

Fifth Grade Literacy Report Card Categories

| Fifth Grade Standards | Student-Friendly I Can Statements |
|--|--|
| Reading Foundational Skills | |
| <p><u>Fluency</u> RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</p> | <ul style="list-style-type: none"> • I can read with purpose and understanding • I can read grade-level text fluently and show comprehension through voice, timing, and expression • I can recognize when a word I have read does not make sense within the text • I can self-correct misread or misunderstood words using context clues • I can reread with corrections when necessary • I can read prose and poetry aloud with accuracy, rate and expression |
| Reading Literature | |
| <p><u>Key Ideas & Details</u> RL.5.1 Quote 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"> • I can read closely and find answers explicitly in text • I can accurately quote the words or phrases from text that support my answer • I can make logical conclusions and cite evidence in the text that supports my inference |
| <p><u>Craft & Structure</u> RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem. RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</p> | <ul style="list-style-type: none"> • I can explain the structure of a story, drama, or poem • I can give details about how specific parts (sentences, paragraphs, chapters, scenes, stanzas) relate to each other and the whole • I can explain the elements of visual and multimedia presentations • I can analyze how the elements of visual and multimedia presentations enhance my understanding and appreciation of text |
| <p><u>Range of Reading and Level of Text Complexity</u> RL.5.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> • I can read and understand stories at my grade level • I can read a variety of texts at many levels with and without the support of my teacher • I can use reading strategies to help me understand difficult complex text • I can reread text to find more information or clarify ideas |

| Reading Informational Text | |
|---|---|
| <p><u>Key Ideas & Details</u> RI.5.1 Quote 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"> • I can read closely and find answers explicitly in text • I can accurately quote the words or phrases from text that support my answer • I can make logical conclusions and cite evidence in the text that supports my inference |
| <p><u>Craft & Structure</u> RI.5.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic or subject area.</p> | <ul style="list-style-type: none"> • I can use various strategies to determine the meaning of unknown words/phrases • I can determine the appropriate definition of words that have more than one meaning • I can use resources to help determine the meaning of unknown words/phrases |
| <p><u>Integration of Knowledge and Ideas</u> RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point (s).</p> | <ul style="list-style-type: none"> • I can locate reasons and evidence an author uses to support particular points in a text • I can identify which reasons and evidence support particular points • I can explain how the reasons and evidence support the particular points in a text |
| <p><u>Range of Reading and Level of Text Complexity</u> RI.5.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts at the high end of the grades 4-5 text complexity band independently and proficiently.</p> | <ul style="list-style-type: none"> • I can read and understand informational texts at my grade level • I can read a variety of informational texts at many levels with and without the support of my teacher • I can reread a text to find more information or clarify ideas • I can use reading strategies to help me understand difficult complex text |
| Writing | |
| <p><u>Opinion</u> W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> | <ul style="list-style-type: none"> • I can determine my opinion on a topic or text • I can include my opinion within the introduction of the topic when writing an argument • I can organize my ideas when writing an argument • I can support my opinion with facts and details when writing an argument • I can write a concluding statement or paragraph to support my opinion when writing an argument |
| <p><u>Informative</u> W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> | <ul style="list-style-type: none"> • I can select a topic and gather information to share with my audience • I can determine the best structure to organize my information • I can introduce my topic by providing my general observation/focus; use formatting structures, illustrations, and multimedia to clarify my topic • I can link my information using words, phrases, and clauses. • I can explain my topic using precise language and domain-specific vocabulary • I can present my information in a formal style with a concluding statement or section that relates to the information presented |

Narrative

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- I can define narrative and describe the basic parts of plot
- I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion
- I can sequence the events in my story so that one event logically leads to the next
- I can use narrative techniques (dialogue, description, pacing) to develop events and/or experiences and show how characters respond to situations
- I can use concrete words and phrases as well as sensory details to help my reader understand the experiences and events
- I can signal changes in time and place by using transition words, phrases, and clauses
- I can write a logical conclusion when writing a narrative piece

Research

W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- I can define research and explain how research is different from other types of writing
- I can focus my research around a question/topic that is provided to determine my own research worthy question
- I can choose several sources to gather information to answer research question
- I can analyze the information found in my sources and determine if it provides enough support to answer my question
- I can gather important information from print and digital sources
- I can take notes and organize information and list the sources that I have used
- I can sort the information from my notes into provided categories
- I can prepare a list of sources used during my research
- I can define textual evidence ("word for word" support)
- I can determine textual evidence that supports my analysis, reflection, and/or research
- I can analyze facts through compare/contrast, cause/effect, categorize, or sequence
- I can defend my reaction that is defined by the facts
- I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research

| Speaking & Listening | |
|--|--|
| <p><u>Comprehension & Collaboration</u></p> <p>SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on each other's ideas and expressing their own clearly.</p> <p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> | <ul style="list-style-type: none"> • I can read or study material to be discussed • I can list important information about the topic to be discussed • I can identify and follow the agreed upon rules for discussion and carry out assigned roles • I can ask questions when I do not understand • I can stay on topic by making comments about the information being discussed • I can make connections between the comments of others • I can explain my own ideas and tell what I've learned from a discussion • I can identify information from a text being read aloud <ul style="list-style-type: none"> • I can identify information that is presented in different formats • I can summarize the information gathered to determine the main idea and support details |
| <p><u>Presentation of Knowledge and Ideas</u></p> <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> | <ul style="list-style-type: none"> • I can identify various reasons for speaking • I can adapt a speech for various tasks or situations • I can compose a formal speech that demonstrates a command of grade 5 Language standards |

| Language | |
|---|--|
| <p><u>Conventions of Standard English</u> L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>I can define conjunction (words that connect words, phrases, clauses, or sentences) and explain its function in a sentence</p> <ul style="list-style-type: none"> • I can define preposition (a word that shows a relationship of a noun or pronoun to another word in a sentence) and explain its function in a sentence • I can define interjection (an exclamation or attention getter that expresses strong feeling and usually comes at the beginning of a sentence) and explain its function in a sentence • I can identify the past perfect, present perfect, and future perfect verb tenses and use them correctly • I can choose the correct verb tense to show time, sequence, state, and condition • I can identify when the incorrect verb tense has been used and make appropriate corrections • I can identify common correlative conjunctions and use them correctly when writing <p>I can determine when to capitalize words</p> <ul style="list-style-type: none"> • I can identify items in a series and punctuate them correctly • I can identify and introductory element and use a comma to separate it from the rest of a sentence • I can identify when a comma should be used to set off the words yes and no, tag questions, and direct address • I can identify titles of works and choose the correct formatting style • I can identify misspelled words and use resources to assist me in spelling correctly |
| <p><u>Vocabulary Acquisition and Use</u> L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> | <ul style="list-style-type: none"> • I can define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia) • I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) • I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning • I can recognize word relationships and use the relationships to further understand each of the words • I can recognize the difference between general academic words and phrases • I can acquire and use grade-appropriate academic and domain-specific words and phrase, including words that signal contrast, addition, and other logical relationships, to increase comprehension and expression |