptions. Describe how the speaker's point of view influences how the events are described. Compare and contrast multiple accounts of the same event or topic.
	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Obtain information from sources. Recognize digital sources. Identify problem-solving steps.	Collect information/data. Locate an answer or solve problem efficiently from various print and digital sources. Organize information to answer efficiently.
	5.RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Identify an author's particular points. Identify which evidence and reasons support each point.	Explain how to use reasons to support points. Explain how to use evidence to support points.

## Reading: Informational

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Identify information within texts on the same topic.	Integrate information from texts on the same topic.
	5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	Recall/understand key ideas and details. Identify/understand craft and structure. Recognize/understand integration of knowledge.	Comprehend key ideas and details. Comprehend craft and structure. Comprehend integration of knowledge.
<b>(Foundational Skill)</b>	<b>To be applied in Literature and Informational Reading grades.</b>		
	5.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Know grade-level phonics and word analysis skills in decoding words. Identify syllabication patterns. Identify root words. Explain meanings of prefixes and suffixes. Read words with Latin roots.	Apply grade-level phonics and word analysis in decoding words. Synthesize phonics and word analysis skills to decode words. Read multisyllabic words in context. Read multisyllabic words out of context.
	<b>5.RF.4 Read with sufficient accuracy and fluency to support comprehension.</b>		
	5.rf.4a. Read on-level text with purpose and understanding.	Identify and understand foundational skills for reading. Identify textual purpose and understanding.	Apply foundational skills for reading. Determine the purpose for reading on-level text. Read on-level text fluently and accurately to support comprehension.
	5.rf.4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Identify oral reading with accuracy, appropriate rate, and expression.	Apply reading strategies for accuracy, rate, and expression. Reread with fluency as necessary to support comprehension. Read with accuracy and expression at the appropriate rate on successive readings.
	5.rf.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Identify rereading as a strategy when confirming or self-correcting words. Understand how context can help to confirm or self-correct word recognition.	Confirm or self-correct word recognition and understanding. Confirm or self-correct word using context.
<b>(Language)</b>	<b>To be applied in Literature and Informational Reading grades.</b>		
	<b>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>		
	5.L.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Identify common context clues.	Determine the meaning of words by examining a text.
	5.L.4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of word (e.g., photograph, photosynthesis).	Identify and define Greek and Latin affixes and roots.	Determine the meaning of words using Greek and Latin affixes and roots. Choose from a range of vocabulary strategies to determine a word's meaning.

## Reading: Informational

Common Core Standards	Skills and Content Acquisition	Analysis and Application
5.L.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Use common reference materials (print and digital). Use reference materials to find pronunciation. Use reference materials to find pronunciation.	
5.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
5.L.5a. Interpret figurative language, including similes and metaphors, in context.	Identify similes and metaphors.	Interpret figurative language using similes and metaphors.
5.L.5b. Recognize and explain the meaning of common idioms, adages, and proverbs.	Recognize idioms, adages, and proverbs.	Explain the meanings of idioms, adages, and proverbs.

## Writing: Text Types

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Writing</b>			
<b>Text Types</b>			
<b>Text Type: Opinion</b>	5.L.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
	5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
	5.W.1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Recognize organizational structures that provide logical grouping. Explain writer's purpose.	Determine how to clearly introduce topic or text. Write an opinion piece that includes clear introduction. Write an opinion piece that includes statement of opinion. Write an opinion piece that includes strong organizational structure.
	5.W.1b. Provide logically ordered reasons that are supported by facts and details.		Group related ideas logically to support purpose. Determine reasons supported by facts and details. Write an opinion piece supported with reasons and information. Write an opinion piece that includes reasons supported by facts and details.
	5.W.1c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	Explain and identify words, phrases, and clauses linking opinion and reasons.	Formulate an opinion. Establish links between opinions and reasons using words, phrases, and clauses. Write an opinion piece that includes links between opinion and reasons.
	5.W.1d. Provide a concluding statement or section related to the opinion presented.	Plan a concluding statement or section related to the opinion.	Write an opinion piece that includes a concluding statement or section.
<b>Text Type: Informative/ Explanatory</b>	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
	5.W.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Identify a topic. Identify related information grouped logically. Identify related information containing formatting, illustrations, and multimedia. Identify related information when aiding comprehension.	Develop related information grouped logically. Develop related information containing formatting, illustrations, and multimedia. Write an informative/explanatory texts that include clear topic. Write an informative/explanatory texts that include a general observation and focus. Write an informative/explanatory texts that include related information grouped logically. Write an informative/explanatory texts that include related information containing formatting. Write an informative/explanatory texts that include related information containing illustrations and multimedia.
	5.W.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Identify topics developed with facts, definitions, concrete details, quotations, and examples.	Develop a clearly written topic. Develop topics with facts, definitions, concrete details, quotations, and examples. Write an informative/explanatory texts that include a topic developed with facts, definitions, concrete details, quotations, and examples.
	5.W.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Identify linked ideas within categories of information.	Develop linked ideas within categories. Determine appropriate words and phrases that link ideas within and across categories. Write an informative/explanatory texts that include ideas linked in and across categories.

