



MONROE PUBLIC SCHOOLS
— MONROE, CONNECTICUT —

MPS Fifth Grade Reading

Literature

Report Card Indicator: Accurately quotes from a text when explaining what the text says explicitly and/or when drawing conclusions				
Standard: RL.5.1				
Trimester	1	2	3	4
1	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text using no quotes.	Requires teacher prompting and support to pick an accurate quotation to support an idea. Answers questions concerning key details in text sometimes using quotes. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Accurately quotes from a text when explaining what the text says explicitly or when drawing conclusions from grade level texts independently.	Independently, <u>consistently</u> , and accurately quotes from text when explaining what the text says explicitly or when drawing conclusions on above grade level text. Explains reasoning behind the use of quotations and may use more than one.
2	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text using no quotes.	Requires teacher prompting and support to pick an accurate quotation to support an idea. Answers questions concerning key details in text sometimes using quotes. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Accurately quotes from a text when explaining what the text says explicitly or when drawing conclusions from grade level texts independently.	Independently, <u>consistently</u> , and accurately quotes from text when explaining what the text says explicitly or when drawing conclusions on above grade level text. Explains reasoning behind the use of quotations and may use more than one.
3	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text using no quotes.	Requires teacher prompting and support to pick an accurate quotation to support an idea. Answers questions concerning key details in text sometimes using quotes. May be able to ask/answer literal questions but needs more prompting and support for inferential.	Accurately quotes from a text when explaining what the text says explicitly or when drawing conclusions from grade level texts independently.	Independently, <u>consistently</u> , and accurately quotes from text when explaining what the text says explicitly or when drawing conclusions on above grade level text. Explains reasoning behind the use of quotations and may use more than one.



Report Card Indicator: Summarizes a text to determine a theme of a story, drama, or poem using the details in the text				
Standard: RL.5.2				
Trimester	1	2	3	4
1	Little or no understanding of story structure and theme; limited or no ability to summarize stories.	Requires teacher prompting and support to summarize important ideas from a text, but may or may not include the theme.	Independently summarizes important ideas from a grade level text (story, drama, or poem) to determine theme.	Independently and <u>consistently</u> summarizes important ideas from an above grade level text to determine theme (story, drama, or poem). Includes only the most important parts and uses a quote to provide evidence.
2	Little or no understanding of story structure and theme; limited or no ability to summarize stories.	Requires teacher prompting and support to summarize important ideas from a text, but may or may not include the theme.	Independently summarizes important ideas from a grade level text (story, drama, or poem) to determine theme.	Independently and <u>consistently</u> summarizes important ideas from an above grade level text to determine theme (story, drama, or poem). Includes only the most important parts and uses a quote to provide evidence.
3	Little or no understanding of story structure and theme; limited or no ability to summarize stories.	Requires teacher prompting and support to summarize important ideas from a text, but may or may not include the theme.	Independently summarizes important ideas from a grade level text (story, drama, or poem) to determine theme.	Independently and <u>consistently</u> summarizes important ideas from an above grade level text to determine theme (story, drama, or poem). Includes only the most important parts and uses a quote to provide evidence.



Report Card Indicator: Describes how a narrator's point-of-view impacts the events in the story				
Standard: RL.5.6				
Trimester	1	2	3	4
1	Unable to describe how a narrator or speaker's point of view influences events in stories.	With teacher support/prompting can describe how a narrator or speaker's point of view influences events in a story on or below grade level.	Independently describes how a narrator or speaker's point of view influences events in a story on grade level texts.	Independently and <u>consistently</u> describes how a narrator or speaker's point of view influences events in a story on above grade level texts. Discusses why the author chose the narrator for the story.
2	Unable to describe how a narrator or speaker's point of view influences events in stories.	With teacher support/prompting can describe how a narrator or speaker's point of view influences events in a story on or below grade level.	Independently describes how a narrator or speaker's point of view influences events in a story on grade level texts.	Independently and <u>consistently</u> describes how a narrator or speaker's point of view influences events in a story on above grade level texts. Discusses why the author chose the narrator for the story.
3	Unable to describe how a narrator or speaker's point of view influences events in stories.	With teacher support/prompting can describe how a narrator or speaker's point of view influences events in a story on or below grade level.	Independently describes how a narrator or speaker's point of view influences events in a story on grade level texts.	Independently and <u>consistently</u> describes how a narrator or speaker's point of view influences events in a story on above grade level texts. Discusses why the author chose the narrator for the story.



