

**Woodland Park Fifth Grade Language Arts**  
**Reading- Literature/Information/Foundational Skills**

Report Card Indicator: Reads grade level text*				
Trimester	1	2	3	4
1	Student has achieved reading success at Level P or below.	Student has achieved reading success at Level Q, R, or S.	Student has achieved reading success at Level T.	Student has achieved reading success at Level U or above.
2	Student has achieved reading success at Level Q or below.	Student has achieved reading success at Level R, S, or T.	Student has achieved reading success at a Level U.	Student has achieved reading success at a Level V or above.
3	Student has achieved reading success at Level R or below.	Student has achieved reading success at a Level S or T.	Student has achieved reading success at a Level U or V.	Student has achieved reading success at Level W or above.

*\*Reading level as indicated on the Teachers College Reading Level Benchmark Assessment System*

Report Card Indicator: Reads with accuracy and fluency to support comprehension				
Trimester	1	2	3	4
ALL	<p>Lack of fluent reading is evident.</p> <p>Reading of leveled texts is very choppy and slow.</p> <p>Student attends to some spaces between words or to end punctuation.</p>	<p>Reading is somewhat fluent.</p> <p>Student reads either very slowly or quickly.</p> <p>Reading may be choppy some of the time. Student may in accurately phrase words.</p> <p>Student attend to some punctuation.</p> <p>Student uses very little or no expression.</p>	<p>In on-level texts, student demonstrates fluent reading.</p> <p>Student reads accurately.</p> <p>Student uses phrases to read longer sentences.</p> <p>Student attends to some internal punctuation and most ending punctuation.</p>	<p><b>In above grade level texts,</b> Student demonstrates fluent reading.</p> <p>Student reads accurately.</p> <p>Student uses phrases to read longer and more complex sentences.</p> <p>Student attends to internal and ending punctuation.</p> <p>Expression is matched to text.</p>

			Expression is matched to text.	
Report Card Indicator: Applies grade level phonics and word analysis skills				
Trimester	1	2	3	4
<b>ALL</b>	Student rarely applies phonics and word analysis skills to decode and encode multisyllabic words in context and out of context.	Student sometimes applies phonics and word analysis skills to decode and encode multisyllabic words in context and out of context.	Student consistently applies phonics and word analysis skills to decode and encode multisyllabic words in context and out of context.	Student consistently applies phonics and word analysis skills to decode and encode multisyllabic words in context and out of context <b>in an above grade level text.</b>

Report Card Indicator: Demonstrates comprehension of texts, quoting accurately from a text when making inferences				
Trimester	1	2	3	4
<b>ALL</b>	Student rarely is able to draw inferences using textual evidence or with scaffolding, teacher prompting and support student may be able to quote accurately from a text when explaining what the text says explicitly, and when drawing inferences from the text.	With teacher support and/or prompting, student can quote accurately from the text when explaining what the text says explicitly, and when drawing inferences from the text.	Student can independently quote accurately from the text when explaining what the text says explicitly, and when drawing inferences from the text.	<b>In above grade level texts,</b> student can independently and consistently quote accurately from the text when explaining what the text says explicitly, and when drawing inferences from the text.

Report Card Indicator: Summarizes text and determines key details to identify the theme/main idea				
Trimester	1	2	3	4
ALL	With scaffolding, teacher prompting and support may be able to summarize text.	Student inconsistently summarizes grade level text and identifies the theme/main idea.	Student independently and consistently summarizes grade level text and identifies one theme/main idea.	Student independently and consistently summarizes above grade level text and can identify the main idea. Student identifies two or more themes from details in the text.

Report Card Indicator: Explain how point of view influences how events are described				
Trimester	1	2	3	4
ALL	Student is unable or rarely able to describe how a narrator's or speaker's point of view influences the description of events.	With teacher support, student is able to describe how a narrator's or speaker's point of view influences the description of events.	Independently and consistently, student is able to describe how a narrator's or speaker's point of view influences the description of events.	Independently and consistently, student is able to describe how a narrator's or speaker's point of view influences the description of events in <b>above grade level texts</b> .