## Writing: Text Types

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
<b>Text Type: Narrative</b>	5.W.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Identify precise language and domain-specific vocabulary. Identify concluding statement.	Write an informative/explanatory texts that include precise language and domain-specific vocabulary.
	5.W.2e. Provide a concluding statement or section related to the information or explanation presented.	Determine a concluding statement or section.	Write an informative/explanatory texts that include a concluding statement. Write an informative/explanatory.
	5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	5.W.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Describe the use of story elements in narratives.	Establish a situation, narrator, and/ or characters. Write a narrative that establishes a situation.
	5.W.3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Describe the use of story elements in narratives. Describe the characteristics of narratives. Describe narrative techniques (dialogue, description, and pacing).	Use dialogue and description to develop experiences and events. Develop characters through dialogue, description, actions, and reactions. Write a narrative that uses dialogue, descriptions, and proper pacing.
	5.W.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Explain how the sequence of events affects the story's conclusion. Recognize the transitional words. Explain how transitional words, phrases, and clauses advance the sequence of events.	Sequence events logically resulting in a conclusion. Use a variety of transitions. Write a narrative that uses transitional words or phrases.
	5.W.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use concrete and/or sensory details to develop experiences or events.	Write a narrative that uses concrete, and/or sensory details.
	5.W.3e. Provide a conclusion that follows from the narrated experiences or events.		Write a narrative that provides a conclusion.

## Writing: Process

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Writing Process</b>	5.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		Analyze the reason for writing to decide the task, purpose, and audience. Determine suitable idea development strategies appropriate to task, purpose, and audience. Determine suitable organization appropriate to task, purpose, and audience. Produce a writing piece with clear, cohesive idea development and organization.
	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	With guidance and support from peers and adults, recognize how to plan, revise, edit, rewrite, and try a new approach to writing. With guidance and support from peers and adults, know how to edit for conventions.	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
	5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	With some guidance and support from adults, use keyboarding skills. With some guidance and support from adults, use word processing to produce and publish writing. With some guidance and support from adults, use the Internet to communicate with others.	With some guidance and support from adults, evaluate the technology tools for producing and publishing writing. With some guidance and support from adults, evaluate the technology for collaborating with others. With some guidance and support from adults, use technology to develop, revise, edit, and publish writing. With some guidance and support from adults, use technology to communicate and collaborate. With some guidance and support from adults, use keyboarding skills to type one page.
	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Identify various research sources. Identify the different aspects of a topic.	Discriminate between various research sources. Compare/contrast information from various research sources. Interpret information derived from various sources. Conduct short research projects investigating different aspects. Participate in short research and writing projects. Conduct investigations on different topical aspects. Question information to build topical knowledge.
	5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Define summarize. Define paraphrase. Recall and gather relevant information from print and digital sources. Identify source list.	Summarize information in notes and finished work. Paraphrase information in notes and finished work.
	5.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Identify key ideas and details to support conclusions. Cite textual evidence to analyze explicit text.	Draw evidence as support for research. Analyze key ideas and details as evidence of understanding text. Reflect on key ideas and details as evidence of understanding text.

## Writing: Process

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	<b>5.W.9b. Apply grade 5 reading standards to informational texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</b>	Identify key ideas and details to support conclusions. Cite textual evidence to analyze explicit text.	Draw evidence as support for research. Analyze key ideas and details as evidence of understanding text. Reflect on key ideas and details as evidence of understanding text.
	<b>5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</b>	Identify the various purposes for writing. Identify and understand the various organizational structures. Identify and understand different genres or purposes for writing.	Determine when to write for short or extended time frames. Determine the appropriate organizational structure for specific audiences and purposes. Write for various purposes and to various audiences for short or extended time frames. Write for a range of discipline-specific tasks, purposes, and audiences.

## Writing: Language Conventions

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Conventions	5.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	5.L.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Identify relative conjunctions, correlative conjunctions, and interjections.	Explain the function of conjunctions, prepositions, and interjections.
	5.L.1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	Recognize perfect verb tenses.	Determine when/how to form perfect verb tense. Use perfect verb tenses
	5.L.1c. Use verb tense to convey various times, sequences, states, and conditions.	Recognize inappropriate changes in verb tense.	Use verb tense to convey various times, sequences, states, or conditions. Use verb tenses to convey times, sequences, states, and conditions.
	5.L.1d. Recognize and correct inappropriate shifts in verb tense.		Correct inappropriate changes in verb tense.
	5.L.1e. Use correlative conjunctions (e.g., either/or, neither/nor).		Use correlative conjunctions
	5.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
	5.L.2a. Use a punctuation to separate items in a series.	Apply correct capitalization in writing. Use commas to separate items in a series.	
	5.L.2b. Use a comma to separate an introductory element from the rest of the sentence.	Apply correct punctuation in writing. Use a comma to separate introductory element from the sentence.	
	5.L.2c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	Apply correct spelling in writing. Use a comma to set off the words yes and no. Use a comma to set off a tag question from the sentence.	
	5.L.2d. Use underlining, quotation marks, or italics to indicate titles of works.	Know use of underlining and italics. Use underlining, quotation marks, or italics to indicate titles.	
	5.L.2e. Spell grade-appropriate words correctly, consulting references as needed.	Recall and apply spelling rules. Identify and correct misspelled words. Consult references as needed.	
	5.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.		