Report Card Indicator: Compares and contrasts story elements by using specific evidence from a text				
Standard: RL.5.3				
Trimester	1	2	3	4
1	Unable to compare and contrast story elements from the text using specific details.	Compares and contrasts story elements using specific details from text on or below grade level with teacher prompting and support.	Independently compares and contrasts story elements using specific details from the text on grade level.	Independently and <u>consistently</u> compares and contrasts story elements using specific details from the text on or above grade level.
2	Unable to compare and contrast story elements from the text using specific details.	Compares and contrasts story elements using specific details from text on or below grade level with teacher prompting and support.	Independently compares and contrasts story elements using specific details from the text on grade level.	Independently and <u>consistently</u> compares and contrasts story elements using specific details from the text on or above grade level.
3	Unable to compare and contrast story elements from the text using specific details.	Compares and contrasts story elements using specific details from text on or below grade level with teacher prompting and support.	Independently compares and contrasts story elements using specific details from the text on grade level.	Independently and <u>consistently</u> compares and contrasts story elements using specific details from the text on or above grade level.



Report Card Indicator: Compares and contrasts similar themes and topics across texts				
Standard: RL.5.9				
Trimester	1	2	3	4
1	Unable to compare and contrast themes or topics across texts.	Compares and contrasts themes or topics across texts on or below grade level with teacher support/prompting.	Independently compares and contrasts similar themes or topics across texts on grade level.	Independently and <u>consistently</u> demonstrates ability to compare and contrast themes or topics with above grade level texts. Uses explanation and support.
2	Unable to compare and contrast themes or topics across texts.	Compares and contrasts themes or topics across texts on or below grade level with teacher support/prompting.	Independently compares and contrasts similar themes or topics across texts on grade level.	Independently and <u>consistently</u> demonstrates ability to compare and contrasts themes or topics with above grade level texts. Uses explanation and support.
3	Unable to compare and contrast themes or topics across texts.	Compares and contrasts themes or topics across texts on or below grade level with teacher support/prompting.	Independently compares and contrasts similar themes or topics across texts on grade level.	Independently and <u>consistently</u> demonstrates ability to compare and contrasts themes or topics with above grade level texts. Uses explanation and support.

Informational Text

Revised Draft- 10-10-2016



Report Card Indicator: Quotes accurately from informational text when supporting a response				
Standard: RI.5.1				
Trimester	1	2	3	4
1				
2	<p>Little or no understanding of what has been read. Unable to ask or answer questions accurately concerning key details in a text using no quotes.</p>	<p>Requires teacher prompting and support to pick an accurate quotation to support an idea. Answers questions concerning key details in text sometimes using quotes. May be able to ask/answer questions, but needs more prompting and support.</p>	<p>Independently and accurately quotes from a text when explaining what the text says explicitly or when drawing conclusions from grade level texts.</p>	<p>Independently, <u>consistently</u>, and accurately quotes from text when explaining what the text says explicitly or when drawing conclusions on above grade level text. Explains reasoning behind the use of quotations and may use more than one.</p>
3	<p>Little or no understanding of what has been read. Unable to ask or answer questions accurately concerning key details in a text using no quotes.</p>	<p>Requires teacher prompting and support to pick an accurate quotation to support an idea. Answers questions concerning key details in text sometimes using quotes. May be able to ask/answer questions, but needs more prompting and support.</p>	<p>Independently and accurately quotes from a text when explaining what the text says explicitly or when drawing conclusions from grade level texts.</p>	<p>Independently, <u>consistently</u>, and accurately quotes from text when explaining what the text says explicitly or when drawing conclusions on above grade level text. Explains reasoning behind the use of quotations and may use more than one.</p>



