

SJPS 5th Grade ELA Report Card Scales

Reading: Key Ideas and Details

<p>State Standard: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. RL.5.1 and RI.5.1</p> <p>Report Card Standard Language: Quote accurately from text when explaining the main idea and when making inferences.</p>	
4.0	There is not a 4.0 score attainable for this standard.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite/quote examples when identifying main idea and Details in a text • AND cite/quote examples when making inferences in a text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Cite/quote examples when identifying Main Idea and Details in a text • OR cite/quote examples when making inferences in a text
1.0	<ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level

Reading: Key Ideas and Details


<p>State Standard: 1.Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 2.Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. RL.5.2 and RI.5.2</p> <p>Report Card Standard Language: Explain and summarize the theme or main idea of a text using details.</p>	
4.0	In addition to the 3.0 score, I can demonstrate connections and applications that go beyond what was taught or read by the end of the year.
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the theme or main idea of the text • AND explain how the key details support the main idea or theme in text • AND summarize a text
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the theme or main idea of the text • OR explain how the key details support the main idea or theme in text • OR summarize a text
1.0	<ul style="list-style-type: none"> • With help and reteaching, I have partial success at the 2.0 level

Reading: Integration of Knowledge and Ideas

State Standard: 1. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) **2.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RL.5.3 and RI 5.3

Report Card Standard Language: Explain relationships and compare/contrast two or more people, characters, events, ideas, settings, or concepts in text.


4.0	There is not a 4.0 score attainable for this standard.
3.0 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the relationships or interactions between two or more people, characters, events, ideas, or concepts in texts (RI) ● AND compare and contrast characters, settings, and events in a story (RL)
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the relationships or interactions between two or more people, events, ideas, or concepts in texts (RI) ● OR compare and contrast characters, settings, and events in a story (RL)
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Foundational Reading Skills: Phonics and Word Recognition


State Standard: Know and apply grade-level phonics and word analysis skills in decoding words.

RF.5.3


Report Card Standard Language: Uses grade level phonics and word analysis skills to decode unknown words.

4.0	There is not a 4.0 score attainable for this standard.
3.0 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read and understand root words with prefixes and suffixes ● AND notice and use frequently appearing syllable patterns in multisyllabic words
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Read and understand root words with prefixes and suffixes ● OR notice and use frequently appearing syllable patterns in multisyllabic words
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level


Writing: Range of Writing

<p>State Standard: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>W.5.10</p> <p>Report Card Standard Language: Writes short and extended pieces specific to the task, purpose, and audience that are well organized and developed.</p>	
4.0	In addition to the 3.0 score, I can strengthen my writing by editing and revising independently.
3.0 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● I can write short and extended pieces in multiple content areas ● AND write a clearly developed and organized piece ● AND write specific to the task, purpose, and audience
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● I can write short and extended pieces in multiple content areas ● OR write a clearly developed and organized piece ● OR write specific to the task, purpose, and audience
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Speaking and Listening: Comprehension and Collaboration

<p>State Standard:</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1</p> <p>Report Card Language: Effectively communicates in collaborative discussions.</p>	
4.0	There is not a 4.0 score attainable for this standard.
3.0 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Effectively communicate with my peers or small groups to explain my thinking. ● AND ask and answer questions about the reading during discussion ● AND summarize a speaker's key points ● AND support their claims with evidence
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Have partial success at the 3.0 level- is able to do 2 or 3 of the 4 skills
1.0	<ul style="list-style-type: none"> ● With help and reteaching, I have partial success at the 2.0 level

Language: Conventions of Standard English

State Standard: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English punctuation when writing. L.5.1 and L.5.2.A-C Report Card Standard Language: Uses correct verb tenses when writing or speaking and uses commas appropriately in writing.	
4.0	In addition to the 3.0 score, the student can tell the purpose of conjunctions, prepositions, and interjections.
3.0 	Students will be able to: <ul style="list-style-type: none">• Use correct verb tense• AND use commas appropriately
2.0	Students will be able to: <ul style="list-style-type: none">• Use correct verb tense• OR use commas appropriately
1.0	<ul style="list-style-type: none">• With help and reteaching, I have partial success at the 2.0 level