

## GRADE 5

### QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.5.1 Explain text using explicit and inferential details, and quotes.</b>	<ul style="list-style-type: none"> <li>• Details loosely connected.</li> <li>• Include key and minor details interchangeably.</li> <li>• No evidence provided</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some main events, but the student’s connections are loose or illogical.</li> <li>• Weak evidence provided</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate accurate and precise understanding of literal and inferential details from text.</li> <li>• Prove inference by citing one to two pieces of evidence or specific quotes that support the idea.</li> <li>• Identify specific places in the text where the author provides “clues” that help the reader understand the overall meaning of the text.</li> </ul>	Reads and understands text at Level X and above.
<b>R.5.2 Summarize texts.</b>	<ul style="list-style-type: none"> <li>• Discuss the main ideas in an informational text.</li> <li>• Use only one key point.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the main ideas in an informational text.</li> <li>• Use two to three key points to summarize.</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize text concisely, including characters (main and supporting), events, obstacles, and problem/solution.</li> <li>• Quote 3 key details from the text to support the summary. Determine the details that best support the big ideas.</li> </ul>	Reads and understands text at Level X and above.
<b>RL.5.3 Compare and contrast in detail story elements across texts.</b>	Explain how characters are alike or different, rather than identify traits.	Identify weak or inaccurate evidence to support theory of character’s trait(s).	<ul style="list-style-type: none"> <li>• Describes the traits of a character using specific evidence from the text that shows feelings, motivations and reactions to events.</li> </ul>	Reads and understands text at Level X and above.
<b>R.5.4 Determine meaning of words and phrases including figurative language.</b>	Needs significant support to use strategies for determining the meaning of words in text.	Needs some support to use strategies for determining the meaning of words in text.	<ul style="list-style-type: none"> <li>• Develop strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.</li> </ul>	Reads and understands text at Level X and above.
<b>R.5.7 Use both print and digital sources to ask and answer questions on a topic.</b>	Needs significant support to use visual information in the text.	Needs some support to use visual information in the text.	<ul style="list-style-type: none"> <li>• Explain how visual or oral presentation enhances the meaning, tone or beauty of the written text</li> <li>• Identify places in the text where the print is enhanced by a visual element.</li> <li>• Locate information from multiple sources to solve a problem, answer a question or gain knowledge.</li> </ul>	Reads and understands text at Level X and above.

# GRADE 5

## QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.5.1 Explain text using explicit and inferential details, and quotes.</b>	<ul style="list-style-type: none"> <li>• Infer based on what is explicitly stated.</li> <li>• Supports inference with 1 specific example from the text.</li> <li>• State what the author is trying to convey (e.g. Beavers are great carpenters or Stephan is a very complex fourth grader).</li> <li>• Does not support answer with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a discussion to be able to explain what the author means when they write...</li> <li>• Apply inferences to the overall meaning of the text.</li> <li>• Use details/facts to support inferences.</li> <li>• Annotate the events of the text.</li> <li>• Highlight quotes and annotations as evidence to support the main idea.</li> <li>• Identify &amp; describe the literary elements and completes a plot map (rising action, falling action, climax).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant events and how they relate to the problem and solution.</li> <li>• Infer the meaning/impact of significant events using 3-4 pieces of evidence that includes direct quotes from text.</li> <li>• Interpret implicit and explicit clues to understand or make inferences about the text.</li> <li>• Identify literary devices (i.e. foreshadowing, simile, metaphor...) and figurative language.</li> <li>• Explain how the literary device or figurative language provides information to better understand the text.</li> </ul>	<p>Independently infer and come to original conclusions in texts at level X and above.</p>
<b>R.5.2 Summarize texts.</b>	<ul style="list-style-type: none"> <li>• What is the theme of the text?</li> <li>• State summary sentence.</li> <li>• List story elements.</li> <li>• Explain author's message.</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesize details from the text to identify the theme and state it in a sentence.</li> <li>• Identify the theme by inferring characters feelings and decisions based on their actions including text evidence.</li> <li>• Identify the motivation of the major characters, using specific evidence.</li> <li>• Locate key places in the text that show the characters responding to challenges they face.</li> <li>• Connect the character responses to challenges, conflicts, events, other characters, etc. to the overall theme of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify multiple themes in writing by considering character experiences, literary devices, repetitive words, schema, knowledge about characters, character reactions to challenges, conflicts, events, other characters, lessons learned.</li> <li>• Use a combination of 3-5 pieces of evidence to support description of theme.</li> <li>• Use what the character says and does in conjunction with the main idea and author's purpose to develop the theme of the text.</li> <li>• Use life experiences, prior knowledge and understanding of vocabulary to synthesize the content to discover the theme.</li> </ul>	<p>Independently identifies the theme(s) of text(s) (Level X and above).</p>

