



PRIORITY STANDARDS

Lindbergh Schools 25-26

25-26

5th Grade Proficiency Scales

5th Grade Proficiency Scales
Math
Reading
Writing
Science
Social Studies

5th Grade Math Proficiency Scales

Number Sense and Operations in Fractions	<ul style="list-style-type: none"> ● Understanding the Relationship between Fractions and Decimals 	Lesson 6 & 9 (iReady)
	<ul style="list-style-type: none"> ● Adding and Subtracting Fractions 	Lessons 12 - 14 (iReady)
	<ul style="list-style-type: none"> ● Multiplying Fractions 	Lessons 19 - 22 (iReady)
	<ul style="list-style-type: none"> ● Dividing Fractions 	Lessons 18, 23, 24 (iReady)
Relationships and Algebraic Thinking	<ul style="list-style-type: none"> ● Order of Operations 	Lesson 30 (iReady)
	<ul style="list-style-type: none"> ● Patterns & Ordered Pairs 	Lessons 33 (iReady)
Geometry and Measurement	<ul style="list-style-type: none"> ● Metric and Customary Units 	Lessons 25 - 26 (iReady)
	<ul style="list-style-type: none"> ● Geometry: Volume 	Lessons 1 - 3 (iReady)
Data and Statistics	<ul style="list-style-type: none"> ● Line Plots 	Lessons 27 (iReady)

**Understanding the Relationship between Fractions and Decimals
(denominators that are factors of 100)**

5.NF.A Understand the relationship between fractions and decimals

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">• Analyze and evaluate errors in a given problem• Understand the relationship between fractions and decimals with any denominator.• Inequalities (\leq (less than or equal to), \geq (greater than or equal to), and \neq)• Example: Think carefully about the following question. Write a complete answer. You may use drawings, words, and numbers to explain your answer. Be sure to show your work. Jose ate $\frac{3}{8}$ of a pizza. Ella ate 0.06 of another pizza. Jose said that he ate more pizza than Ella, but Ella said they ate the same amount. Use words and pictures to show that Jose could be right.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Understand that parts of a whole can be expressed as fractions and/or decimals<input type="checkbox"/> Convert decimals to fractions and fractions to decimals<input type="checkbox"/> Compare and order fractions and/or decimals to the thousandths place use the symbols $>$, $=$ or $<$ and justify the solution.
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p>
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">• Compare and order whole numbers using the symbols $>$, $=$, $<$• Compare fractions with the same numerator or denominator• Compare fractions using a visual model
1.0 (AC)	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

Operations in Fractions: Adding and Subtracting Fractions

5.NF.B.6 Solve problems involving addition and subtraction of fractions and mixed numbers with unlike denominators, and justify the solution.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Use multiple representations to solve real-world problems ● Solve for the unknown variable in an equation ● Add fractions given a multi-step expression ● Subtract fractions given a multi-step an expression ● Analyze and evaluate errors in a given problem
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Add fractions and mixed numbers with unlike denominators with and without regrouping <input type="checkbox"/> Subtract fractions with unlike denominators <input type="checkbox"/> Subtract mixed numbers with unlike denominators with and without regrouping
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p>
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall vocabulary: <i>fraction, denominator, numerator, sum, equivalent fractions, factor, improper fraction, mixed number, like denominators, unlike denominators, unit fraction, whole number, difference,</i> ● Represent fractions using a model ● Generate equivalent fractions ● Add fractions with like denominators ● Add mixed numbers with like denominators ● Subtract fractions with like denominators ● Subtract mixed numbers with like denominators
1.0 (AC)	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

Operations in Fractions: Multiplying Fractions

5.NF.B.7 Extend the concept of multiplication to multiply a fraction or whole number by a fraction.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">• Multiplying mixed numbers by a fraction, mixed number, or whole number• Solve for the unknown variable in an equation• Multiple fractions given a multi-step expression• Solve real-world problems with multiple fractions• Analyze and evaluate errors in a given problem• Write and solve an equation based on a given model
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Multiply a whole number by a fraction<input type="checkbox"/> Multiply a fraction by a fraction<input type="checkbox"/> Determine if a product is less than, greater than, or equal to the other factor (scaling)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">• Recognize and recall vocabulary: <i>fraction, denominator, numerator, product, equivalent fractions, factor, improper fraction, mixed number, like denominators, unlike denominators, unit fraction, whole number</i>• Explain that multiplying fractions by a fraction or a whole number is represented by repeated addition
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Operations in Fractions: Dividing Fractions

