

Report Card Standard	Meets Standard for December	Meets Standard for March	Meets Standard for June	Documentation/Assessment
SPEAKING AND LISTENING				
Engages effectively in collaborative discussions on Grade 5 topics and texts, building on others' ideas and expressing their own clearly	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Follows agreed upon rules for discussion Poses and responds to specific questions by making comments that contribute to the discussion <p><i>With some support:</i></p> <ul style="list-style-type: none"> Elaborates on the remarks of others Reviews the key ideas expressed and draws conclusions in light of information or knowledge gained from the discussions 	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Follows agreed upon rules for discussion Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others <p><i>With minimal support:</i></p> <ul style="list-style-type: none"> Reviews the key ideas expressed and draws conclusions in light of information or knowledge gained from the discussions 	<p>Engages effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led), building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> Comes to discussion prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Follows agreed upon rules for discussion Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others Reviews the key ideas expressed and draws conclusions in light of information or knowledge gained from the discussions 	<ul style="list-style-type: none"> Large group, small group, and partner discussions across all content areas Teacher's anecdotal notes/checklists/rubrics
Reports on a topic or text or presents an opinion in an organized way with appropriate facts and relevant, descriptive details	Reports on a topic or text in an organized manner using appropriate facts and relevant, descriptive details to support main ideas or themes	Reports on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes	Reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes	<ul style="list-style-type: none"> Text discussions and presentations Content area reports, presentations, and discussions Teacher's anecdotal notes/checklists/rubrics

Grade Five

ELA Benchmarks

	<p><i>With some support:</i></p> <ul style="list-style-type: none"> Sequences ideas logically Presents an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes 	<p><i>With minimal support:</i></p> <ul style="list-style-type: none"> Presents an opinion, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes 		<p>(such as ACOVA and PVLEGS)</p>
Speaks clearly with adequate volume	<p><i>Independently, and without teacher cues,</i> speaks clearly with adequate volume</p>	<p><i>Independently, and without teacher cues,</i> speaks clearly with adequate volume</p>	<p><i>Independently, and without teacher cues,</i> speaks clearly with adequate volume</p>	<ul style="list-style-type: none"> Teacher’s anecdotal notes/checklists/rubrics (such as PVLEGS) from large and small group discussions across all content areas

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READING				
Orally reads grade-appropriate text fluently, self-correcting for accuracy and meaning	<ul style="list-style-type: none"> Orally reads grade-appropriate texts (Level T or U) with fluency, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Orally reads grade-appropriate texts (Level U or V) with fluency, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Orally reads grade-appropriate texts (Level V or W) with fluency, consistently monitoring for accuracy and meaning 	<ul style="list-style-type: none"> Ongoing running records Teacher's anecdotal notes/checklists/rubrics from regular opportunities to discuss grade-level texts (individual, partner, small groups) across all content areas <i>Benchmark Assessment System (BAS)</i>
<p>Summarizes a text and determines a theme of a story</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year).</i></p>	<p><i>Consistently and independently:</i></p> <ul style="list-style-type: none"> Summarizes a text by including key details about characters, setting and events in chronological order Determines a theme and names it as a statement (i.e. "It is important to hold onto your dreams, no matter what obstacles are in your way"). Supports theme with explicit and implicit evidence from across the text <p><i>With some support:</i></p> <ul style="list-style-type: none"> Includes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic 	<p><i>Consistently and independently:</i></p> <ul style="list-style-type: none"> Summarizes a text by including key details about characters, setting and events in chronological order Determines a theme and names it as a statement (i.e. "It is important to hold onto your dreams, no matter what obstacles are in your way"). Supports theme with explicit and implicit evidence from across the text <p><i>With minimal support:</i></p> <ul style="list-style-type: none"> Includes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic 	<p><i>Consistently and independently:</i></p> <ul style="list-style-type: none"> Summarizes a text by including key details about characters, setting and events in chronological order Determines a theme and names it as a statement (i.e. "It is important to hold onto your dreams, no matter what obstacles are in your way"). Supports theme with explicit and implicit evidence from across the text Includes how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. 	<ul style="list-style-type: none"> Teacher's anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas Reading response journals Pre- and post-unit assessments <i>Benchmark Assessment System (BAS)</i>