Report Card Indicator: Summarizes the text by determining two or more main ideas of a text and explains how they are supported by key details				
Standard: RI.5.2				
Trimester	1	2	3	4
1				
2	Unable to summarize main ideas from nonfiction texts.	With teacher prompting and support, is able to summarize two or more main ideas from informational text when working with text on or below grade level.	Independently determines two or more main ideas of a text and explains how they are supported by key details when summarizing a text on grade level.	Independently and <u>consistently</u> determines two or more main ideas of a text and explains how they are supported by key details when summarizing a text above grade level. Synthesizes main ideas to determine the central main idea.
3	Unable to summarize main ideas from nonfiction texts.	With teacher prompting and support, is able to summarize two or more main ideas from informational text when working with text on or below grade level.	Independently determines two or more main ideas of a text and explains how they are supported by key details when summarizing a text on grade level.	Independently and <u>consistently</u> determines two or more main ideas of a text and explains how they are supported by key details when summarizing a text above grade level. Synthesizes main ideas to determine the central main idea.



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Report Card Indicator: Compares and contrasts the overall structure of two or more informational texts				
Standard: RI.5.5				
Trimester	1	2	3	4
1				
2	Unable to compare and contrast overall structure from the text using specific details.	Compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on or below grade level with teacher prompting and support.	Independently compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on grade level materials.	Independently and <u>consistently</u> compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on or above grade level. Explains how the text structure forwards the author's central idea.
3	Unable to compare and contrast overall structure from the text using specific details.	Compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on or below grade level with teacher prompting and support.	Independently compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on grade level materials.	Independently and <u>consistently</u> compares and contrasts overall structure (comparisons, cause/effect, and problem/solution) using specific details across texts on or above grade level. Explains how the text structure forwards the author's central idea.



Report Card Indicator: Analyzes multiple accounts of the same topic noting the similarities and differences unique to various points of view				
Standard: RI.5.6				
Trimester	1	2	3	4
1				
2	Unable to analyze multiple accounts of the same topic noting similarities and differences.	Analyzes multiple accounts of the same event or topic noting similarities and differences on or below grade level text with teacher support/prompting.	Independently analyzes multiple accounts of the same event or topic noting similarities and differences of the point of views using grade level texts in order to form an opinion.	Independently and <u>consistently</u> analyzes multiple accounts of the same event or topic noting similarities and differences of the point of views with above grade level texts. Evaluates in order to form own opinion.
3	Unable to analyze multiple accounts of the same topic noting similarities and differences.	Analyzes multiple accounts of the same event or topic noting similarities and differences on or below grade level text with teacher support/prompting.	Independently analyzes multiple accounts of the same event or topic noting similarities and differences of the point of views using grade level texts in order to form an opinion.	Independently and <u>consistently</u> analyzes multiple accounts of the same event or topic noting similarities and differences of the point of views with above grade level texts. Evaluates in order to form own opinion.



Report Card Indicator: Demonstrates the ability to utilize information from multiple print/digital sources when researching a topic				
Standard: RI.5.7				
Trimester	1	2	3	4
1				
2	Unable to use print and digital sources efficiently when researching a topic.	Begins to use both print and digital sources to gather information when researching a topic with teacher support and prompting.	Independently demonstrates the ability to gather information from multiple print or digital sources when researching a topic on grade level texts.	Independently and <u>consistently</u> demonstrates the ability to gather information from multiple print or digital sources when researching a topic on above grade level texts.
3	Unable to use print and digital sources efficiently when researching a topic.	Begins to use both print and digital sources to gather information when researching a topic with teacher support and prompting.	Independently demonstrates the ability to gather information from multiple print or digital sources when researching a topic on grade level texts.	Independently and <u>consistently</u> demonstrates the ability to gather information from multiple print or digital sources when researching a topic on above grade level texts.



