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PRIORITY STANDARDS

Lindbergh Schools 26-27

5th Grade Proficiency Scales
<u>Math</u>
<u>Reading</u>
<u>Writing</u>
<u>Science</u>
<u>Social Studies</u>

5th Grade Math Proficiency Scales		
Number Sense and Operations in Fractions	• <u>Understanding the Relationship between Fractions and Decimals</u>	Supplemental Lesson
	• <u>Adding and Subtracting Fractions</u>	Lessons 12 - 14 (iReady)
	• <u>Multiplying Fractions</u>	Lessons 19 - 22 (iReady)
	• <u>Dividing Fractions</u>	Lessons 23, 24 (iReady)
Relationships and Algebraic Thinking	• <u>Order of Operations</u>	Lesson 30 (iReady)
	• <u>Patterns & Ordered Pairs</u>	Lessons 33 (iReady)

Geometry and Measurement	• Metric and Customary Units	Lessons 25 - 26 (iReady)
	• Geometry: Volume	Lessons 1 - 3 (iReady)
Data and Statistics	• 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)	<i>Examples could include:</i> • 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 $\frac{3}{5}$ 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)	<i>The student will:</i> • Understand that parts of a whole can be expressed as fractions and/or decimals • Convert decimals to fractions and fractions to decimals • Compare and order fractions and/or decimals to the thousandths place use the symbols $>$, $=$ or $<$ and justify the solution.
2.5	No major errors or omissions regarding score 2.0 content and partial success at

(NM)	score 3.0.
2.0 (SD)	<i>The student will:</i> • 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)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Add fractions and mixed numbers with unlike denominators with and without regrouping • Subtract fractions with unlike denominators • Subtract mixed numbers with unlike denominators with and without regrouping
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> • 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)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed
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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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Multiply a whole number by a fraction • Multiply a fraction by a fraction • 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Divide a whole number by a unit fraction using a model • Divide a whole number by a unit fraction given an equation • Divide a unit fraction by a whole number using a model • 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Write expressions with numbers using the order of operations without exponents (PEMDAS/GEMS) • 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)	<i>The student will:</i> • 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	With support, not assessing grade level content at this time; partial understanding with

(AC)	extensive teacher support; significant growth needed
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Algebraic Thinking: Patterns & Ordered Pairs	
5.RA.A Represent and analyze patterns and relationships	
4.0 (EE)	<i>Examples could include:</i> - 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> Analyze and describe the relationship between two numerical patterns using ☐ Rules ☐ Tables ☐ Sets of Ordered Pairs ☐ Line Graphs 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> - 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> • 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> • Convert measures of capacity, length, and weight within the U.S. customary system • Convert measures of capacity, length, and weight within the metric system • 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> • 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
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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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Calculate the volume of a solid given its dimensions • 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)	<i>The student will:</i> • 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> • 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> • Create a line plot to represent a given data set • Analyze the data to answer questions and solve problems • Recognize outliers • 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> • 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

Foundational Skills

- [Phonics](#)

Reading
(Literary and Informational)

- [Vocabulary](#)
- [Text Structures](#)
- [Interpreting Text Features](#)
- [Literary Techniques](#)
- [Character Analysis](#)
- [Theme](#)
- [Point of View](#)

Foundational Skills: Phonics

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)	<i>Examples could include:</i> - Consistently applies word analysis skills in texts above grade level <i>Analyze familiar and unfamiliar words using the root word, base word, prefix, or suffix</i>
3.0 (ME)	<i>The student will:</i> Decode unfamiliar multisyllabic words accurately using letter-sound correspondences, syllable patterns, and morphology. Apply knowledge of roots, prefixes, and suffixes to decode familiar and unfamiliar words across subject areas. Demonstrate how adding a suffix can change the pronunciation of a root word (e.g., <i>photographer</i> → <i>photographic</i>).
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> - 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)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Vocabulary	
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)	<i>Examples could include:</i> - 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)	<i>The student will:</i> Identify the meaning of specific root words, prefixes, and suffixes. Determine the meaning of content specific vocabulary by breaking apart words by their prefix, suffix, and root word. Explain the meaning of the identified figurative language, (e.g., similes, metaphors, etc.) in context
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> - 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)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Nonfiction: Text Structures	
5.R.3.C.c Analyze how the organization of a text influences the meaning of the text	
4.0 (EE)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Analyze how the organization of a text (text structure) influences the meaning of the text: • Cause and effect • Problem and solution • Sequence • Compare and contrast • Description • Use text evidence to support the answer.
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> • 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: Interpret Text Features

5.R.3.A Read, infer and draw conclusions using text features in nonfiction texts.

4.0 (EE)	<i>Examples could include:</i> • Evaluate text features across multiple texts • Evaluate meaning across multiple texts • Create text features to support a summary • Use multiple features to summarize the text
3.0 (ME)	<i>The student will:</i> • Locate information using multiple text features and graphics • Explain how multiple text features support and connect to the information in the text • Use text evidence to support the answer
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> • Recall and recognize terms: <i>text feature, graphic features, nonfiction, locate, infer, draw conclusions, interpret, explain</i> • Make connections between two text features • Understand how to read text features to find information • Apply thinking strategies to interpret information
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Nonfiction: Literary Techniques