## Writing: Language Conventions

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	5.L.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Recognize language conventions for reading, writing, listening, and speaking. Recognize various sentence structures.	Apply knowledge of language conventions when reading, writing, and listening. Use knowledge of language conventions when speaking. Expand, combine, and reduce sentences for meaning, interest, or style.
	5.L.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Recognize language conventions for reading, writing, listening, and speaking. Recognize varieties of English used in stories, dramas, or poems.	Apply knowledge of language conventions when reading, writing, and listening. Compare/contrast the varieties of English used in stories, dramas, or poems. Use knowledge of language conventions when speaking.
	5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Acquire grade appropriate general and domain-specific academic words. Know words that signal contrast, addition, and logical relationships.	Use grade appropriate general and domain-specific academic words. Use vocabulary that signals contrast, addition, and other logical relationships. Use general and domain-specific academic words and phrases. Use words that signal contrast, addition, and other logical relationships.

## Speaking and Listening

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Speaking and Listening	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.		
	5.SL.1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Identify key ideas from reading material.	Relate information read to discussion topics. Engage in discussions by sharing knowledge.
	5.SL.1b. Follow agreed-upon rules for discussions and carry out assigned roles.	Identify ways to listen effectively. Describe discussion rules and roles. Identify key ideas presented during discussion.	Evaluate implementation of discussion rules and roles. Listen actively to discussions and presentations. Follow agreed-upon rules during discussion. Carry out assigned roles during discussions.
	5.SL.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Know how to pose questions and provide feedback.	Formulate questions and responses based on discussion. Justify responses with evidence to support reasoning. Pose and respond to specific questions to clarify understanding. Connect comments to others' remarks.
	5.SL.1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	Explain topics using personal ideas, opinions, and reasoning.	Express ideas clearly.
	5.SI.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Define summarize. Summarize a written text read aloud. Summarize information presented in diverse media visually, quantitatively, and orally.	
	5.SI.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Identify speaker's points, claims, reasons, or evidence. Define summarize.	Summarize speaker's points. Explain how a speaker's claim is supported.
	5.SI.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Identify topic text. Identify an opinion and facts. Identify descriptive details. Clearly pronounce and enunciate words at an understandable pace.	Sequence ideas logically. Determine appropriate facts and details to support ideas or themes. Speak clearly at an understandable pace while reporting on a topic or text. Speak clearly at an understandable pace while presenting an opinion. Use logical sequencing and appropriate facts and relevant, descriptive details that support the main idea while speaking.
	5.SI.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Define multimedia components.	Determine when it is appropriate to add graphics, sound, or visual displays. Add graphics, sound, and visual displays to enhance the main idea or theme.

## Speaking and Listening

	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	5.SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Identify audience, task, and situation. Identify characteristics of formal and informal speaking.	Distinguish between formal and informal speech. Analyze situation to determine appropriate speech use. Use formal and informal speech appropriately.

# Operations and Algebraic Thinking

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Mathematics and Mathematical Practices</b>			
<b>Operations and Algebraic Thinking</b>	5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	Use order of operations including parenthesis, brackets, or braces.	Evaluate expressions using the order of operations (including using parenthesis, brackets, or braces).
	5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8+7)$ . Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$ , without having to calculate the indicated sum of product.	Write numerical expressions for given numbers with operation words. Write operation words to describe a given numerical expression.	Interpret numerical expressions without evaluating them. Solve addition and subtraction word problems within 10.
	5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule “Add 3” and the starting number 0, and the given rule “Add 6” and the starting number 0, generate the terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	Generate two numerical patterns using two given rules. Form ordered pairs consisting of corresponding terms for the two patterns. Graph generated ordered pairs on a coordinate plane.	Analyze and explain the relationships between corresponding terms in the two numerical patterns.

## Numbers and Operations in Base Ten

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Numbers and Operations in Base Ten</b>	5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1 \square 10$ of what it represents in the place to its left.	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1 \square 10$ of what it represents in the place to its left.	
	5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Represent powers of 10 using whole number exponents. Translate between powers of 10 written as 10 raised to a whole number exponent, the expanded form, and standard notation.	Explain the patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain the relationship of the placement of the decimal point when a decimal is multiplied or divided by a power of 10.
	5.NBT.3 Read, write, and compare decimals to thousandths.		
	5.nBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	Read and write decimal to thousandths using base-ten numerals, number names, and expanded form. Use $>$ , $=$ , and $<$ symbols to record the results of comparisons between decimals.	Compare two decimals to the thousandths, based on the place value of each digit.
	5.nBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	Use $>$ , $=$ , and $<$ symbols to record the results of comparisons between decimals. Compare two decimals to the thousandths, based on the place value of each digit. read and write decimal to thousandths using base-ten numerals, number names, and expanded form. Use $>$ , $=$ , and $<$ symbols to record the results of comparisons between decimals	Compare two decimals to the thousandths, based on the place value of each digit.
	5.NBT.4 Use place value understanding to round decimals to any place.	Use knowledge of base ten and place value to round decimals to any place.	
	5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Fluently multiply multi-digit whole numbers using the standard algorithm.	
	5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.	Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division to solve division problems. Illustrate and explain division calculations by using equations, rectangular arrays, and/or area models.