5.NF.B.8 Extend the concept of division to divide unit fractions and whole numbers by using visual fraction models and equations.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Solve for the unknown variable in an equation● Solve real-world problems with two or more fractions with division● Divide fractions given a multi-step expression● Analyze and evaluate errors in a given problem● Divide unit fractions by smaller unit fractions using a number line
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Divide a whole number by a unit fraction using a model<input type="checkbox"/> Divide a whole number by a unit fraction given an equation<input type="checkbox"/> Divide a unit fraction by a whole number using a model<input type="checkbox"/> Divide a unit fraction by a whole number given an equation
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recognize and recall vocabulary: <i>fraction, denominator, numerator, quotient, equivalent fractions, factor, improper fraction, mixed number, unit fraction, whole number</i>● Describe fractions as a number of equal portions of a whole● Represent fractions on a number line
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Order of Operations

5.RA.B.3 Write, evaluate and interpret numerical expressions using the order of operations.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Evaluate and apply parentheses to make an expression true● Evaluate an expressions with exponents and/or multiple operations within groups● Rewrite an expression to include a variable and solve for the variable● Analyze and evaluate errors in a given problem
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Write expressions with numbers using the order of operations without exponents (PEMDAS/GEMS)<input type="checkbox"/> Solve expressions with numbers using the order of operations without exponents
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recognize and recall vocabulary: <i>order of operations, PEMDAS (Parentheses, Exponents, Multiply/Divide, Add/Subtract), factor, product, quotient, sum, difference, numerical expression, equation, brackets</i>● Explain each step of the order of operations● Solve expressions given a visual aid● Recalls the order of operations sequence
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Patterns & Ordered Pairs

5.RA.A Represent and analyze patterns and relationships

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Analyze and evaluate errors in a given problem• Plot decimal or fractional values on a Cartesian coordinate plane
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Analyze and describe the relationship between two numerical patterns using<ul style="list-style-type: none"><input type="checkbox"/> Rules<input type="checkbox"/> Tables<input type="checkbox"/> Sets of Ordered Pairs<input type="checkbox"/> Line Graphs<input type="checkbox"/> Graph numeric patterns on the Cartesian coordinate plane
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Generate terms in a pattern with a simple rule.• Plot or identify points on a Cartesian coordinate plane.• Match a rule to a table.• Recognize a simple pattern.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry and Measurement: Metric and Customary Units

5.GM.D.8 Convert measurements of capacity, length and weight within a given measurement system.

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Convert between metric and U.S. customary systems• Increase or decrease a recipe making conversions between unit types• Analyze and evaluate errors in a given problem
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Convert measures of capacity, length, and weight within the U.S. customary system<input type="checkbox"/> Convert measures of capacity, length, and weight within the metric system<input type="checkbox"/> Solve multi-step problems, including word problems, that require measurement conversions
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Recognize and recall vocabulary: capacity, length, mass, US customary - inches, feet, yards, miles, fluid ounces, cups, pints, quarts, gallons, ounces & pounds; Metric system - meter, liter, gram, kilo-, centi-, & milli-.• Identify relative sizes of measurement units within the U.S. Customary system• Identify relative sizes of measurement units within the metric system
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry: Volume

5.GM.B.4 & 5 Understand the concept of volume and recognize that volume is measured in cubic units and Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for volume of right rectangular prisms with whole-number edge lengths.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">• Design three-dimensional figures with different shapes given the same volume using cubic units• Find the volume of composite figures• Analyze and evaluate errors in a given problem
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Calculate the volume of a solid given its dimensions<input type="checkbox"/> Apply the formula $V = l \times w \times h$ (Volume=length x width x height) and $V = B \times h$ (Volume = Area of the Base x height) for finding volume of rectangular prisms
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">• Recognize and recall vocabulary: <i>volume, area, base, cubic units, edge, length, face, height, length, rectangle, prism, unit, width, vertex (vertices)</i>• Model volume of a figure using cubic units• Identify three-dimensional shapes
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Data and Statistics: Line Plots