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<p>Explains how the key details support the main idea of an informational text</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class <u>and</u> concepts and units taught in social studies and science (text complexity should increase throughout the year)</i></p>	<p><i>With some support</i>, determines two or more main ideas of a text and explains how they are supported by key details</p> <ul style="list-style-type: none"> • Includes explicit and implicit connections between the details and the main ideas 	<p><i>With minimal support</i>, determines two or more main ideas of a text and explains how they are supported by key details</p> <ul style="list-style-type: none"> • Includes explicit and implicit connections between the details and the main ideas 	<p><i>Independently</i> determines two or more main ideas of a text and explains how they are supported by key details</p> <ul style="list-style-type: none"> • Includes explicit and implicit connections between the details and the main ideas 	<ul style="list-style-type: none"> • Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas • Reading response journals • Pre- and post-unit assessments • <i>Benchmark Assessment System (BAS)</i>
<p>Refers to specific details and examples from the text when asking and answering questions to demonstrate understanding</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class <u>and</u> concepts and units taught in social studies and science (text complexity should increase throughout the year)</i></p>	<p><i>With some support</i>, quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p><i>With minimal support</i>, quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<p><i>Independently</i> quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p>	<ul style="list-style-type: none"> • Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas • Reading response journals • Pre- and post-unit assessments • <i>Benchmark Assessment System (BAS)</i>

Grade Five

ELA Benchmarks

<p>Compares and contrasts the point of view/perspective of texts with similar themes or topics</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class) and concepts and units taught in social studies and science (text complexity should increase throughout the year)</i></p>	<p><i>With some support:</i></p> <ul style="list-style-type: none"> • Compares and contrasts stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics • Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<p><i>With minimal support:</i></p> <ul style="list-style-type: none"> • Compares and contrasts stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics • Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<p><i>Independently:</i></p> <ul style="list-style-type: none"> • Compares and contrasts stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics • Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent 	<ul style="list-style-type: none"> • Teacher’s anecdotal notes/checklists from regular opportunities for students to discuss texts with partners, small groups and/or the whole class across all content areas • Reading response journals • Pre- and post-unit assessments • <i>Benchmark Assessment System (BAS)</i>
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WRITING				
<i>*For each reporting period, base your assessment on the genres and units taught</i>				
Develops ideas with focus and details based on text type/purpose	<i>Consistently and independently:</i> <ul style="list-style-type: none"> Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly Writes texts appropriate to the genre that include a central focus and specific supporting details 	<i>Consistently and independently:</i> <ul style="list-style-type: none"> Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly Writes texts appropriate to the genre that include a central focus and specific supporting details 	<i>Consistently and independently:</i> <ul style="list-style-type: none"> Produces writing that reflects an awareness of audience and purpose and applies the characteristics and features of different genres accordingly Writes texts appropriate to the genre that include a central focus and specific supporting details 	<ul style="list-style-type: none"> Student writing samples (Writing Workshop folders, interdisciplinary writing) Teacher's anecdotal notes/checklists Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>
Organizes ideas logically	<i>Consistently and logically</i> organizes and sequences ideas as appropriate to the genre (<i>See June</i>)	<i>Consistently and logically</i> organizes and sequences ideas appropriate to the genre (<i>See June</i>)	<i>Consistently and logically</i> organizes and sequences ideas appropriate to the genre (e.g. story structure for narratives; main ideas and supporting details for opinion and informational texts; rhythmic phrases for poetry) <i>See MA ELA Curriculum Framework for specific details</i>	<ul style="list-style-type: none"> Student writing samples (Writing Workshop folders, interdisciplinary writing) Teacher's anecdotal notes/checklists/rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>
Strengthens writing as needed by planning and revising	<i>With guidance and support from peers and adults</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> Applies revision strategies taught to increase clarity, expressiveness and/or structure 	<i>With guidance and support from peers and adults</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> Applies revision strategies taught to increase clarity, expressiveness or structure 	<i>With guidance and support from peers and adults</i> , develops and strengthens writing as needed by planning and revising as appropriate to the genre <ul style="list-style-type: none"> Applies revision strategies taught to increase clarity, expressiveness or structure 	<ul style="list-style-type: none"> Student writing samples (Writing Workshop folders, interdisciplinary writing) Teacher's anecdotal notes/checklists/rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i>