Report Card Indicator: Compares and contrasts similar themes/topics within and across texts				
Trimester	1	2	3	4
1	Student is rarely able to compare and contrast texts and stories on their	With teacher support, Student is able to compare and contrast texts and stories on their	Independently and consistently, student is able to compare and contrast texts and stories	Independently and consistently, student able to compare and contrast themes/topics within and

	approaches to similar topics.	approaches to similar topics.	on their approaches to similar topics.	across texts <b>in above grade level texts.</b>
<b>2,3</b>	Student is rarely able to compare and contrast themes/topics within and across texts.	With teacher support, Student can compare and contrast themes/topics within and across texts.	Independently and consistently, student compares and contrasts themes/topics within and across texts.	Independently and consistently, student compares and contrasts themes/topics within and across texts <b>in above grade level texts.</b>

Report Card Indicator: Explain how the overall structure of a story fits together; compare and contrasts the overall structure across texts

Trimester	1	2	3	4
<b>1</b>				
<b>2, 3</b>	Student is unable or rarely able to explain how a series of chapters, scenes, or stanzas fit together to create a larger literary text, such as a story, drama, or poem.	With teacher support, student explains how a series of chapters, scenes, or stanzas fit together to create a larger literary text, such as a story, drama, or poem.	Independently and consistently, student explains how a series of chapters, scenes, or stanzas fit together to create a larger literary text, such as a story, drama, or poem.	Independently analyzes how a series of chapters, scenes, or stanzas fit together to create a larger literary text, such as a story, drama, or poem <b>in above grade level texts.</b>

Report Card Indicator: Analyzes how visuals and multimedia elements contribute to the meaning or tone of a text

Trimester	1	2	3	4
<b>1</b>				

<b>2, 3</b>	Student demonstrates little or no understanding of how visuals and multimedia elements contribute to the meaning or tone of a text.	With teacher prompting and support, student can analyze how visuals and multimedia elements contribute to the meaning or tone of a text.	Independently and consistently, student can analyze how visuals and multimedia elements contribute to the meaning or tone of a text.	<b>In above grade level texts,</b> student can independently and consistently analyze how visuals and multimedia elements contribute to the meaning or tone of a text.
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Report Card Indicator: Integrates information from several texts on the same topic

Trimester	1	2	3	4
<b>1</b>				
<b>2, 3</b>	Student demonstrates little understanding of how to integrate information from several texts on the same topic.	With teacher prompting and support, student can integrate information from several texts on the same topic.	Independently and consistently, student can integrate information from several texts on the same topic.	<b>In above grade level texts,</b> student can independently and consistently integrate information from several texts on the same topic.

Report Card Indicator: Uses writing to effectively respond to text

Trimester	1	2	3	4
<b>ALL</b>	Student's written response reflects little understanding of the text read and contains little text evidence.	Student's written response reflects a literal understanding of the text read and some text evidence.	Student's written response reflects literal and inferential understanding of the text read and contains text evidence.	Student's written response reflects literal and inferential understanding of the text read with deeper meaning supported by text evidence.

Report Card Indicator: Demonstrates stamina during independent reading

Trimester	1	2	3	4
1	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 35 minutes.
2	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 35 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.
3	Student is unable or rarely able to sustain attention for 40 minutes.	Student is approaching reading stamina of 40 minutes.	Student consistently sustains attention during independent reading for 40 minutes.	Student consistently sustains attention during independent reading for more than 40 minutes.

### Woodland Park Fifth Grade Language Arts: Writing

Report Card Indicator: Follows structure of genre (Narrative, Informative/Explanatory,Opinion)				
Trimester	1	2	3	4
ALL	<p>Student rarely follows text structure.</p> <p>Student writing does not show application of craft techniques specific to the appropriate writing genre or current unit of study.</p> <p>Student writing does not meet grade level learning progression descriptors.</p>	<p>Student can sometimes follow text structure.</p> <p>Student writing shows inconsistent application of craft techniques specific to the appropriate writing genre and current unit of study.</p> <p>Student writing does not consistently meet grade</p>	<p>Student can follow text structure.</p> <p>Student writing shows consistent application of craft techniques specific to the appropriate writing genre and current unit of study.</p> <p>Student writing consistently meets grade level learning progression descriptors.</p>	<p>Student <b>consistently and independently</b> can follow text structure.</p> <p>Student writing shows sophisticated application of craft techniques specific to the appropriate writing genre and current unit of study.</p> <p>Student writing consistently meets above grade level</p>