## GRADE 5

### QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>RL.5.2</b> <b>Determine theme and locate particular details to convey the theme.</b>	Needs significant support to identify the theme and most important parts of the story.	Needs some support to identify the theme and most important parts of the story.	<ul style="list-style-type: none"> <li>• Identify a theme and summarize the most important parts of the story that support that theme.</li> <li>• Identify the challenges or conflicts a character faces in a text.</li> <li>• Identify how the character responds to the challenges, conflicts or events.</li> </ul>	Independently uses key ideas to provide a summary of the text (Level X and above). Summarize the story concisely, including the theme or lesson of the story.
<b>RL.5.3</b> <b>Compare and contrast in detail story elements across texts.</b>	Supply 2 pieces of evidence to describe how the characters are alike and different.	<ul style="list-style-type: none"> <li>• Explain your thinking about the author’s choice of setting.</li> <li>• Choose a different setting or time period and contrast it to the original setting.</li> <li>• Find evidence to support your discovery.</li> <li>• Explain how those traits affect the story events.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and state how a character changes across the story. (E.g. how the character’s feelings, motivations or behavior changes).</li> <li>• Connect the character’s feeling, motivations, traits, and behavior to the way they solved the problem.</li> <li>• Draw conclusions—how the problem may have been solved by different characters.</li> <li>• Infer causes for the solution, including other story elements (the problem the setting, other characters and so on.)</li> <li>• Recognize the hidden side of characters (e.g. Character acts like they don’t care about getting into trouble but the text shows they really do care).</li> </ul>	Compare and contrast main and secondary characters to determine the impact on the text’s theme. Multiple texts at Level X and above are compared.

## GRADE 5

### QUARTER 2 PROGRESS REPORT GUIDE

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<b>R.5.4 Determine meaning of words and phrases including figurative language.</b>	Need significant support to use context clues to define words in text.	Has some strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.	<ul style="list-style-type: none"> <li>• Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.</li> <li>• Identify figurative language (e.g. simile, metaphor, hyperbole, allusion, idioms) in the text.</li> </ul>	Reads and understands text at Level X and above.
<b>R.5.6 Describe how point of view impacts storytelling or relating information.</b>	Describe how they know the point of view a text is written	<ul style="list-style-type: none"> <li>• Describe how they know the point of view a text is written.</li> <li>• Explains how the point of view helps them understand the events.</li> <li>• Locate &amp; explain how events are impacted by the narrator’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how they know the point of view impacts the purpose and perspective of text.</li> <li>• Locate and explain how events are impacted by the narrator’s point of view.</li> <li>• Consider <u>your</u> point of view: Do you agree with the way the main character solved the problem? Explain.</li> </ul>	Compare and contrast the points of view of impact on the text’s meaning. Multiple texts at Level X and above are compared.

## GRADE 5

### QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.5.1 Explain text using explicit and inferential details, and quotes.</b>	<ul style="list-style-type: none"> <li>• Infer based on what is explicitly stated.</li> <li>• State what the author is trying to convey (e.g. Beavers are great carpenters or Stephan is a very complex fourth grader).</li> <li>• Does not support answer with evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight quotes and annotations as evidence to support the main idea.</li> <li>• Identify &amp; describe the literary elements and completes a plot map (rising action, falling action, climax).</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret implicit and explicit clues to understand or make inferences about the text.</li> <li>• Identify literary devices (i.e. foreshadowing, simile, metaphor...) and figurative language.</li> <li>• Explain how the literary device or figurative language provides information to better understand the text.</li> </ul>	Independently infer and come to original conclusions in texts at level X and above.
<b>RL.5.3 Determine theme and locate particular details to convey the theme.</b>	Supply 2 pieces of evidence to describe how the characters are alike and different.	<ul style="list-style-type: none"> <li>• Explain your thinking about the author’s choice of setting.</li> <li>• Choose a different setting or time period and contrast it to the original setting.</li> <li>• Find evidence to support your discovery.</li> <li>• Explain how those traits affect the story events.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and state how a character changes across the story. (E.g. how the character’s feelings, motivations or behavior changes).</li> <li>• Draw conclusions—how the problem may have been solved by different characters.</li> <li>• Infer causes for the solution, including other story elements (the problem the setting, other characters and so on.)</li> <li>• Recognize the hidden side of characters (e.g. Character acts like they don’t care about getting into trouble but the text shows they really do care).</li> </ul>	Compare and contrast main and secondary characters to determine the impact on the text’s theme. Multiple texts at Level X and above are compared.
<b>R.5.5 Use text structure to anticipate and gather information.</b>	Needs significant support to identify and use the text structures of nonfiction to uncover key details.	Needs support to identify and use the text structures of nonfiction to uncover key details.	<ul style="list-style-type: none"> <li>• Identify the possible text structures that are used in a nonfiction text.</li> <li>• Explain how a structure impacts how information is gained.</li> </ul>	Paraphrase key details using multiple texts, level W & above.

