

5th Grade

Standard	1	2	3	4
Language				
Edit sentences 5.L.3a	Student rarely uses knowledge of language to expand, combine, and condense sentences in both writing and speaking.	Student inconsistently uses knowledge of language to expand, combine, and condense sentences in both writing and speaking.	Student uses knowledge of language to expand, combine, and condense sentences to enhance meaning, interest, and style in both writing and speaking.	N/A
Use context to infer word meaning 5.L.4 / 5.RI.4	Student rarely uses context clues such as cause and effect relationships and comparisons to identify the meaning of unknown words or phrases.	Student inconsistently uses context clues such as cause and effect relationships and comparisons to identify the meaning of unknown words or phrases.	Student uses context clues such as cause and effect relationships and comparisons to identify the meaning of unknown grade-level words in both content and academic language.	N/A
Acquire and Use Grade Appropriate Vocabulary 5.L.6	Student rarely uses explicitly taught general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships OR use these same types of words and phrases when acquired through conversations, reading and being read to.	Student uses explicitly taught general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships OR uses these same types of words and phrases when acquired through conversations, reading and being read to.	Student uses explicitly taught general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships AND uses these same types of words and phrases when acquired through conversations, reading and being read to.	N/A
Reading				
Drawing Inferences 5.RL.1	Student is rarely able to quote grade appropriate ⁵ text, and explicitly explain what the text means in order to draw inferences.	Student inconsistently quotes literary texts of grade appropriate ⁵ complexity, and does not fully explain what the text means in order to draw inferences.	Student accurately quotes literary texts of grade appropriate ⁵ complexity, and explicitly explains what the text means in order to draw inferences.	Student identifies information, directly from literature, to demonstrate understanding of what the literature <i>specifically</i> says as well as logical conclusions implied by the literature.
Drawing Inferences 5.RI.1	Student is rarely able to quote grade appropriate ⁵ informational text, and explicitly explain what the text means in order to draw inferences.	Student inconsistently quotes grade appropriate ⁵ informational text, and does not fully explain what the text means in order to draw inferences.	Student accurately quotes grade-appropriate ⁵ informational text, and explicitly explains what the text means in order to draw inferences.	Student identifies information, directly from text, to demonstrate understanding of what the text <i>specifically</i> says as well as logical conclusions implied by the literature.

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<p>Summarize Text (literature) 5.RL.2</p>	<p>Student rarely identifies theme and summarizes grade appropriate⁵ text by identifying the important events and essential story elements based on character and plot development.</p>	<p>Student inconsistently identifies theme and summarizes grade appropriate⁵ text by identifying the important events and essential story elements based on character and plot development.</p>	<p>Student identifies theme and summarizes grade appropriate⁵ literary text by identifying the important events and essential story elements based on character and plot development.</p>	<p>N/A</p>
<p>Summarize Text (informational) 5.RI.2</p>	<p>Students are rarely able to summarize grade appropriate informational texts by identifying two or more main ideas and supporting them with key details.</p>	<p>Student inconsistently summarizes grade appropriate informational texts by identifying two or more main ideas and supporting them with key details.</p>	<p>Student summarizes grade appropriate informational texts by identifying two or more main ideas and supporting them with key details.</p>	<p>N/A</p>
<p>Text Structure (literature) 5.RL.5</p>	<p>Student is rarely able to explain how structures (i.e. chapters, scenes, or stanzas) contribute to the development of a text.</p>	<p>Student inconsistently explains how structures (i.e. chapters, scenes, or stanzas) contribute to the development of a text.</p>	<p>Student explains how structures (i.e. chapters, scenes, or stanzas) contribute to the development of a text.</p>	<p>Student explains how specific parts of 6th grade and beyond literary text fit into the text's overall structure and provide evidence of how those specific parts develop the theme, setting, or plot.</p>
<p>Text Structure (informational) 5.RI.5</p>	<p>Student is rarely able to compare and contrast the overall structure of the events, ideas, concepts, or information in two or more texts.</p>	<p>Student inconsistently compares and contrasts the overall structure of the events, ideas, concepts, or information in two or more texts.</p>	<p>Student compares and contrasts the overall structure of the events, ideas, concepts, or information in two or more texts.</p>	<p>Student explains how specific parts of 6th grade and beyond informational text fit into the text's overall structure and provide evidence of how those specific parts develop the author's ideas.</p>
<p>Read & Comprehend Grade Level Text 5.RL.10 / 5.RI.10</p>	<p>Student rarely reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>	<p>Student inconsistently reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>	<p>Student accurately reads and comprehends grade appropriate⁵ text through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies</p>	<p>Student accurately reads and comprehends text at or beyond 6th grade appropriate complexity⁵ through demonstration of a comprehensive set of skills including both fluent decoding and use of a variety of comprehension strategies.</p>
<p>Writing</p>				