Foundational Skills

Report Card Indicator: Knows and applies grade-level phonics and word analysis skills in decoding words				
Standard: RF.5.3				
Trimester	1	2	3	4
1	Unable to apply word analysis strategies.	Applies word analysis strategies; may only be able to apply with lower level text or with teacher prompting and support.	Independently applies word analysis strategies with grade level texts.	Independently and <u>consistently</u> applies word analysis strategies with above grade level texts.
2	Unable to apply word analysis strategies.	Applies word analysis strategies; may only be able to apply with lower level text or with teacher prompting and support.	Independently applies word analysis strategies with grade level texts.	Independently and <u>consistently</u> applies word analysis strategies with above grade level texts.
3	Unable to apply word analysis strategies.	Applies word analysis strategies; may only be able to apply with lower level text or with teacher prompting and support.	Independently applies word analysis strategies with grade level texts.	Independently and <u>consistently</u> applies word analysis strategies with above grade level texts.



Report Card Indicator: Reads accurately and fluently to support comprehension				
Standard: RF.5.4				
Trimester	1	2	3	4
1	Reads slowly and inaccurately with little or no expression.	Reads some words accurately with some expression on below level texts. May not heed punctuation.	Independently and <u>consistently</u> reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation.	Independently and <u>consistently</u> reads all words accurately with high fluency and expression on above grade level texts. Heeds all punctuation.
2	Reads slowly and inaccurately with little or no expression.	Reads some words accurately with some expression on below level texts. May not heed punctuation.	Independently and <u>consistently</u> reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation.	Independently and <u>consistently</u> reads all words accurately with high fluency and expression on above grade level texts. Heeds all punctuation.
3	Reads slowly and inaccurately with little or no expression.	Reads some words accurately with some expression on below level texts. May not heed punctuation.	Independently and <u>consistently</u> reads most words accurately, with high fluency and expression, on grade level. Heeds punctuation.	Independently and <u>consistently</u> reads all words accurately with high fluency and expression on above grade level texts. Heeds all punctuation.



MPS Fifth Grade Writing

Writing

Report Card Indicator: Writes to communicate ideas and information effectively				
Standard: W.5.1, W.5.2, W.5.3				
Trimester	1	2	3	4
1	Unable to write for a specific purpose.	May write for a specific purpose that has been taught. May write a beginning, middle and end. May not be organized or in paragraph form.	Independently can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details.	Independently and <u>consistently</u> can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details and strong language.
2	Unable to write for a specific purpose.	May write for a specific purpose that has been taught. May write a beginning, middle and end. May not be organized or in paragraph form.	Independently can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details.	Independently and <u>consistently</u> can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details and strong language.
3	Unable to write for a specific purpose.	May write for a specific purpose that has been taught. May write a beginning, middle and end. May not be organized or in paragraph form.	Independently can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details.	Independently and <u>consistently</u> can write to a specific purpose that has been taught and writes at an appropriate volume to express the purpose with supporting details and strong language.



Report Card Indicator: Produces clear and coherent writing in which the development and organization are appropriate to the task, purpose and audience				
Standard: W.5.4, W.5.10				
Trimester	1	2	3	4
1	Unable to apply learned writing strategies.	Applies learned writing strategies occasionally. Writing often lacks focus and development.	Independently produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and <u>consistently</u> applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.
2	Unable to apply learned writing strategies.	Applies learned writing strategies occasionally. Writing often lacks focus and development.	Independently produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and <u>consistently</u> applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.
3	Unable to apply learned writing strategies.	Applies learned writing strategies occasionally. Writing often lacks focus and development.	Independently produces published work that is clear and coherent and appropriate to task, purpose, and audience. Incorporates some feedback from peers/teacher.	Independently and <u>consistently</u> applies learned writing strategies at a more sophisticated level. Produces published work that is clear and coherent and appropriate to task, purpose, and audience.