5.DS.A Represent and analyze data

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">● Find the mean of a set of data● Evaluate the impact of an outlier● Detect and explain trends● Modify data and predict results
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Create a line plot to represent a given data set<input type="checkbox"/> Analyze the data to answer questions and solve problems<input type="checkbox"/> Recognize outliers<input type="checkbox"/> Find the median
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">● Identify the most common number on a line plot.● Create a basic line plot from a small set of data.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Proficiency Scales

Reading Foundations	<ul style="list-style-type: none">• Phonics and Word Analysis
Comprehend, Analyze, & Evaluate Nonfiction	<ul style="list-style-type: none">• Text Structures• Author's Viewpoint
Comprehend, Analyze, & Evaluate Fiction	<ul style="list-style-type: none">• Character Analysis• Theme• Point of View
Reading Process	<ul style="list-style-type: none">• Understanding Literal and Figurative Language

Reading Foundations: Phonics and Word Analysis

5.RF.3.A.a Decoding words using knowledge of all letter sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
5.RF.3.A.b Reading root words, prefixes, suffixes, and important vocabulary words from all specific content curricula

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Consistently applies word analysis skills in texts above grade level <ul style="list-style-type: none"> ○ <i>Analyze familiar and unfamiliar words using the root word, base word, prefix, or suffix</i>
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently apply word analysis skills in grade level text <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words <input type="checkbox"/> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (such as roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context <input type="checkbox"/> Apply knowledge of root words, prefixes, suffixes to decode familiar and unfamiliar words across subject areas <input type="checkbox"/> Demonstrate how the addition of a suffix may change the pronunciation of the root word (such as Vacate to vacation)
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p>
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>multisyllabic, syllable, specific letter sound patterns, root, prefix, suffix, and base</i> ● Use strategies to read unfamiliar multisyllabic words within the text with support ● Recall familiar multisyllabic words with support ● Identify multiple letter sound patterns ● Know root words have meaning but do not typically stand alone (Spect as in respect), base words can stand alone (Graph as in graphic) ● Recognize and correct errors
1.0 (AC)	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

Nonfiction: Text Structures

5.R.3.C.c Analyze how the organization of a text influences the meaning of the text

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Evaluate text structures across multiple texts ● Evaluate meaning across multiple texts ● Evaluate perspectives, contradictions, and overlap across multiple texts ● Create a paragraph using a specific non-fiction text structure
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how the organization of a text (text structure) influences the meaning of the text: <ul style="list-style-type: none"> <input type="checkbox"/> Cause and effect <input type="checkbox"/> Problem and solution <input type="checkbox"/> Sequence <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Description
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>analyze, text structure, cause, effect, problem, solution, sequence, compare, contrast, description</i> ● Identify each text structure with a provided example ● Use a graphic organizer to organize information given a text structure
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Nonfiction: Author's Viewpoint

5.R.3.B.d Identify the author's viewpoint or position, supporting facts, and the conclusion of a persuasive argument

5.R.3.C.d Analyze more than one account of the same event or topic, noting important similarities and differences in the point of view

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Extend the position by providing additional supporting facts for the persuasive argument● Contradict the author's viewpoint by providing supporting facts● Evaluate perspectives and how they connect from multiple accounts of the same topic or event● Evaluate how authors present information when identifying similarities and differences in the point of view of multiple accounts of the same event or topic
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Identify the author's viewpoint or position of a persuasive argument<input type="checkbox"/> Identify the supporting facts of a persuasive argument<input type="checkbox"/> Identify the conclusion of a persuasive argument<input type="checkbox"/> Analyze and synthesize more than one account of the same event or topic<input type="checkbox"/> Identify important similarities and differences in the point of view of multiple accounts of the same event or topic (compare and contrast)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and recognize terms: <i>viewpoint, position, persuasion, argument, supporting facts, conclusion, analyze, text structure, compare, contrast, similarities, differences, point of view, account, topic, event</i>● Understand that points of view differ based on experience and perspective● List similarities and differences from one account of the same topic or event● Use a graphic organizer to compare and contrast one account of the same topic or event (ex: Venn diagram)

Fiction: Character Analysis

5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Explain how the roles and functions of characters contribute to different plots across multiple texts● Explain how the relationships and conflicts among characters impact different plots
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Compare and contrast the roles and functions of characters in different plots (role and function: protagonist or antagonist)<input type="checkbox"/> Compare and contrast characters and their relationships in different plots (relationship: how they stand in relation to other characters ex. Best friend, teacher)<input type="checkbox"/> Compare and contrast characters and their conflicts in different plots (conflict: problem)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and recognize terms: <i>characters, role, function, plot, relationship, conflict, compare, contrast</i>● Compare and contrast two or more characters within one plot● Use a graphic organizer to compare and contrast characters in different plots● Compare and contrast two or more characters' roles and functions within one plot
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Fiction: Theme