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<p style="text-align: center;">Write opinion pieces 5.W.1</p>	<p>Student writes opinion pieces that includes fewer than two of the following:</p> <ul style="list-style-type: none"> • introduce a topic or text and state an opinion. • support a point of view with logically organized reasons, information, facts, and details. • use linking words, phrases, and clauses • provide a related concluding statement or section. 	<p>Student writes opinion pieces that include two to three of the following:</p> <ul style="list-style-type: none"> • introduce a topic or text and state an opinion. • support a point of view with logically organized reasons, information, facts, and details • use linking words, phrases, and clauses • provide a related concluding statement or section. 	<p>Student writes opinion pieces that include all of the following:</p> <ul style="list-style-type: none"> • introduce a topic or text and state an opinion. • support a point of view with logically organized reasons, information, facts, and details • use linking words, phrases, and clauses • provide a related concluding statement or section. 	<p>Student writes arguments that:</p> <ul style="list-style-type: none"> • introduce claim(s) and organize the reasons and evidence clearly. • support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. • use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. • establish and maintain a formal style. • provide a concluding statement or section that follows from the argument presented.
<p style="text-align: center;">Write Informative/ Explanatory texts 5.W.2</p>	<p>Student writes informative/explanatory texts that include fewer than two of the following:</p> <ul style="list-style-type: none"> • introduce and develop a clear topic. • support ideas in an organized way using facts, definitions, concrete details, quotations, or related examples. • use precise language and content-specific vocabulary. • use linking words, phrases, or clauses • provide a related concluding statement or section. 	<p>Student writes informative/explanatory texts that include two to three of the following:</p> <ul style="list-style-type: none"> • introduce and develop a clear topic. • support ideas in an organized way using facts, definitions, concrete details, quotations, or related examples. • use precise language and content-specific vocabulary. • use linking words, phrases, or clauses. • provide a related concluding statement or section. 	<p>Student writes informative/explanatory texts that include all of the following:</p> <ul style="list-style-type: none"> • introduce and develop a clear topic. • support ideas in an organized way using facts, definitions, concrete details, quotations, or related examples. • use precise language and content-specific vocabulary. • use linking words, phrases, or clauses. • provide a related concluding statement or section. 	<p>Student writes informative/explanatory texts that:</p> <ul style="list-style-type: none"> • introduce a topic clearly; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • use appropriate transitions to clarify the relationships

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				<p>among ideas and concepts.</p> <ul style="list-style-type: none"> • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style. • provide a concluding statement or section that follows from the information or explanation presented.
<p>Write Narratives 5.W.3</p>	<p>Student writes real or imagined narratives that include fewer than three of the following:</p> <ul style="list-style-type: none"> • an introduction of a narrator and/or characters • a naturally unfolding sequence • a variety of transitional words, phrases, or clauses • dialogue, description, and pacing to develop the story/characters • concrete words and phrases as well as sensory details • a related summative conclusion. 	<p>Student writes real or imagined narratives that include three to five of the following:</p> <ul style="list-style-type: none"> • an introduction of a narrator and/or characters • a naturally unfolding sequence • a variety of transitional words, phrases, or clauses • dialogue, description, and pacing to develop the story/characters • concrete words and phrases as well as sensory details • a related summative conclusion. 	<p>Student writes real or imagined narratives that engage the reader and include all of the following:</p> <ul style="list-style-type: none"> • introduction of a narrator and/or character(s) • a naturally unfolding sequence • a variety of transitional words, phrases, or clauses • dialogue, description, and pacing to develop the story/characters • concrete words and phrases as well as sensory details • a related summative conclusion. 	<p>Student writes real or imagined narratives include all of the following:</p> <ul style="list-style-type: none"> • engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. • use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. • use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