## Numbers and Operations in Base Ten

<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
<p>5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p>	<p>Add, subtract, multiply, and divide decimals to hundredths using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>Relate the strategy to a written method and explain the reasoning used to solve decimal operation calculations.</p>

## Numbers and Operations-Fractions

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Numbers and Operations-Fractions</b>	5.Nf.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2\frac{3}{4} + 5\frac{4}{8} = 8\frac{12}{12} + 15\frac{6}{12} = 23\frac{18}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ ).	Generate equivalent fractions to find the like denominator.	Solve addition and subtraction problems involving fractions (including mixed numbers) with like and unlike denominators using an equivalent fraction strategy.
	5.Nf.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g. by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2\frac{5}{8} + 1\frac{1}{2} = 3\frac{7}{8}$ , by observing that $3\frac{7}{8} < 1\frac{1}{2}$ .	Generate equivalent fractions to find like denominators.	Evaluate the reasonableness of an answer, using fractional number sense, by comparing it to a benchmark fraction. Solve word problems involving addition and subtraction of fractions with unlike denominators referring to the same whole.
	<b>Common Core Standards</b>	<b>Skills and Content Acquisition</b>	<b>Analysis and Application</b>
	5.Nf.3 Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3\frac{3}{4}$ as the result of dividing 3 by 4, noting that $3\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Interpret a fraction as division of the numerator by the denominator.	Interpret the remainder as a fractional part of the problem. Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.
	5.Nf.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.		
5.nF.4a Interpret the product $\frac{a}{b} \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ .	Multiply fractions by whole numbers. Multiply fractions by fractions.	Interpret the product of a fraction times a whole number as total number of parts of the whole. Determine the sequence of operations that result in the total number of parts of the whole. Interpret the product of a fraction times a fraction as the total number of parts of the whole.	

## Numbers and Operations-Fractions

Common Core Standards	Skills and Content Acquisition	Analysis and Application
5.nF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Find area of a rectangle with fractional side lengths using different strategies.	Represent fraction products as rectangular areas. Justify multiplying fractional side lengths to find the area is the same as tiling a rectangle with unit squares of the appropriate unit fraction side lengths.
<b>5.Nf.5 Interpret multiplication as scaling (resizing), by:</b>		
5.nF.5a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Know that scaling (resizing) involves multiplication.	Compare the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
5.nF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying $a/b$ by 1.	Know that multiplying whole numbers and fractions result in products greater than or less than one depending upon the factors.	Draw a conclusion that multiplying a fraction greater than one will result in a product greater than the given number. Draw a conclusion that when you multiply a fraction by one the resulting fraction is equivalent. Draw a conclusion that when you multiply a fraction by a fraction, the product will be smaller than the given number.
5.Nf.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Represent word problems involving multiplication of fractions and mixed numbers.	Solve real world problems involving multiplication of fractions and mixed numbers.
<b>5.Nf.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. Recognize any solid figure packed without gaps or overlaps and filled with <math>n</math> unit cubes indicates the total cubic units or volume.</b>		
5.nF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ .	Know the relationship between multiplication and division.	Interpret division of a unit fraction by a whole number and justify your answer using the relationship between multiplication and division, by creating story problems, using visual models, and relationship to multiplication, etc.

## Numbers and Operations-Fractions

Common Core Standards	Skills and Content Acquisition	Analysis and Application
<p>5.nF.7b Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for <math>4 \div (1/5)</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>4 \div (1/5) = 20</math> because <math>20 \times (1/5) = 4</math>.</p>	<p>Know the relationship between multiplication and division.</p>	<p>Interpret division of a whole number by a unit fraction and justify your answer using the relationship between multiplication and division, and by representing the quotient with a visual fraction model.</p>
<p>5.nF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share <math>1/2</math> lb. of chocolate equally? how many <math>1/3</math>-cup servings are in 2 cups of raisins?</p>	<p>Know the relationship between multiplication and division.</p>	<p>Solve real world problems involving division of unit fractions by whole numbers other than 0 and division of whole numbers by unit fractions using strategies such as visual fraction models and equations.</p>

## Measurement and Data

Report card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
<b>Measurement and Data</b>	5.mD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	Recognize units of measurement within the same system. Divide and multiply to change units.	Convert units of measurement within the same system. Solve multi-step, real world problems that involve converting units.
	5.mD.2 Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Identify benchmark fractions. Make a line plot to display a data set of measurements in fractions of a unit.	Solve problems involving information presented in line plots which use fractions of a unit by adding, subtracting, multiplying, and dividing fractions.
	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	5.mD.3 Recognize volume as an attribute of solid figures and understand concepts of volume measurement		
	5.MD.3a A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.	Recognize that volume is the measurement of the space inside a solid three-dimensional figure. Recognize a unit cube has 1 cubic unit of volume and is used to measure volume of three-dimensional shapes.	
	5.MD.3b A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	Recognize any solid figure packed without gaps or overlaps and filled with $n$ unit cubes indicates the total cubic units or volume.	
	5.mD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Measure volume by counting unit cubes, cubic cm, cubic in, cubic ft, and improvised units.	