		level learning progression descriptors.		learning progression descriptors.
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Report Card Indicator:	Strengthens writing by planning, revising, and editing			
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
ALL	<p>Unable to follow steps in the writing process.</p> <p>With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit and revise own work.</p>	<p>With teacher prompting and support, follows the steps of the writing process.</p> <p>Produces published work with some errors. Does not incorporate some feedback from peers/teachers.</p> <p>Requires teacher prompting and support to edit and revise their own work.</p>	<p>Follows steps of the writing process.</p> <p>Produces published work with minimal errors.</p> <p>Incorporates some feedback from peers/teachers. Edits and revises own work.</p> <p>Can contribute to peer editing.</p>	<p>Follows steps of the writing process.</p> <p>Produces published work with almost no errors.</p> <p>Effectively incorporates some feedback from peers/teachers.</p> <p>Independently and consistently can edit and revise their own work.</p> <p>Discusses feedback effectively with peers.</p> <p>Final, revised written piece is well developed with an appropriate flow from beginning to end.</p>

Report Card Indicator: Draws evidence from literary/informational texts to support analysis, reflection and research				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>

<b>ALL</b>	With scaffolding and teacher support, the student may be able to draw evidence from literary/information texts.	With teacher support, the student is able to apply grade 5 reading standards for literature and informational text in the writing effectively.	Student applies grade 5 reading standards for literature and informational text in writing effectively.	Student consistently and independently applies grade 5 reading standards for literature and informational text in the writing effectively.
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Report Card Indicator: Uses research to build and present knowledge				
Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to gather information from print and digital sources to integrate information.	Student is beginning to demonstrate the ability to gather information from multiple print and digital resources to integrate information.	Student demonstrates the ability to conduct short research projects, gather information from multiple print and digital resources to integrate information, and paraphrases information in notes.  Student provides a list of sources.	Student consistently and independently demonstrate the ability to conduct short research projects, gather information from multiple print and digital resources to integrate information, and paraphrases information in notes.  Student provides a list of resources properly formatted.

Report Card Indicator: Demonstrates stamina during independent writing				
Trimester	1	2	3	4
<b>1</b>	Student is unable or rarely able to demonstrate stamina during writing workshop for 30 minutes.	Student inconsistently demonstrates stamina during writing workshop for 30 minutes.	Student demonstrates stamina during writing workshop for 30 minutes.	Student demonstrates stamina during writing workshop for greater than 30 minutes.



<b>2</b>	Student is unable or rarely able to demonstrate stamina during writing workshop for 35 minutes.	Student inconsistently demonstrates stamina during writing workshop for 35 minutes.	Student demonstrates stamina during writing workshop for 35 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 35 minutes.
<b>3</b>	Student is unable or rarely able to demonstrate stamina during writing workshop for more than 35 minutes.	Student inconsistently demonstrates stamina during writing workshop for more than 35 minutes.	Student demonstrates stamina during writing workshop for more than 35 minutes.	Student is unable or rarely able to demonstrate stamina during writing workshop for greater than 40 minutes.

**Woodland Park Fifth Grade Language Arts: Language**

Report Card Indicator: Demonstrates command of conventions of grammar and usage				
Trimester	1	2	3	4
1	Student rarely applies correct grade level usage and grammar skills.	Student is beginning to demonstrate understanding and apply key concepts of grammar and usage. (see "3" column for skills)	Student demonstrates understanding of key concepts of grammar and usage, including <ul style="list-style-type: none"> <li>● Sentence structure (simple, compound, and complex sentences; recognizes fragments and run-ons)</li> <li>● Commas before conjunctions in compound sentences</li> <li>● Commas to separate an introductory element</li> <li>● Capitalization (proper nouns/adjectives, official titles, family members)</li> <li>● Pronoun usage</li> <li>● Quotation marks (dialogue)</li> <li>● Form and use prepositional phrases</li> </ul>	Student consistently demonstrates above grade level understanding of key concepts of grammar and usage.

2	Student rarely applies key concepts of grammar and usage.	Student is beginning to demonstrate understanding of key concepts of grammar and usage listed in the first trimester plus: (see "3" column for skills)	Student demonstrates understanding of key concepts of grammar and usage listed <i>in the first trimester plus</i> : Sentence structure (combined/uncombined sentences, sequencing for clarity, prepositional phrases) ● New paragraphs (dialogue, setting, separate topics, topic changes) ● Capitalization (titles, pronoun "I", proper nouns and adjectives, first word in direct quote) ● Quotation marks (quotes from text). ● Parts of speech (concrete and abstract nouns, adverbs) ● Precise word choice	Student consistently demonstrates above grade level understanding of key concepts of grammar and usage.
3	Student rarely applies key concepts of grammar and usage.	Trimester 1 and 2, plus: ● See column 3	Trimester 1 and 2, plus: ● Sentence structure (dashes/colons, elaboration, punctuation for effect) ● New paragraphs (speaker changes) ● Quotation marks (direct quote) ● Parts of speech (subject/object pronouns, adverbs, all verb tenses, conjunctions, prepositions, and interjections)	Student consistently applies above grade level understanding of key concepts of grammar and usage.