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				<ul style="list-style-type: none"> provide a conclusion that follows from the narrated experiences or events.
<p>The writing process 5.W.5</p>	<p>Student uses the writing process to develop and strengthen writing through fewer than 3 of the following consistently or inconsistently:</p> <ul style="list-style-type: none"> planning drafting evaluating revising editing publishing <p>The student may require guidance² and support¹ from peers and adults.</p>	<p>Student uses the writing process to develop and strengthen writing through three or four of the following consistently:</p> <ul style="list-style-type: none"> planning drafting evaluating revising editing publishing <p>The student may require guidance² and support¹ from peers and adults.</p>	<p>Student uses the writing process to develop and strengthen writing through five or six of the following consistently:</p> <ul style="list-style-type: none"> planning drafting evaluating revising editing publishing <p>The student may require guidance² and support¹ from peers and adults.</p>	N/A
<p>Use technology to produce writing 5.W.6</p>	<p>Student rarely demonstrates command of word processing, keyboarding, and composition simultaneously to produce a minimum of two pages (double spaced, 12 pt font) in a single sitting⁴.</p>	<p>Student inconsistently demonstrates command of word processing, keyboarding, and composition simultaneously to produce a minimum of two pages (double spaced, 12 pt font) in a single sitting⁴.</p>	<p>Student consistently demonstrates command of word processing, keyboarding, and composition simultaneously to produce a minimum of two pages (double spaced, 12 pt font) in a single sitting⁴.</p>	N/A
<p>Use resources to create a cited work 5.W.8</p>	<p>Student is rarely able to gather relevant information from resources to summarize or paraphrase information and provide a list of sources.</p>	<p>Student inconsistently gathers relevant information from resources to summarize or paraphrase information and provide a list of sources.</p>	<p>Student gathers relevant information from resources. The student summarizes or paraphrases information and provides a list of sources.</p>	N/A

There are terms that are used throughout the companion document using the following definitions.

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Support¹: Teacher provides no more than one prompt or example to the student.

Guidance²: Teacher provides reminders regarding the tools (i.e. graphic organizers, check-lists, dictionaries) and processes that the students could be utilizing in order to successfully engage in the learning process.

Fluency³: Done effortlessly and accurately.

One Sitting⁴: A single work session up to 60 minutes.

Grade appropriate text⁵: Texts evaluated using both qualitative and quantitative measures as referenced by the Common Core.

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ELA Terms and Definitions/Distinctions

Informational Text

Main Topic: 1 to 3 words that answers specifically what the text is mostly about. For example, “Frogs”. _K-2 identifies the main topic of a text.

Main Idea: Statement that names the topic of the text and includes some specificity. For example, “Frogs” – topic, “life cycle” – specificity. The main idea of this passage is “The life cycle of frogs”.

Central Idea: Statement that names the topic (e.g. frogs) with specificity (e.g. life cycle) regarding the content and names or alludes to the purpose (e.g. Each aspect of the life cycle of frogs has benefits to humans)

Literary Text

Emergent Reader: Defined by the Common Core as Texts consisting of short sentences comprised of learned sight words and CVC words; may also include rebuses to represent words that cannot yet be decoded or recognized

Grades 1-5: **First-** Central Message or Lesson; **Second** Central Message, Lesson, or Moral; **Third-** Central Message, Lesson, or Moral with supporting details; **Fourth-** Theme; **Fifth** – A Theme supported by/with evidence

Central Message: A precursor to theme; More of a general/umbrella statement that is usually tied to a genre.

Lesson: Something a character learns from experience or an occurrence, example, or punishment that serves or should serve to warn or encourage

Moral: A lesson, especially one concerning what is right or prudent, that can be derived from a story, a piece of information, or an experience, usually tied with a fable.

Theme: More distinct set of work; Answers the questions- What ways does this inform you as a human? What is the human element?

Writing

Topic statement: A sentence that states the main thought of a paragraph or of a larger unit of discourse and is usually placed at or near the beginning.

Thesis statement: A short statement, usually one **sentence** that summarizes the main point or claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.

Exclusive to Wit and Wisdom is the Essential Meaning: Essential meaning refers to Wit & Wisdom's Content Framing Question that frames the Distill stage, "What is the essential meaning of this text?" It is used to encompass all the Distill work students do across grades and text types.

- For literary texts, the essential meaning and central message/theme can be the same.
- For informational texts, the essential meaning goes beyond the main/central idea. For example, an essential meaning of *Shark Attack* might be that “We should research a topic before we fear it.”