## Measurement and Data

Common Core Standards	Skills and Content Acquisition	Analysis and Application
5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume	Identify a right rectangular prism. Multiply the three dimensions in any order to calculate volume (Commutative and associative properties). Know that “B” is the area of the base. Recognize volume as additive.	Develop volume formula for a rectangle prism by comparing volume when filled with cubes to volume by multiplying the height by the area of the base, or when multiplying the edge lengths (L x W x H). Apply the following formulas to right rectangular prisms having whole number edge lengths in the context of real world mathematical problems: Volume = length x width x height Volume = area of base x height. Solve real world problems by decomposing a solid figure into two non-overlapping right rectangular prisms and adding their volumes. Find the volume of a right rectangular prism with whole number side lengths by packing it with unit cubes.
5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Recognize volume as additive.	Solve real world problems using volume of solid figures with non-overlapping parts.

## Reading Literature Rubric 4-6

	Skill Acquisition	Analysis and Application
<b>A - Exceeds Expectations</b>	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>
<b>B-Meets Expectations</b>	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>
<b>C-Below Expectations</b>	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>
<b>D-Far Below Expectations</b>	<p>At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>	<p>At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> <li>• Key ideas and details</li> <li>• Craft and structure</li> <li>• Integration of knowledge</li> </ul>

## Reading Informational Rubric 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A-Exceeds Expectations</b>	<p>At an advanced Lexile® band, students can independently identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>	<p>At an advanced Lexile® band, students can independently comprehend and explain:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>
<b>B-Meets Expectations</b>	<p>Within grade level Lexile® band, students can independently identify and understand with minimal support:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>	<p>Within grade level Lexile® band, students can independently comprehend and explain with minimal support:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>
<b>C-Below Expectations</b>	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>	<p>Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>
<b>D-Far Below Expectations</b>	<p>At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>	<p>At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain:</p> <ul style="list-style-type: none"> <li>• Key ideas and details of an informational text</li> <li>• Craft and structure of an informational text</li> <li>• Integration of knowledge of an informational text</li> </ul>

## Writing Opinion/Argument Text Type Rubric 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A - Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Defines point of view and independently identifies and selects an insightful personal opinion or argument to address</li> </ul>	<ul style="list-style-type: none"> <li>• The opinion or point of view is skillfully stated using advanced writing skills and vocabulary</li> <li>• Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion</li> <li>• Linking words and phrases are used creatively to connect multiple opinions and reasons</li> </ul>
<b>B - Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Defines point of view and selects a personal opinion or argument to address from provided prompts</li> </ul>	<ul style="list-style-type: none"> <li>• The opinion or point of view is clearly stated using grade-level writing skills and vocabulary</li> <li>• Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion</li> <li>• Linking words and phrases are used effectively to connect opinions and reasons</li> </ul>
<b>C - Below Expectations</b>	<ul style="list-style-type: none"> <li>• Requires guidance and support to define point of view and select a personal opinion or argument</li> </ul>	<ul style="list-style-type: none"> <li>• The opinion or argument is not clearly stated</li> <li>• Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic</li> <li>• Few, if any linking words and phrases are used to connect opinions and details</li> </ul>
<b>D - Far Below Expectations</b>	<ul style="list-style-type: none"> <li>• Is unable to define point of view and select a personal opinion</li> </ul>	<ul style="list-style-type: none"> <li>• An opinion or argument is not stated</li> <li>• Organization shows no evidence of grade-level writing skills</li> <li>• Little or no details and reasons are provided to support opinion</li> </ul>

## Writing Informative/Explanatory Text Type Rubric 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A-Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of topic, facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details</li> <li>• Related information is extensive and skillfully grouped</li> <li>• Illustrations, charts, or tables are included to aid comprehension</li> <li>• The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion</li> <li>• Linking words and phrases demonstrate advanced vocabulary to connect ideas</li> </ul>
<b>B-Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of topic, facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details</li> <li>• Related information is grouped</li> <li>• Illustrations are included to aid comprehension</li> <li>• The topic is organized with a clear topic sentence, supporting details, and conclusion</li> <li>• Grade-level appropriate linking words and phrases are used to connect ideas</li> </ul>
<b>C-Below Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of topic, facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is not clearly developed and supported with appropriate facts, definitions, and details</li> <li>• Grouping of related information is unclear and lacks organization</li> <li>• Illustrations may not be included and do not clearly support the topic</li> <li>• The topic is not clearly and sequentially organized, and some details may be off-topic</li> <li>• Few, if any appropriate linking words and phrases are used to connect ideas</li> </ul>
<b>D-Far Below Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates no understanding of topic, facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• The topic is undeveloped and difficult to identify</li> <li>• Related information is not grouped together</li> <li>• Illustrations are absent or unclearly related to the topic</li> <li>• There is little evidence of sequential organization and structure or use of grade-level vocabulary</li> </ul>

