

Grade 5 English Proficiency Scales

I can accurately use the 5th Grade grammatical conventions of writing complete sentences, focusing on subjects, predicates and verbs.

Reporting Category: Eng 5.1.1

Exceeds Standard	4	I can demonstrate consistent use of compound, complex, and compound-complex sentences with accurate punctuation <u>through writing</u> .
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can use the following Fifth Grade grammar conventions. (Part 1: D113, D114, D116, D117, D118) A. Identify simple subject and predicates. B. Identify and use various types of sentences. C. Use appropriate shifts in verb tense. D. Correctly use frequently confused words (ex: to, too, two). E. Identify sentence fragments and run-on sentences.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary (<i>subject, predicate</i>) and perform basic processes such as: - Identify a simple subject. - Identify a simple predicate. B. I can recognize or recall academic vocabulary (<i>exclamatory, declarative, interrogative, imperative</i>) and perform basic processes such as: - Use appropriate end punctuation with each sentence. C. I can recognize or recall academic vocabulary (<i>verb, tense, shift, agreement</i>) and perform basic processes such as: - Use verb tenses to convey various times, sequences, states, and conditions. - Recognize inappropriate shift in verb tenses. - Ensure subject-verb agreement. D. I can recognize or recall academic vocabulary and perform basic processes such as: - Identify commonly used words that have more than one spelling. E. I can recognize or recall academic vocabulay and perform basic processes such as: - Identify sentence fragments and run-on sentences. - Explain why a sentences is incomplete: incomplete thought, missing subject, missing predicate. - Identify common run-on sentences: comma splice, too many conjunctions that join clauses.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can accurately use the 5th Grade grammatical conventions of writing complete sentences, including prepositions, interjections, conjunctions, and compound and complex sentences.

Reporting Category: Eng 5.1.2

Exceeds Standard	4	I can demonstrate consistent use of compound, complex, and compound-complex sentences with accurate punctuation <u>through writing</u> .
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can use the following Fifth Grade grammar conventions. (Part 2: D111, D115) A. Produce complete sentences including pronoun-antecedent agreement. B. Choose the appropriate use of verb tense including past participle and progressive tense. C. Use conjunctions, prepositions and interjections. D. Use corelative conjunctions with compound and complex sentences.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary (<i>pronoun, antecedent</i>) and perform basic processes such as: - Effectively use pronouns in writing (use antecedent first, pronoun/antecedent agreement). - Ensure pronoun-antecedent relationship. B. I can recognize or recall academic vocabulary (<i>progressive verb tense, past participle, helping verb, linking verb</i>) and perform basic processes such as: - Form and use past and progressive verb tenses (present participle, past perfect, present perfect, future perfect). - Associate past participle of verbs in conjunction with helping verbs (ex: fall, have fallen). C. I can recognize or recall academic vocabulary (<i>prepositon, prepositional phrase, interjection</i>) and perform basic processes such as: - Accurately identify prepositions and their objects; prepositional phrases within sentences. - Explain the appropriate function of, and produce sentences showing accurate use of conjunctions, prepositions and interjections in general and their function in particular sentences. D. I can recognize or recall academic vocabulary (<i>coordinating conjunction, subordinating conjunction, correlative conjunction</i>) and perform basic processes such as: - Apply correct usage of correlative, coordinating and subordinating conjunctions.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can accurately use the 5th Grade grammatical conventions of writing complete sentences, including the correct use of verb tenses.

Reporting Category: Eng 5.1.3

Exceeds Standard	4	I can demonstrate consistent use of compound, complex, and compound-complex sentences with accurate punctuation <u>through writing</u> .
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can use the following Fifth Grade grammar conventions. (Part 3: D112, D124) A. Form and use the perfect verb tenses. B. Write titles correctly.
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize and recall academic vocabulary (<i>past perfect, present perfect, and future perfect verb tenses, helping verb, past participle</i>) and perform basic processes such as: - Write a sentence in present perfect tense by including helping verbs "have" or "has," plus a main verb in past tense or past participle. - Write a sentence in past perfect tense by including helping verb "had," plus a main verb in past tense or past participle. - Write a sentence in future perfect tense by including helping verbs "will" and "have", plus a main verb in past tense or past participle. B. I can recognize and recall academic vocabulary (<i>underline/italics, quotation marks, whole work, part of a whole</i>) and perform basic processes such as: - Identify whether a title is a whole work or part of a whole. - Underline or italicize a title if it is a whole work. - Use quotations around a title that is part of a whole work.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can accurately use 5th Grade grammatical conventions of writing complete sentences, including commas to clarify my writing.

Reporting Category: Eng 5.1.4

Exceeds Standard	4	I can demonstrate consistent use of compound, complex, and compound-complex sentences with accurate punctuation <u>through writing</u> .
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	I can use the following Fifth Grade grammar conventions. (Part 4: D121, D122, D123) 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 yes and no (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>)
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	A. I can recognize or recall academic vocabulary (<i>series</i>) and perform basic processes such as: - Identify when items are in a list. - Recognize where and when to put the commas. B. I can recognize or recall academic vocabulary (<i>introductory element</i>) and perform basic processes such as: - Identify an introductory element within a sentence. C. I can recognize or recall academic vocabulary (<i>tag question, direct address</i>) and perform basic processes such as: - Identify when a tag question or direct address is used.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can write for a range of tasks, purposes, and audiences. (*Ongoing*)