Report Card Indicator: Strengthens writing by planning, revising, editing, and rewriting				
Standard: W.5.5				
Trimester	1	2	3	4
1	With teacher prompting and support, (modeling, checklists, conferences) is unable to edit or revise writing.	Requires teacher prompting and support (modeling, checklists, conferences), to edit and revise. Not always able to peer edit. Seldom uses capitalization and punctuation in writing.	With some teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Is able to edit with peers and rewrite for a specific purpose. Uses capitalization and punctuation in writing.	Independently and <u>consistently</u> can edit and revise writing. Discusses feedback effectively with peers. <u>Consistently</u> uses capitalization and grade appropriate punctuation in writing.
2	With teacher prompting and support, (modeling, checklists, conferences) is unable to edit or revise writing.	Requires teacher prompting and support (modeling, checklists, conferences), to edit and revise. Not always able to peer edit. Seldom uses capitalization and punctuation in writing.	With some teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Is able to edit with peers and rewrite for a specific purpose. Uses capitalization and punctuation in writing.	Independently and <u>consistently</u> can edit and revise writing. Discusses feedback effectively with peers. <u>Consistently</u> uses capitalization and grade appropriate punctuation in writing.
3	With teacher prompting and support, (modeling, checklists, conferences) is unable to edit or revise writing.	Requires teacher prompting and support (modeling, checklists, conferences), to edit and revise. Not always able to peer edit. Seldom uses capitalization and punctuation in writing.	With some teacher prompting and support (modeling, checklists, conferences), is able to edit or revise writing. Is able to edit with peers and rewrite for a specific purpose. Uses capitalization and punctuation in writing.	Independently and <u>consistently</u> can edit and revise writing. Discusses feedback effectively with peers. <u>Consistently</u> uses capitalization and grade appropriate punctuation in writing.



Report Card Indicator: Conducts short research projects that use several sources to build knowledge through investigation of different aspects of a topic				
Standard: W.5.7				
Trimester	1	2	3	4
1				
2	Provides minimal details to support a topic.	With teacher prompting and support, provides limited details, examples from texts and/or research to support a topic.	Independently provides strong and meaningful details, examples from texts and/or research to support a topic in writing.	Independently and <u>consistently</u> provides strong, meaningful and expanded details, examples from texts and/or research to support a topic.
3	Provides minimal details to support a topic.	With teacher prompting and support, provides limited details, examples from texts and/or research to support a topic.	Independently provides strong and meaningful details, examples from texts and/or research to support a topic in writing.	Independently and <u>consistently</u> provides strong, meaningful and expanded details, examples from texts and/or research to support a topic.



Report Card Indicator: Takes notes and gathers information from print/digital sources and personal experiences; summarizes information and cites sources				
Standards: W.5.8; W.5.9				
Trimester	1	2	3	4
1				
2	Is unable to use print/digital information as a source to take notes. May use some personal experiences.	Can gather limited information from print/digital sources and personal experiences with teacher prompting and support. Can take notes from sources and may cite.	Independently utilizes information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source.	Independently and <u>consistently</u> gathers information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source.
3	Is unable to use print/digital information as a source to take notes. May use some personal experiences.	Can gather limited information from print/digital sources and personal experiences with teacher prompting and support. Can take notes from sources and may cite.	Independently utilizes information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source.	Independently and <u>consistently</u> gathers information from print/digital sources and personal experiences. Takes notes on sources and sorts information into categories. Cites information source.