## Writing Narrative Text Type Rubric 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A- Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Independently identifies an experience or situation, real or imagined, to write about</li> <li>• Chooses relevant details that correspond to the chosen event</li> <li>• If grade-level appropriate, defines narrator and character, and identifies story elements and structure</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression</li> <li>• The narrative engagingly recounts several events with supporting details</li> <li>• Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure</li> <li>• Expressive language shows emotion, enthusiasm, or individuality</li> <li>• If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings</li> </ul>
<b>B- Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Identifies an experience or situation, real or imagined, to write about</li> <li>• Chooses relevant details that correspond to the chosen event</li> <li>• If grade-appropriate, defines narrator and character, and identify story elements and structure</li> </ul>	<ul style="list-style-type: none"> <li>• The narrative establishes a clearly defined situation or experience (real or imagined)</li> <li>• The narrative recounts several events with supporting details</li> <li>• Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure</li> <li>• Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings</li> <li>• If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings</li> </ul>
<b>C- Below Expectations</b>	<ul style="list-style-type: none"> <li>• Needs guidance to identify an experience or situation, real or imagined, to write about</li> <li>• Needs guidance to choose relevant details that correspond to the event</li> <li>• If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure</li> </ul>	<ul style="list-style-type: none"> <li>• The situation or event is established but not clearly defined.</li> <li>• Some events are recounted but not clearly sequenced or supported with details</li> <li>• The organization, sequences, and closure may be confusing</li> <li>• There is minimal use of descriptive language</li> <li>• If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot</li> </ul>
<b>D- Far Below Expectations</b>	<ul style="list-style-type: none"> <li>• Is unable to identify and experience or situation, real or imagined, to write about</li> <li>• Is unable to choose relevant details that correspond to an event</li> <li>• If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure</li> </ul>	<ul style="list-style-type: none"> <li>• A situation or event is not introduced</li> <li>• The narrative lacks related events and is not sequenced in a logical order</li> <li>• Closure is not attempted or identifiable</li> <li>• There is no use of descriptive language</li> <li>• If grade-level appropriate, there is no attempt to introduce characters or use dialogue</li> </ul>

## Writing Process- 4-6

	<b>Skill Acquisition</b>	<b>Skill Application</b>
<b>A- Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of writer's point of view, and writer's purpose.</li> <li>• Demonstrate a strong understanding of various writing genres (opinion/argument, informative/explanatory, narrative).</li> <li>• Demonstrates a strong understanding of fact and opinion.</li> <li>• Demonstrates a strong understanding of organizational structures in writing.</li> <li>• In 6<sup>th</sup> grade has a strong ability to recognize credible sources.</li> <li>• Demonstrate a strong understanding of the purpose of a concluding statement or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>• Skillfully produce written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is strongly stated and skillfully conveys ideas beyond grade-level expectations.</li> <li>• The text is skillfully organized (introduction, supporting details and conclusion) and supports the writer's purpose.</li> <li>• Reasons are solidly supported by clearly defined details. In 6<sup>th</sup> grade provide evidence with credible sources.</li> <li>• Writing is skillfully linked using above grade level words, phrases, and clauses.</li> <li>• Advanced grade-level appropriate vocabulary, grammar, mechanics, spelling and usage are present.</li> <li>• A concluding statement clearly related and thesis restated.</li> </ul>
<b>B- Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of writer's point of view, and writer's purpose.</li> <li>• Demonstrates an understanding of various writing genres (opinion/argument, informative/explanatory, narrative).</li> <li>• Demonstrates an understanding of organizational structures in writing.</li> <li>• In 6<sup>th</sup> grade recognize credible sources.</li> <li>• Demonstrate an understanding of the purpose of a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences. Topic is clearly stated.</li> <li>• The text is well organized (introduction, supporting details and conclusion) and supports the writer's purpose.</li> <li>• Reasons are supported by facts and details. In 6<sup>th</sup> grade provide evidence with credible sources.</li> <li>• Writing is linked using grade level appropriate words, phrases, and clauses.</li> <li>• Grade level appropriate vocabulary, grammar, mechanics, spelling and usage are present.</li> <li>• A concluding statement related to and restates the thesis.</li> </ul>
<b>C- Below Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates little understanding of writer's point of view, and writer's purpose.</li> <li>• Demonstrates little understanding of various writing genres (opinion/argument, informative/explanatory, narrative).</li> <li>• In 6<sup>th</sup> grade little recognition credible sources.</li> <li>• Demonstrate little understanding of the purpose of a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is emerging but inconsistent. Topic is unclearly stated.</li> <li>• The topic does not clearly state an opinion, or argument.</li> <li>• The text is not well organized (introduction, supporting details and conclusion), or is missing a component that supports the writer's purpose.</li> <li>• Reasons are not well supported by facts and details. In 6<sup>th</sup> grade provide evidence with credible sources.</li> <li>• Writing is not linked, or use few grade-level appropriate words, phrases, and clauses.</li> <li>• Vocabulary, grammar, mechanics, spelling and usage are inconsistent with grade level expectations.</li> <li>• A concluding statement is weakly stated or not present.</li> </ul>
<b>D- Far Below Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates little to no understanding of writer's point of view, and writer's purpose.</li> <li>• Demonstrates little to no understanding of various writing genres (opinion/argument, informative/explanatory, narrative).</li> <li>• Demonstrates little to no understanding of organizational structures in writing.</li> <li>• In 6<sup>th</sup> grade cannot recognize credible sources.</li> <li>• Demonstrate no understanding of the purpose of a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• Written work for various purposes (opinion/argument, informative/explanatory, narrative) and audiences is inconsistent or not present. Topic is unclearly or not stated.</li> <li>• The text is disorganized (introduction, supporting details and conclusion), or is missing components that support the writer's purpose. Topic is undeveloped or difficult to identify.</li> <li>• Reasons are loosely, or unsupported, by facts and details. In 6<sup>th</sup> grade provide evidence with credible sources.</li> <li>• Writing is not well linked and does not use grade level appropriate words, phrases, and clauses.</li> <li>• Grade level appropriate vocabulary, grammar, mechanics, spelling and usage is not present.</li> <li>• A concluding statement not present or unrelated to the thesis.</li> </ul>