Report Card Indicator: Demonstrates command of capitalization, punctuation and spelling				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
ALL	Student rarely demonstrates application	Student sometimes demonstrates application of	Student independently applies proper capitalization and punctuation to written work.	Student consistently applies above grade level

	of capitalization and proper punctuation.  Student rarely applies patterns and generalizations to spell words correctly.	capitalization and proper punctuation.  Student is beginning to use reference materials to support spelling.  Student beginning to apply patterns and generalizations to spell words correctly.	Student uses reference materials as needed to support correct spelling in written work.  Student applies patterns and generalizations to spell words correctly.	understanding of key concepts.  Student consistently applies patterns and generalizations above grade level to spell words correctly in written work.
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Report Card Indicator: Determines the meaning of unknown, multiple-meaning words and phrases as used in context				
Trimester	1	2	3	4
ALL	Student does not or rarely: ● Uses vocabulary strategies to determine the meaning of new unknown words, multiple meaning and phrases. ● Read learned vocabulary in reading.	With guidance and support, the student can: ● use vocabulary strategies to determine the meaning of unknown words, multiple meaning and phrases. ● read learned vocabulary accurately with limited or inconsistent understanding of the words	The student consistently: ● uses vocabulary strategies to determine the meaning of unknown words, multiple meaning and phrases. ● reads learned vocabulary accurately and understands the meaning of the words	The student consistently and independently: ● uses a variety of vocabulary strategies to determine the meaning of higher level vocabulary words. ● reads learned vocabulary accurately and understands the meaning of the words in <b>above level text.</b>

Report Card Indicator: Demonstrates the understanding of figurative language, word relationships, and nuances				
Trimester	1	2	3	4

<b>ALL</b>	Student rarely demonstrates understanding of figurative language, word relationships, and nuances in word meaning.	With guidance and support, the student demonstrates understanding of figurative language, word relationships, and nuances in word meaning.	The student consistently demonstrates the understanding of figurative language, word relationships, and nuances in word meaning.	The student consistently and independently demonstrates and applies understanding of figurative language, word relationships, and nuances in word meaning.
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### Woodland Park Fifth Grade Language Arts: Speaking and Listening

Report Card Indicator: Engages effectively in a range of collaborative discussions with diverse partners				
Trimester	1	2	3	4
<b>ALL</b>	Student rarely demonstrates skills listed in column 3.	Sometimes the student demonstrates the skills listed in column 3.	Independently, the student: <ul style="list-style-type: none"> <li>engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners</li> <li>builds on others' ideas, while expressing their own ideas clearly</li> <li>explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>follows agreed-upon rules for discussions</li> </ul>	Consistently and independently, the student demonstrates the skills listed in column 3 and... <ul style="list-style-type: none"> <li>poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> <li>reviews the key ideas expressed and draw conclusions in light of</li> </ul>

				information and knowledge gained from the discussions
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Report Card Indicator: Summarizes a text aloud

Trimester	1	2	3	4
ALL	Rarely able to summarize a text aloud.	Sometimes able to summarize a text aloud with key information or ideas presented.	Student is able to summarize a text aloud using key information or ideas presented.	Student is able to summarize a text aloud and extends with details to support ideas presented.

Report Card Indicator: Reports on a topic/text in an organized manner and speaks clearly at an understandable pace

Trimester	1	2	3	4
ALL	Rarely reports on events, topics, and text in an organized manner providing detailed information.	Sometimes reports on events, topics, and text in an organized manner providing detailed information.	Reports on events, topics, and text in an organized manner providing detailed information.	Consistently stays on topic providing significant details and makes connections beyond the topic.
	Rarely stays on topic providing detailed information.	Sometimes stays on topic providing detailed information.	Stays on topic providing detailed information.	Always speaks clearly at an understandable pace
	Does not speak clearly at an understandable pace	Sometimes speaks clearly at an understandable pace	Speaks clearly at an understandable pace	