5.R.3.B.a Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim

5.R.3.B.g Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning

4.0 (EE)	<i>Examples could include:</i> • 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 • A student can complete a graphic organizer demonstrating that while an author <i>intended</i> to inform readers about an event, their final conclusion was illogical because they left out crucial historical facts. • Compare multiple viewpoints and determine which argument is most effectively supported • Analyze and compare how multiple authors present information about the same topic or event
3.0 (ME)	<i>The student will:</i> • Identify the author's specific viewpoint on an issue or determine what specific event, concept, or the specific process the author is trying to clarify • Identify details used to support a claim made by an author. • Explain how evidence supports an author's claim or conclusion • Analyze an author's reasoning and determine whether the conclusion is logical • Use text evidence to support the answer
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> • 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) • Distinguish between a claim and evidence • Identify details that support an author's claim • Recognize an author's conclusion • Compare and contrast different accounts of the same topic or event

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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Compare and contrast the roles and functions of characters in different plots (role and function: protagonist or antagonist) • Compare and contrast characters and their relationships in different plots (relationship: how they stand in relation to other characters ex. Best friend, teacher) • Compare and contrast characters and their conflicts in different plots (conflict: problem) • Use text evidence to support the answer
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> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Explain the theme or moral lesson in a story or novel • Explain the conflict in a story or novel • Explain the resolution to a conflict in a story or novel • Use text evidence to support the answer
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> • 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> 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> 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) Use text evidence to support the answer
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> - 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

Writing Proficiency Scales	
Writing Process	• Revising & Editing • Research
Writing	• Informational Writing • Opinion Writing • Narrative Writing
Language	• Spelling

Writing Process: Revising & Editing

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

5.L.1.A In speech and written form, apply standard English grammar.

4.0 (EE)	<i>Examples could include:</i> ● Revises for: ○ 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: ○ Use of semicolons, colon, etc ○ Utilizes an editing checklist independently to better their writing
3.0 (ME)	<i>The student will:</i> ● Revise- show evidence of adding, deleting, or changing text. ● Correct grammar skills that were taught ■ Capitalization and end punctuation ■ Dialogue and quotation punctuation ■ Commas for introductory clauses, lists, and coordinating conjunctions ● Correct language skills that were taught ■ 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)	<i>The student will:</i> ● 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Introduce a topic using a topic sentence in an introductory paragraph • Develop the topic into supporting paragraphs from sources, using topic sentences • Include facts, details, examples, and quotations from sources • Use an organizational format that suits the topic • Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose • Use transitions to connect ideas within and across categories of information • Use text structures to organize information • 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Introduce a topic or text being studied, using introductory paragraph that clearly supports the writer's purpose • State an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details • Write a main idea or topic sentence near the beginning of each paragraph • Use specific and accurate words that are related to the topic, audience, and purpose • Reference the name of the author(s) or name of the source used for details or facts included in the text • Use transitions to connect opinion and reason • 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Organize events in order including each part: • Beginning • Middle • End • Establish a setting/situation/topic and introduce a narrator or characters • Apply narrative techniques to his/her writing: • Dialogue • Motivation • Description • 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. • 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)	<i>The student will:</i> • 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

Writing: Research

5.W.3.A Apply a research process to use information from a variety of sources.

5.W.3.A.d Select relevant sources, literary and informational

5.W.3.A.g Differentiate between paraphrasing and plagiarism when using others' ideas

4.0 (EE)	<i>Examples could include:</i> • The student can analyze information across multiple sources to identify discrepancies or gaps in the data, resolving them through further targeted research. • The student can cross-reference a literary source (like a historical fiction novel) with informational texts to verify the historical accuracy of the setting or events. • The student can explain <i>why</i> they chose that specific source over another, and <i>why</i> the author's perspective matters to their research.
3.0 (ME)	<i>The student will:</i> • Select resources containing relevant information for the task • Use appropriate citations when quoting information from a source • Paraphrase and synthesize information within writing when not quoted
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> • Locate information across a variety of sources but requires teacher prompts to organize those facts into a structured research plan. • Identify multiple sources on a topic but will struggle to evaluate whether the source is credible, up-to-date, or relevant to their specific assignment. • Attempt to paraphrase text by swapping individual words with synonyms, but relies on adult support to completely restructure the sentence in their own words.
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> • Demonstrates understanding of how prefixes and suffixes change pronunciation and parts of speech of words
3.0 (ME)	<i>The student will:</i> • Spell unfamiliar words using: • Letter-sound correspondence • Syllable patterns • 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> • 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> • Obtaining information from a higher-level source • Critiquing information from a source
3.0 (ME)	<i>The student will:</i> • Integrate information from articles and videos to explain scientific/engineering ideas. • 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> • 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> • Transferring to a new context or a novel science phenomenon
3.0 (ME)	<i>The student will:</i> • Develop and revise a model based on evidence to represent an event or system • 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> • 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> • Compare & critique two arguments on the same topic
3.0 (ME)	<i>The student will:</i> • Construct an argument with evidence, data, and/or a model • 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> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Identify, select, analyze, evaluate, and use resources to create a product • Content may include, but is not limited to: ○ Online sources, Encyclopedia, Reliable online sites, Biographies, Autobiographies, Informational Texts, Magazines, Periodicals, National Archives website • Evaluate and use artifacts to share information on social studies topics • Content may include, but is not limited to: ○ 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas • Content may include, but is not limited to: ○ 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. • Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding on social studies topics • Content may include, but is not limited to: ○ 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)	<i>The student will:</i> • 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)	<i>Examples could include:</i> • 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)	<i>The student will:</i> • Explain how facts and opinions affect point of view and/or bias on a social studies topic • Content may include, but is not limited to: ○ 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 • Identify, research, and defend a point of view/position on a social studies topic • Students can learn about any topic and defend a side based on the information they gained through the research process ○ Content may include, but is not limited to: ■ 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)	<i>The student will:</i> • 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