Reporting Category: Eng 5.1.5

Exceeds Standard	4	I can independently select my own topic with a narrow focus; write with an awareness of style/author's voice; intentionally appeal to a specific audience with a distinct awareness of task and purpose; transfer learning to more complex content and thinking, including deeper conceptual understanding and applications that go beyond what is explicitly taught in class.
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can introduce the topic, include thesis statement.</p> <p>B. I can provide a conclusion to summarize key details.</p> <p>C. I can organize my writing into structured paragraphs that support the main idea. (Narrative writing - one event per paragraph.)</p> <p>D. I can maintain focus on the topic throughout my writing.</p> <p>E. I can use transitional words and phrases and link ideas and events.</p> <p>F. I can use words, phrases, and vocabulary to convey information.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary (<i>topic, organize, audience, purpose, task, informative, opinion, narrative</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Write a thesis statement - a topic sentences that tells the reader the purpose of the essay. - Include an introduction to capture the attention of the reader. - Answer prompt and maintain focus. - Group thoughts in a logical way. - Make use of organizers. - Use paragraph structure identify the audience of a response to a prompt. - Describe possible ways to appeal to a particular audience in a text. <p>B. I can recognize or recall academic vocabulary (<i>thesis, opinion, details, support, explain, elaborate, expand</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Give reasons or examples that match the topic. - Explain ideas clearly. - Make use of dialogue if/when appropriate. - Expand/elaborate on a topic using self-generated information and/or information gained from additional resources. <p>C. I can recognize or recall academic vocabulary (<i>transitions, phrases</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Use transitions and organizational phrases in the introduction. - Use transitions and organizational phrases to separate ideas and examples. - Use transitions and organizational phrases in the conclusion. <p>D. I can recognize or recall academic vocabulary (<i>precise, specific, describe, vocabulary</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Use descriptive words and phrases (adjectives, adverbs, imagery, similes, metaphors, personification, comparisons). - Use sensory details if/when appropriate and description to provide imagery for the reader. - Explain how word choice and style in a formal text are different than everyday speaking and writing styles. - Identify words that should not be used in formal text. <p>E. I can recognize or recall academic vocabulary (<i>restate, conclusion, summarize</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Write a conclusion paragraph that restates the key points of the essay, brings closure to the essay.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can demonstrate knowledge of the English language by writing complete sentences (focus on word choice, punctuation, style, and expand, combine and reduce sentences for meaning) (*Ongoing*)

Reporting Category: Eng 5.1.6

Exceeds Standard	4	<p>I can independently expand, combine, and reduce sentences for meaning, reader/listener interest, and style; demonstrating intentional choice of words, phrases and punctuation for effect, as evident through <i>the revising/editing and drafting processes</i>.</p> <p>In addition, through this process, I tactfully display the use of:</p> <ul style="list-style-type: none"> - adjectives/adverbs - figurative language - word (synonym) and phrase choice - writers craft
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can consistently write in complete sentences, avoiding fragments and run-ons.</p> <p>B. I can expand, combine, reduce and vary sentences for meaning, reader/listener interest, style, and use transition words effectively.</p> <p>C. I can demonstrate intentional choice of words and phrases to convey ideas precisely for effect.</p> <p>D. I can accurately punctuate and choose punctuation for effect.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary (<i>fragment, run-on</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Identify a complete sentence. - Identify a run-on sentence. - Identify a fragment. - Avoid beginning a sentence with a coordinating conjunction. <p>B. I can recognize or recall academic vocabulary (<i>transition words</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Expand a short sentence by adding in appropriate words. - Combine two short sentences into one. - Use both long and short sentences as appropriate. - Identify transition words and know when to use them. <p>C. I can recognize or recall academic vocabulary (<i>choice, precisely</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Select a word that is more precise than another. - Avoid using over-used words. <p>D. I can recognize or recall academic vocabulary (<i>punctuation</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> - Read a sentence with the inflection used in the written form. - Determine if the punctuation is appropriate for the sentence meaning.
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.

Grade 5 English Proficiency Scales

I can accurately use capitalization, punctuation, spelling and paragraph indentions in my writing. (*ongoing*)

Reporting Category: Eng 5.1.7

Exceeds Standard	4	I can demonstrate consistent use of compound, complex, and compound-complex sentences with accurate punctuation <u>through writing</u> .
	3.5	I am beginning to transfer this learning to more complex content and thinking.
At Standard Proficient	3	<p>A. I can accurately and consistently punctuate sentences using appropriate end marks.</p> <p>B. I can accurately and consistently capitalize proper nouns and the first letter of sentences.</p> <p>C. I can accurately and consistently spell Hillview's "No Excuse" spelling words correctly in my writing.</p> <p>D. I can accurately and consistently indent all my paragraphs.</p>
	2.5	I am proficient with most of the Level 2 content/skills related to this standard.
Approaching Standard	2	<p>A. I can recognize or recall academic vocabulary (<i>punctuation, period, comma, exclamation, question mark</i>) and perform basic processes such as: - Know which end marks to use with each type of sentence.</p> <p>B. I can recognize or recall academic vocabulary (<i>proper noun</i>) and perform basic processes such as: - Identify a proper noun.</p> <p>C. I can recognize or recall academic vocabulary and perform basic processes such as: - Know to reference the chart on the classroom wall to check my spelling of common words.</p> <p>D. I can recognize or recall academic vocabulary (<i>paragraph, indent</i>) and perform basic processes such as: - Indent on each paragraph.</p>
	1.5	I am beginning to demonstrate success with foundational content/skills related to this standard.
Not at Standard	1	I demonstrate partial or no success with this standard and related content/skills.