5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Identify and explain multiple themes or moral lessons in a story or novel● Identify similar themes or moral lessons across multiple stories or novels● Provide evidence from the text to support themes or moral lessons across multiple stories or novels
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Explain the theme or moral lesson in a story or novel<input type="checkbox"/> Explain the conflict in a story or novel<input type="checkbox"/> Explain the resolution to a conflict in a story or novel
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and recognize terms: <i>theme, moral, conflict, resolution</i>● Identify the theme or moral lesson in a story or novel● Identify the conflict or problem in a story or novel● Identify the resolution in a story or novel
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Fiction: Point of View

5.R.2.A.c Describe how a narrator's or speaker's point of view influences events

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">● Explain how a narrator's or speaker's point of view changes over time and provide evidence to support this
3.0 (ME)	<i>The student will:</i> <input type="checkbox"/> Describe how a narrator's or speaker's point of view influences events within a text (the events in a story would be described differently if told through a different narrator or speaker)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">● Recall and recognize terms: <i>point of view, narrator, speaker, events, influence</i>● Identify the narrator's or speaker's point of view within the text● Understand that a narrator's or speaker's point of view can influence events in literature
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Process: Understanding Literal and Figurative Language

5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or linguistic root words and their prefixes and suffixes through context.
5.R.1B.d. Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Analyze Greek and Latin roots, prefixes, and suffixes and apply the meaning to familiar and unfamiliar words ● Evaluates the meaning behind the author’s craft using figurative language
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the meaning of specific root words, prefixes, and suffixes. <input type="checkbox"/> Determine the meaning of content specific vocabulary by breaking apart words by their prefix, suffix, and root word. <input type="checkbox"/> Explain the meaning of the identified figurative language, (e.g., similes, metaphors, etc.) in context
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p>
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>root, prefix, suffix, base</i> ● Recall meaning of root words ● Recall the meaning of prefixes (ex. pre) ● Recall the meaning of suffixes (ex. tion) ● Recall and recognize terms: <i>figurative language, simile, metaphor, idiom, adages, hyperboles</i>
1.0 (AC)	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

Writing Proficiency Scales

Writing Process	<ul style="list-style-type: none">• Revising & Editing
Compose Informational	<ul style="list-style-type: none">• Informational Writing
Compose Opinion	<ul style="list-style-type: none">• Opinion Writing
Compose Narrative	<ul style="list-style-type: none">• Narrative Writing
Language	<ul style="list-style-type: none">• Spelling

Writing Process: Revising & Editing

5.W.1.C. Reread, revise, and edit with assistance.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Revises for:<ul style="list-style-type: none">○ Establish and maintain a consistent point of view○ Include clearly identified characters○ Relevant facts and examples with supporting evidence○ Uses figurative language in a variety of genres when appropriate● Edits for:<ul style="list-style-type: none">○ Use of semicolons, colon, etc○ Utilizes an editing checklist independently to better their writing
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Revise- show evidence of adding, deleting, or changing text.<input type="checkbox"/> Correct grammar skills that were taught<ul style="list-style-type: none">■ Capitalization and end punctuation■ Dialogue and quotation punctuation■ Commas for introductory clauses, lists, and coordinating conjunctions<input type="checkbox"/> Correct language skills that were taught<ul style="list-style-type: none">■ Complete sentences (subject and predicate)■ Verb tenses
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and recognize terms: <i>revise, edit, main idea, sequence, focus, details, word choice, sentence structure, transition, audience and purpose, voice.</i>● Describe how sentence structure should be used, for example: capital letters and correct punctuation● Identify examples of past, present, and future tenses within a text across all content
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Informational Writing

5.W.2.B Write informative/explanatory texts.