Language

Report Card Indicator: Demonstrates a command of grade-level conventions of standard English grammar and usage				
Standard: L.5.1				
Trimester	1	2	3	4
1	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement. Unable to use appropriate grade level punctuation.	Can produce simple sentences. Attempts to write sentences having correct subject-verb and pronoun agreement with teacher prompting and support. Inconsistent with grade level punctuation.	Independently produces complex sentences with proper use of grade level punctuation. Sentences have correct subject-verb and pronoun agreement. Uses introductory phrases.	Independently and <u>consistently</u> produces a variety of complex sentences that are well structured at a more sophisticated level with punctuation. Sentences have correct subject-verb and pronoun agreement.
2	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement. Unable to use appropriate grade level punctuation.	Can produce simple sentences. Attempts to write sentences having correct subject-verb and pronoun agreement with teacher prompting and support. Inconsistent with grade level punctuation.	Independently produces complex sentences with proper use of grade level punctuation. Sentences have correct subject-verb and pronoun agreement. Uses introductory phrases.	Independently and <u>consistently</u> produces a variety of complex sentences that are well structured at a more sophisticated level with punctuation. Sentences have correct subject-verb and pronoun agreement.
3	Sentence structure is simplistic. Sentences do not always have correct subject-verb and pronoun agreement. Unable to use appropriate grade level punctuation.	Can produce simple sentences. Attempts to write sentences having correct subject-verb and pronoun agreement with teacher prompting and support. Inconsistent with grade level punctuation.	Independently produces complex sentences with proper use of grade level punctuation. Sentences have correct subject-verb and pronoun agreement. Uses introductory phrases.	Independently and <u>consistently</u> produces a variety of complex sentences that are well structured at a more sophisticated level with punctuation. Sentences have correct subject-verb and pronoun agreement.



Report Card Indicator: Acquires and uses grade-level vocabulary and demonstrates an understanding of figurative language				
Standard: L.5.4, L.5.5, L.5.6				
Trimester	1	2	3	4
1	Vocabulary is below grade level standards.	Begins to use grade-level vocabulary in writing. Acquires the use of Greek and Latin affixes and roots as clues to the meanings of words with teacher prompting and support.	Independently acquires and uses accurately grade-appropriate academic and domain specific words in writing. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Independently and accurately acquires and uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.
2	Vocabulary is below grade level standards.	Begins to use grade-level vocabulary in writing. Acquires the use of Greek and Latin affixes and roots as clues to the meanings of words with teacher prompting and support.	Independently acquires and uses accurately grade-appropriate academic and domain specific words. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Independently and accurately acquires and uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.
3	Vocabulary is below grade level standards.	Begins to use grade-level vocabulary in writing. Acquires the use of Greek and Latin affixes and roots as clues to the meanings of words with teacher prompting and support.	Independently acquires and uses accurately grade-appropriate academic and domain specific words. Uses common Greek and Latin affixes and roots as clues to the meaning of a word. Demonstrates understanding of figurative language.	Independently and accurately acquires and uses grade-appropriate academic and domain specific words. Independently uses learned vocabulary in writing in more sophisticated ways including figurative language.



Report Card Indicator: Applies correct spelling of grade-level words in written work				
Standard: L.5.2				
Trimester	1	2	3	4
1	Unable to use learned spelling skills.	Uses some learned spelling skills.	Independently uses learned spelling skills. Occasional errors may occur.	Independently and <u>consistently</u> uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).
2	Unable to use learned spelling skills.	Uses some learned spelling skills.	Independently uses learned spelling skills. Occasional errors may occur.	Independently and <u>consistently</u> uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).
3	Unable to use learned spelling skills.	Uses some learned spelling skills.	Independently uses learned spelling skills. Occasional errors may occur.	Independently and <u>consistently</u> uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).