## Written Conventions 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A- Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Consistently uses advanced punctuation and grammar</li> <li>• Spells correctly using advanced vocabulary.</li> <li>• Writing/final product is always neat and legible.</li> </ul>	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
<b>B- Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Minimal errors in grade-level punctuation, grammar, and spelling.</li> <li>• Effective choice of vocabulary</li> <li>• Writing is legible</li> </ul>	Edits and revises written work to meet grade-level expectations
<b>C- Approaches Expectations</b>	<ul style="list-style-type: none"> <li>• Inconsistent use of correct punctuation and grammar</li> <li>• Spelling errors sometimes interfere with understanding</li> <li>• Writing is often illegible</li> </ul>	Edits and revises written work inconsistently and needs support
<b>D- Below Expectations</b>	<ul style="list-style-type: none"> <li>• Consistent use of incorrect punctuation and grammar</li> <li>• Spelling errors interfere with understanding.</li> <li>• Written work is illegible and interferes with understanding</li> </ul>	Final product has frequent unedited errors

## Oral Language Speaking/Listening- 4-6

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A- Exceeds Expectations</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong command of grade level appropriate oral language skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations.</li> </ul>
<b>B- Meets Expectations</b>	<ul style="list-style-type: none"> <li>• Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships.</li> <li>• Identify grade level appropriate information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations.</li> <li>• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English, based on appropriate grade level standard.</li> <li>• Identify main idea, a topic, facts, and descriptive details of oral/media presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships.</li> <li>• Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings.</li> <li>• Create visual displays</li> <li>• Orally perform a clear presentation based on grade level specific criteria.</li> <li>• Use and recognize formal and informal speech appropriately with corresponding volume.</li> <li>• Listen actively to discussions and presentations.</li> </ul>
<b>C- Below Expectations</b>	<ul style="list-style-type: none"> <li>• Acquisition of oral language is below the grade level standards.</li> </ul>	<ul style="list-style-type: none"> <li>• At times, needs support in order to present and communicate effectively.</li> </ul>
<b>D- Far Below Expectations</b>	<ul style="list-style-type: none"> <li>• Acquisition of oral language is far below the grade level standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Support and intervention is necessary in order to present and communicate effectively.</li> </ul>

## Math Operations and Algebraic Thinking- 4-5

Skill Acquisition		Analysis and Application
<b>A- Exceeds Expectations</b>	Students demonstrate advanced understanding in math fluency	Students can compute/solve problems at advanced grade-level expectations
<b>B- Meets Expectations</b>	Students demonstrate an understanding of their grade level math fluency standards: <ul style="list-style-type: none"> <li>• Represent/solve problems</li> <li>• Understand operational properties</li> </ul>	Students can: <ul style="list-style-type: none"> <li>• Successfully compute/explain grade level operations.</li> <li>• Solve grade level word problems using pictures, objects and/or numbers with known/unknown numbers</li> </ul>
<b>C- Below Expectations</b>	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations in math fluency with support
<b>D- Far Below Expectations</b>	Demonstrates little or no understanding of grade level expectations	Students demonstrate limited skills in grade-level expectations for math fluency, requiring significant support and intervention

### Math Fluency Standards

- K-Add/subtract within 5
- 1-Add/subtract within 10
- 2-Add/subtract within 20
- 3-Multiply/divide within 100
- 4-Add/subtract within 1,000,000
- 5-Multi-digit multiplication

