

Fifth Grade Priority Standards and Rubrics

Domain: Reading Information	
Standard RI.5.2	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 2,3)
PPD	Determine main ideas of a text including key details; summarize the text
<p>Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations Able to summarize the text including 2 or more main ideas with key supporting details</p> <p>2- Shows progress to meet EOY expectations Able to summarize text but less than 2 main ideas OR no supporting details</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to summarize the text</p>	
Domain: Reading Information	
Standard RI.5.9	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 2,3,4)
PPD	Integrate information from several texts on the same topic
<p>Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations Able to write or speak knowledgeably about a topic including information from 3 or more texts.</p> <p>2- Shows progress to meet EOY expectations Able to write or speak about a topic, but includes less than 3 texts.</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress Unable to write or speak about given topic</p>	
Domain: Reading Literature	
Standard RL.5.2.	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (DOK 2,3)
PPD	Determine a theme from details in the story; summarize the text

Standard Proficiency Rubric: To be marked on report card.

3- Meets or Exceeds EOY expectations

In students' own words: Must complete all

- Summary is accurate/reasonable and in sequential order.
- Include characters, setting, plot, problem and solution (5 components).
- Theme is accurate/reasonable.
- 2-3 accurate details from the text to support the theme.
- Summary includes how characters respond to challenges/reflect on topic.

2- Shows progress to meet EOY expectations

- Successfully able to complete some of the components above.

1- Shows progress yet far from EOY expectations or shows limited progress

- Unable to complete the components above

Domain: Writing

Standard
W.5.1

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases, and clauses (e.g., consequently, specifically).

d. Provide a concluding statement or section related to the opinion presented.

(DOK 3, 4)

PPD

Write opinion pieces

Standard Proficiency Rubric: To be marked on report card.

3- Meets or Exceeds EOY expectations

Write an opinion piece, including ALL of the following:

- Clearly state topic and opinion
- Provide reasons in order that are supported by facts and details
- Link opinion and reasons using words, phrases, and clauses
- Conclude opinion piece with a sentence or paragraph

2- Shows progress to meet EOY expectations

Can successfully complete a portion of the standard, but not to the level listed above.

1- Shows progress yet far from EOY expectations or shows limited progress

Unable to write an opinion piece.

Domain: Writing	
Standard W.5.9	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> 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]"). (DOK 2,3)
PPD	Draw evidence from texts to support analysis, reflection, and research
<p>Standard Proficiency Rubric: To be marked on report card.</p> <p>3- Meets or Exceeds EOY expectations Writes 3 facts and details from the text that clearly and accurately support the analysis</p> <p>2- Shows progress to meet EOY expectations Evidence does not clearly or accurately support the analysis or less than 3 facts and details are included</p> <p>1- Shows progress yet far from EOY expectations or shows limited progress No evidence is provided</p>	
Domain: Language	
Standard L.5.1	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (DOK 1,2)
Standard L.5.2	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underling, Quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

	(DOK 1)
Standard L.5.5	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (DOK 1,2,3)
PPD	Demonstrate mastery of <i>Fifth Grade</i> language skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card. <i>(L.5.1, L.5.2, L.5.5 are to be recorded together as one standard)</i></p> <p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 11-13 out of 13 skills on the supporting checklist. <p>2- Shows progress to meet EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 8 -10 out of 13 skills on the supporting checklist. <p>1- Shows progress yet far from EOY expectations or shows limited progress</p> <ul style="list-style-type: none"> • Demonstrates 7 or fewer skills on the supporting checklist. 	
Domain: Reading Foundations	
Standard RF.5.3	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (DOK 1)
Standard RF.5.4	RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (DOK 1,2)
PPD	Demonstrate mastery of <i>Fifth Grade</i> foundational reading skills (See supporting checklist)
<p>Standard Proficiency Rubric: To be marked on report card. <i>(R.F.5.3-5.4 are to be recorded together as one standard)</i></p> <p>3- Meets or Exceeds EOY expectations</p> <ul style="list-style-type: none"> • Demonstrates 4 out of 4 skills on the supporting checklist. 	

- 2- **Shows progress to meet EOY expectations**
 - Demonstrates 3 out of 4 skills on the supporting checklist.
- 1- **Shows progress yet far from EOY expectations or shows limited progress**
 - Demonstrates 2 or fewer skills on the supporting checklist.

Domain Speaking and Listening

Standard SL.5.4	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace (SL.5. 4) (DOK 1, 2, 3)
--------------------	---

PPD	Report on a topic, text, or present an opinion
-----	--

Standard Proficiency Rubric: To be marked on report card.

- 3- **Meets or Exceeds EOY expectations**
Report on a topic or text or present an opinions including ALL of the following
- Logically sequenced ideas
 - Appropriate facts and relevant
 - Descriptive details to support main ideas or themes
 - Speak clearly at an understandable pace

2- **Shows progress to meet EOY expectations**
Can successfully complete a portion of the standard, but not all of the bulleted skills listed above.

1- **Shows progress yet far from EOY expectations or shows limited progress**
Unable to complete any of the skills within any context of speaking.

Reading Proficiency

Standard RL.5.10, RI.5.10	Read and comprehend grade level texts independently and proficiently (RL.5.10, RI.5.10)
------------------------------	---

PPD	Read and comprehend grade level texts independently and proficiently
-----	--

Standard Proficiency Rubric: To be marked on report card

3- **Meets or Exceeds EOY expectations**
Proficient on CBM end of year expectations AND can comprehend grade level text.

2- **Shows progress to meet EOY expectations**
Proficient on CBM current benchmark expectations AND can comprehend grade level text.

1- **Shows progress yet far from EOY expectations or shows limited progress**

Below proficiency on CBM current benchmark expectations OR does not comprehend grade level text.