## GRADE 5

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<b>R.5.6 Describe how point of view impacts storytelling or relating information.</b>	Describe how they know the point of view a text is written	<ul style="list-style-type: none"> <li>• Describe how they know the point of view a text is written.</li> <li>• Explains how the point of view helps them understand the events.</li> <li>• Locate &amp; explain how events are impacted by the narrator’s point of view.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how they know the point of view impacts the purpose and perspective of text.</li> <li>• Locate and explain how events are impacted by the narrator’s point of view.</li> <li>• Consider <u>your</u> point of view: Do you agree with the way the main character solved the problem? Explain.</li> </ul>	Compare and contrast the points of view of impact on the text’s meaning. Multiple texts at Level X and above are compared.
<b>R.5.8 Explain how author uses reasons and evidence to support points in text.</b>	Lacks understanding of the terms: claim, evidence, and perspective.	<ul style="list-style-type: none"> <li>• Can define “claim” and relate it to “perspective” but can identify a claim in text only with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the author’s claims (perspectives). For example: “Conservation is the duty of every citizen.”</li> <li>• Support the claim with 3 to 4 pieces of evidence.</li> </ul>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Identify the claims made by more than one author on a topic and critique the authors’ support of claims.

# GRADE 5

## QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>RL.5.2</b> <b>Determine theme and locate particular details to convey the theme.</b>	<ul style="list-style-type: none"> <li>Identify a theme and summarize the most important parts of the story that support that theme.</li> <li>Identify the challenges or conflicts a character faces in a text.</li> <li>Identify how the character responds to the challenges, conflicts or events.</li> </ul>	<ul style="list-style-type: none"> <li>Identify more than one theme in a text and summarize the most important parts of the story that support each theme.</li> <li>Explain what changes a character experiences as a result of challenges, conflicts or events.</li> </ul>	<ul style="list-style-type: none"> <li>Determine multiple themes in a text. Cite multiple details/examples accurately from the text that support each theme.</li> <li>Analyze the character’s responses to challenges, conflicts, events, and other characters to determine the overall theme of the text. Include what are the challenges/conflicts, how the character responds, and whether the response was successful.</li> </ul>	<ul style="list-style-type: none"> <li>Independently infer and come to original conclusions in texts at level X and above.</li> </ul>
<b>R.5.4</b> <b>Determine meaning of words and phrases including figurative language.</b>	<ul style="list-style-type: none"> <li>Develop strategies to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context clues.</li> <li>Identify figurative language (e.g. simile, metaphor, hyperbole, allusion, idioms) in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Apply strategies consistently to clarify the meaning of unfamiliar academic and domain specific words and phrases, using context.</li> <li>Read text that includes figurative language with understanding.</li> <li>Locate places the author uses descriptive/figurative language to emphasize a particular story element.</li> </ul>	<ul style="list-style-type: none"> <li>Reads and understands text at Level X and above.</li> </ul>
<b>R.5.5</b> Use text structure to anticipate and gather information.	<ul style="list-style-type: none"> <li>Needs significant support to take notes in the format of the text. E.g. Using a problem-solution graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Needs some support to take notes in the format of the text. E.g. Using a problem-solution graphic organizer.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the text structure used in a particular nonfiction text.</li> <li>Explain how certain note taking methods are more efficient with certain structures.</li> </ul>	<ul style="list-style-type: none"> <li>Reads and understands text at Level X and above.</li> </ul>

## GRADE 5

### QUARTER 4 PROGRESS REPORT GUIDE

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<b>RI.5.8 Explain how author uses reasons and evidence to support points in text.</b>	Identify an author’s reason for writing a text.	<ul style="list-style-type: none"> <li>• Sort details into most important and not important categories. Practices distinguishing between main idea and important details.</li> <li>• Share any 2 details from the text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the author’s points/claim</li> <li>• Support claim with multiple pieces of evidence from text.</li> <li>• Explain how the reasons or evidence supports the author’s points/claim.</li> <li>• Evaluate whether adequate evidence was provided to support the author’s points/claims.</li> </ul>	Reads and understands text at Level X and above.
<b>R.5.9 Integrate information from several texts.</b>	<ul style="list-style-type: none"> <li>• Needs significant support to compare theme development between two texts.</li> <li>• Needs significant support to write a thesis.</li> <li>• Needs significant support to integrate information from multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Needs some support to compare theme development between two texts.</li> <li>• Needs some support to write a thesis.</li> <li>• Needs support to integrate information from multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a thesis statement based on information gained from several texts on the same topic.</li> <li>• Integrate information from several texts to display knowledge of a topic when writing or speaking.</li> <li>• Identify similar themes and topics found in stories in the same genre.</li> <li>• Compare how different author develop the theme. Cite multiple examples from the text.</li> <li>• Compare themes in multiple texts in the same genre.</li> </ul>	Reads and understands text at Level X and above.