## Math Number and Operations in Base Ten- 4-5

	Skill Acquisition	Analysis and Application
<b>A- Exceeds Expectations</b>	Students demonstrate strong understanding of place value at advanced grade-level expectations	Students can perform operations using place value at advanced grade-level expectations
<b>B- Meets Expectations</b>	Students demonstrate an understanding of their grade level standards in place value & operations in base ten	Students can perform operations of whole numbers using strategies based on place value and properties of operations. Students can use grade level specific math tools (ie; number lines, hundred charts, multiplication charts) to support their grade-level specific work.
<b>C- Below Expectations</b>	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations with support
<b>D- Far Below Expectations</b>	Demonstrates little or no understanding of grade-level expectations	Students demonstrate limited skills in grade-level expectations requiring significant support and intervention

## Number and Operations-Fractions -Grade 4-5

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A- Exceeds Expectations</b>	Students demonstrate strong understanding of math standards.	Students can understand and compare fractions at advanced grade level expectations.
<b>B- Meets Expectations</b>	Students demonstrate an understanding of their grade level math standards: <ul style="list-style-type: none"> <li>• understand equivalent fractions</li> <li>• understand like denominators</li> <li>• understand fractional comparisons (4<sup>th</sup> &amp; 5<sup>th</sup>)</li> <li>• understand decimal notations for fractions (4<sup>th</sup> &amp; 5<sup>th</sup>)</li> </ul>	Students can: <ul style="list-style-type: none"> <li>• work with equivalent fractions to represent numbers</li> <li>• solve addition, subtraction &amp; multiplication problems using equivalent fractions (4<sup>th</sup> &amp; 5<sup>th</sup>)</li> <li>• solve division problems using equivalent fractions (5<sup>th</sup>)</li> <li>• represent fractions on a number line with equal parts. (3<sup>rd</sup>)</li> <li>• compare fractions using comparison symbols</li> <li>• solve word problems using equations and visual fraction models</li> <li>• use decimal notation for fractions (4<sup>th</sup> &amp; 5<sup>th</sup>)</li> </ul>
<b>C- Below Expectations</b>	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
<b>D- Far Below Expectations</b>	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

## Measurement and Data 4-5

	<b>Skill Acquisition</b>	<b>Analysis and Application</b>
<b>A- Exceeds Expectations</b>	Students demonstrate strong understanding of measurement and data grade level expectations.	Students can perform at advanced grade level expectations.
<b>B- Meets Expectations</b>	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> <li>• measurement (K – 5<sup>th</sup>)</li> <li>• geometric measurement: area, perimeter(4<sup>th</sup> – 5<sup>th</sup>), volume (5<sup>th</sup>)</li> <li>• time (1<sup>st</sup> – 3<sup>rd</sup>)</li> <li>• represent data/numbers on a number line (2<sup>nd</sup> – 5<sup>th</sup>)</li> <li>• geometric angles (4<sup>th</sup>)</li> <li>• money (2<sup>nd</sup>)</li> <li>• graphing (2<sup>nd</sup> – 3<sup>rd</sup>)</li> </ul>	Students can: <ul style="list-style-type: none"> <li>• measure and estimate intervals of time (1<sup>st</sup> – 3<sup>rd</sup>)</li> <li>• measure, compare, and estimate lengths</li> <li>• use addition/subtraction and solve word problems involving measurement</li> <li>• make measurement conversions (4<sup>th</sup> &amp; 5<sup>th</sup>)</li> <li>• calculate area and perimeter using multiplication and addition (3<sup>rd</sup> – 5<sup>th</sup>)</li> <li>• create and interpret data or numbers on a number line</li> <li>• define, recognize, identify and measure angles (4<sup>th</sup>)</li> <li>• solve word problems involving money (2<sup>nd</sup>)</li> <li>• draw picture graphs and bar graphs to represent data sets</li> </ul>
<b>C- Below Expectations</b>	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
<b>D- Far Below Expectations</b>	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

## Geometry 4-5

	Skill Acquisition	Analysis and Application
<b>A-Exceeds Expectations</b>	Students demonstrate strong understanding of geometry grade level expectations.	Students can perform beyond grade level expectations.
<b>B-Meets Expectations</b>	<p>Students demonstrate an understanding of their grade level standards in:</p> <ul style="list-style-type: none"> <li>*equi-partitioning of wholes (2<sup>nd</sup> &amp; 3<sup>rd</sup> )</li> <li>*identifying shapes with specific attributes</li> <li>*angles &amp; symmetrical figures (4<sup>th</sup>)</li> <li>*integers on number lines (5<sup>th</sup>)</li> </ul>	<p>Students can:</p> <ul style="list-style-type: none"> <li>*partition shapes</li> <li>*name shapes with identifying attributes</li> <li>*analyze and draw two-dimensional figures to identify points, lines, line segments, rays, angles , perpendicular and parallel lines. (4<sup>th</sup>)</li> <li>*recognize lines of symmetry</li> <li>*use the coordinate system (graphing points) and interpret coordinate values of points in real world context and mathematical problems. (5<sup>th</sup>)</li> </ul>
<b>C-Below Expectations</b>	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
<b>D-Far Below Expectations</b>	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.