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ELA Benchmarks

<p>Conducts short research projects on different aspects of a topic, organizes ideas, and lists multiple sources</p>	<p><i>Independently</i> builds skills to achieve end-of-year research standards (<i>See June</i>)</p> <p><i>With some support:</i> Summarizes or paraphrases information in notes and finished work</p>	<p><i>Independently</i> builds skills to achieve end-of-year research standards (<i>See June</i>)</p> <p><i>With minimal support:</i> Summarizes or paraphrases information in notes and finished work</p>	<ul style="list-style-type: none"> • Formulates grade-appropriate research questions on a given topic or within a specific area of study • Gathers relevant information from print and digital sources • Provides a list of sources (includes information requested on given template) • Summarizes or paraphrases information in notes and finished work 	<ul style="list-style-type: none"> • Classroom research projects in various content areas (refer to format for citing sources on Literacy Coach website) • “On-the-go” in-class research, such as answering questions generated through reading (e.g. an author's biography, background on a setting or time period); gathering information to support a particular point of view in an argument or debate; synthesizing information gained across multiple texts or resources on a topic being studied; clarifying, verifying or comparing facts on a topic
<p>Writes legibly by hand</p>	<ul style="list-style-type: none"> • <i>Consistently</i> writes legibly by hand 	<ul style="list-style-type: none"> • <i>Consistently</i> writes legibly by hand 	<ul style="list-style-type: none"> • <i>Consistently</i> writes legibly by hand 	<ul style="list-style-type: none"> • Student writing samples (Writing Workshop folders, interdisciplinary writing) • Teacher’s anecdotal notes/checklists

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LANGUAGE				
<p>Uses a range of strategies to determine the meaning of unknown words</p>	<ul style="list-style-type: none"> • Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-five reading and content, <u>using strategies that have been taught</u> • Demonstrates understanding of figurative language, word relationships, and nuances in word meanings, <u>using strategies that have been taught</u> (<i>See June</i>) 	<ul style="list-style-type: none"> • Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-four reading and content, <u>using strategies that have been taught</u> • Demonstrates understanding of figurative language, word relationships, and nuances in word meanings, <u>using strategies that have been taught</u> (<i>See June</i>) 	<ul style="list-style-type: none"> • Determines or clarifies the meaning of unknown words and multiple-meaning words and phrases based on grade-four reading and content, choosing flexibly using multiple strategies (e.g. uses context as a clue to the meaning of a word or phrase; uses common grade-appropriate Greek and Latin affixes and roots; consults reference materials) • Demonstrates understanding of figurative language, word relationships, and nuances in word meanings (e.g., interprets figurative language; recognizes and explains meaning of common idioms, adages, and proverbs; uses relationships such as synonyms, antonyms, and homographs to describe words) • <i>See MA ELA Curriculum Framework for specific details</i> 	<p>Large group, small group, and individual (student/teacher):</p> <ul style="list-style-type: none"> • Literature-based discussions • Content-based discussions <p>Word study/vocabulary activities</p>

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ELA Benchmarks

Demonstrates command of the conventions of capitalization, punctuation, and spelling	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i> • See <u>MA ELA Curriculum Framework</u> for specific details 	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i> • See <u>MA ELA Curriculum Framework</u> for specific details 	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • In everyday writing, accurately uses and edits own writing for spelling and the correct use of conventions <i>taught</i> • See <u>MA ELA Curriculum Framework</u> for specific details 	<ul style="list-style-type: none"> • Student writing samples with rubrics • Everyday written work (Writing Workshop; interdisciplinary writing)
Uses standard English grammar when writing or speaking	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • Consistently uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces • See <u>MA ELA Curriculum Framework</u> for specific details 	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • Consistently uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces • See <u>MA ELA Curriculum Framework</u> for specific details 	<p><i>In addition to applying those conventions taught in the previous grades:</i></p> <ul style="list-style-type: none"> • Consistently uses conventions of standard English grammar and usage <i>taught</i> in everyday writing and speaking, as well as published written pieces • See <u>MA ELA Curriculum Framework</u> for specific details 	<ul style="list-style-type: none"> • Student writing samples with rubrics • Everyday written work and discussions across all content areas • Oral presentations