Listening and Speaking

Report Card Indicator: Effectively participates in discussions within a group				
Standards: SL. 5. 1				
Trimester	1	2	3	4
1	Seldom participates in group discussions. Does not follow agreed upon rules.	Occasionally participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required materials. Makes frequent contributions to discussions. Follows agreed upon rules of discussion.	Discussions are thought provoking; prepared to discuss material read. Follows agreed upon rules of discussion. Will also ask and answers questions to contribute to the discussion. Builds on another's point of discussion.
2	Seldom participates in group discussions. Does not follow agreed upon rules.	Occasionally participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required materials. Makes frequent contributions to discussions. Follows agreed upon rules of discussion.	Discussions are thought provoking; prepared to discuss material read. Follows agreed upon rules of discussion. Will also ask and answers questions to contribute to the discussion. Builds on another's point of discussion.
3	Seldom participates in group discussions. Does not follow agreed upon rules.	Occasionally participates in discussions. Requires reminders to follow agreed upon rules of discussion.	Comes to discussions prepared having read or studied required materials. Makes frequent contributions to discussions. Follows agreed upon rules of discussion.	Discussions are thought provoking; prepared to discuss material read. Follows agreed upon rules of discussion. Will also ask and answers questions to contribute to the discussion. Builds on another's point of discussion.



Report Card Indicator: Summarizes information presented in different formats				
Standards: SL.5.2, SL.5.3				
Trimester	1	2	3	4
1	Has difficulty with summarizing text read aloud.	Works to summarize portions of a text read aloud or information presented orally with prompting and support.	Independently summarizes portions of a text read aloud or from information presented orally through different media. Provides evidence from the speaker.	Independently and consistently summarizes portions of a text read aloud or from information presented orally through different media in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.
2	Has difficulty with summarizing text read aloud.	Works to summarize portions of a text read aloud or information presented orally with prompting and support.	Independently summarizes portions of a text read aloud or from information presented orally through different media. Provides evidence from the speaker.	Independently and consistently summarizes portions of a text read aloud or from information presented orally through different media in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.
3	Has difficulty with summarizing text read aloud.	Works to summarize portions of a text read aloud or information presented orally with prompting and support.	Independently summarizes portions of a text read aloud or from information presented orally through different media. Provides evidence from the speaker.	Independently and consistently summarizes portions of a text read aloud or from information presented orally through different media in order to summarize or state a point of view. Identifies reasons and evidence a speaker provides to support particular points.



Report Card Indicator: Presents information, including opinions, with appropriate facts and relevant, descriptive details				
Standards: SL.5.4				
Trimester	1	2	3	4
1	Has difficulty reporting on a topic or presenting an opinion with appropriate facts and details.	Reports on a topic or presents an opinion with some appropriate facts and details with prompting and support.	Independently reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details.	Independently and <u>consistently</u> reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details to support main ideas or themes.
2	Has difficulty reporting on a topic or presenting an opinion with appropriate facts and details.	Reports on a topic or presents an opinion with some appropriate facts and details with prompting and support.	Independently reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details.	Independently and <u>consistently</u> reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details to support main ideas or themes.
3	Has difficulty reporting on a topic or presenting an opinion with appropriate facts and details.	Reports on a topic or presents an opinion with some appropriate facts and details with prompting and support.	Independently reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details.	Independently and <u>consistently</u> reports on a topic or presents an opinion, sequencing ideas logically with appropriate facts and details to support main ideas or themes.



Report Card Indicator: Speaks clearly with appropriate pace, volume, and expression giving attention to context and audience				
Standards: SL.5.6				
Trimester	1	2	3	4
1	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Speaks with some details and expresses some thoughts clearly and requires prompting and support.	Independently describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently and consistently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.
2	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Speaks with some details and expresses some thoughts clearly and requires prompting and support.	Independently describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently and consistently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.
3	Does not speak in complete thoughts. Has difficulty expressing ideas and/or feelings.	Speaks with some details and expresses some thoughts clearly and requires prompting and support.	Independently describes and expresses complete thoughts and feelings appropriately. Ideas are clear and relevant to the discussion. Uses appropriate pace and volume in speaking.	Independently and consistently describes and expresses thoughts and feelings appropriately. Ideas are clear and engaging and always relevant to the topics. Uses appropriate pace and volume in speaking.



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