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Elaborates on details by providing evidence, such as statistics, survey data, convincing quotes (experts opinions) ● Can explain the text structure they chose ● Explaining the author's word choice by giving context clues
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic using a topic sentence in an introductory paragraph <input type="checkbox"/> Develop the topic into supporting paragraphs from sources, using topic sentences <input type="checkbox"/> Include facts, details, examples, and quotations from sources <input type="checkbox"/> Use an organizational format that suits the topic <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose <input type="checkbox"/> Contain information using the student's original language except when using direct quotations from a source (paraphrase) <input type="checkbox"/> Use transitions to connect ideas within and across categories of information <input type="checkbox"/> Use text structures to organize information <input type="checkbox"/> Create a concluding paragraph related to the information
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>genre, text structure, main idea, topic sentence, facts, details, examples, quotations</i> ● Use a graphic organizer to support topic sentences with information from the source and the main idea with details ● Identify a text structure: <i>problem and solution, cause and effect, sequence, description, compare and contrast</i> ● Write a paragraph with a topic and supporting details with support
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Opinion Writing

5.W.2.A Write opinion texts

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Can verbally explain the structure chosen to write opinion piece ● Acknowledges the other viewpoints in writing and explains the significance of the other side's viewpoint. ● Elaborates on supporting details by providing evidence, such as statistics, survey data, convincing quotes (experts opinions)
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduce a topic or text being studied, using introductory paragraph that clearly supports the writer's purpose <input type="checkbox"/> State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details <input type="checkbox"/> Write a main idea or topic sentence near the beginning of each paragraph <input type="checkbox"/> Use specific and accurate words that are related to the topic, audience, and purpose <input type="checkbox"/> Contain information using student's original language excerpt when using direct quotation from a source <input type="checkbox"/> Reference the name of the author(s) or name of the source used for details or facts included in the text <input type="checkbox"/> Use transitions to connect opinion and reason <input type="checkbox"/> Organize the supporting details/reasons into introductory, supporting, and concluding paragraphs
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>introductory, supporting, conclusion, genre, main idea, topic sentence, relevance, accuracy, reliability, print resources, digital resources, paraphrasing, plagiarism, quotation marks, tag, source opinion, position, supporting reasons</i> ● Use a graphic organizer to support the main idea with details ● Use a graphic organizer to organize the opinion and supporting details ● Use basic transition words to connect opinion and resources; such as in addition, in summary, in other words, in conclusion. ● Identify reasons to support an opinion or position with support ● Identify facts and details from various sources with support
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Narrative Writing

5.W.2.C. Write fiction or nonfiction narratives and poems

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Can explain the structure verbally ● Uses a flashback intentional to support the story line ● Add in a clear theme to their writing ● Shows the character development throughout the story
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize events in order including each part: <ul style="list-style-type: none"> <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End <input type="checkbox"/> Establish a setting/situation/topic and introduce a narrator or characters <input type="checkbox"/> Apply narrative techniques to his/her writing: <ul style="list-style-type: none"> <input type="checkbox"/> Dialogue <input type="checkbox"/> Motivation <input type="checkbox"/> Description <input type="checkbox"/> Use a variety of transitions to manage the sequence of events, such as, however, although it was raining, nevertheless, similarly, moreover, in addition, all of a sudden, earlier I saw. <input type="checkbox"/> Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose; such as, figurative language, sensory details, and domain-specific words
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>dialogue, motivation, description, narrative, sequence, event, audience, purpose</i> ● Use a graphic organizer to put events in order from beginning to end with support ● Use the strategy of “I ADD” (Inner Thinking, Action, Dialogue, Description) ● Use a graphic organizer to organize key parts of narrative writing ● Show evidence of beginning, middle, and/or end. ● Use basic transitions to manage the sequence of events, such as after we ate, a moment later, shortly after my nap, meanwhile ● Recall and recognize different parts of figurative language
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Language: Spelling

5.L.1.B.j Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multisyllabic words in context

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Demonstrates understanding of how prefixes and suffixes change pronunciation and parts of speech of words
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Spell unfamiliar words using:<ul style="list-style-type: none"><input type="checkbox"/> Letter-sound correspondence<input type="checkbox"/> Syllable patterns<input type="checkbox"/> Greek and Latin roots and affixes (prefix, suffix)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Recall and recognize terms: <i>letter-sound correspondence, syllables, syllable patterns, multisyllabic words, root words, affixes, prefix, suffix</i>• Use various resources and spell unfamiliar words (Google search, dictionary, word wall, etc.)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science Priority Standards
<u>Obtaining, Evaluating, and Communicating Information</u>
<u>Developing and Using Models</u>
<u>Engaging in Argument from Evidence</u>

Obtaining, Evaluating, and Communicating Information

NGSS Practice 8: Obtain and combine information from books and/or other reliable media to explain events or solutions to a design problem.

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Obtaining information from a higher-level source• Critiquing information from a source
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Integrate information from articles and videos to explain scientific/engineering ideas.<input type="checkbox"/> Communicate information including tables, charts, and diagrams which describe scientific/engineering ideas.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Gather information with support• Explain events and solutions to a design problem with support
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Developing and Using Models

NGSS Practice 2: Build and revise simple models to represent events and systems and use provided models to describe or explain aspects of a system.

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Transferring to a new context or a novel science phenomenon
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Develop and revise a model based on evidence to represent an event or system<input type="checkbox"/> Use provided models to describe or explain aspects of a system
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Develop partially complete models
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Engaging in Argument from Evidence

NGSS Practice 7: Support an argument with evidence, data, or a model.

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Compare & critique two arguments on the same topic
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Construct an argument with evidence, data, and/or a model<input type="checkbox"/> Support an argument with evidence, data, and/or a model
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Support the argument with invalid/incomplete evidence
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Social Studies Priority Standards
<u>Evaluate and Use Resources and Artifacts</u>
<u>Use Visual Tools</u>
<u>Understand and Support Information in Sources</u>

Evaluate and Use Resources and Artifacts

5.TS.7.A Identify, select, analyze and evaluate resources to create a product

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Create a primary source to show student understanding of current events. ● Create multiple products to teach about one specific social studies topic.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify, select, analyze, evaluate, and use resources to create a product <ul style="list-style-type: none"> ● Content may include, but is not limited to: <ul style="list-style-type: none"> ○ Online sources, Encyclopedia, Reliable online sites, Biographies, Autobiographies, Informational Texts, Magazines, Periodicals, National Archives website <input type="checkbox"/> Evaluate and use artifacts to share information on social studies topics <ul style="list-style-type: none"> ● Content may include, but is not limited to: <ul style="list-style-type: none"> ○ A journal, Arrowheads, Original images, Virtual field trips, Checklist to evaluate sources
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>primary source, secondary source, artifact, online sources, encyclopedia, biographies, autobiographies, periodicals.</i> ● Identify the difference between primary and secondary sources. ● Be able to recognize and identify a reliable source.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Use Visual Tools

5.TS.7.B Use visual tools to communicate information and ideas

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Create multiple products to teach about one specific social studies topic. ● Use multiple visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas <ul style="list-style-type: none"> ● Content may include, but is not limited to: <ul style="list-style-type: none"> ○ Predictions - KWL or RAN charts, cloze notes, text features ○ Understanding T Charts, notes, Venn diagrams, cause/effect charts ○ Communicating information - oral presentation, sharing in cooperative learning or peer groups, digital presentations, posters, timelines, etc. <input type="checkbox"/> Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics <ul style="list-style-type: none"> ● Content may include, but is not limited to: <ul style="list-style-type: none"> ○ Maps, Graphs, Timelines, Charts, Models, Diagrams
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>predictions, maps, graphs, timelines, charts, models, diagrams</i> ● Differentiate among various types of visual tools. ● Gather information from visual tools.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Understand and Support Information in Sources

5.TS.7.C Understanding and supporting fact, opinion, bias, and point of view in sources

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Create texts which show bias to each position of a social studies issue. ● Research and defend the non popular side of a social studies issue.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how facts and opinions affect point of view and/or bias on a social studies topic <ul style="list-style-type: none"> ● Content may include, but is not limited to: <ul style="list-style-type: none"> ○ Point of View: Students investigate a topic and then form an opinion and look at each side's point of view, (ex. Southerner's vs. Northerner's) ○ Bias: Students investigate a topic but look at only one side and develop an attitude based strictly <input type="checkbox"/> Identify, research, and defend a point of view/position on a social studies topic <ul style="list-style-type: none"> ● Students can learn about any topic and defend a side based on the information they gained through the research process <ul style="list-style-type: none"> ○ Content may include, but is not limited to: <ul style="list-style-type: none"> ■ Women's Suffrage ■ Prohibition ■ Civil War ■ Peaceful Protesting
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>point of view, bias, fact</i> ● Distinguish between fact and opinion and recognize bias and point of view in social studies texts.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed