

5th Grade Writing

Writing

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Writes with organization, clarity, and focus as appropriate to task, purpose, and audience W.5.1, W.5.2, W.5.3, W.5.4, W.5.6	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student is sometimes able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student is consistently beginning to produce clear and coherent above grade level writing in which the development and organization are appropriate to task, purpose, and audience.
1, 2, 3	Develops and strengthens writing by planning, revising, and editing using grade-level expectations W.5.1, W.5.2, W.5.3, W.5.4, W.5.6	The student is seldom able to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student is sometimes able to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student usually develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student is consistently beginning to exceed grade-level expectations in developing and strengthening their writing by planning/researching, revising, and editing.
2, 3	Conducts research projects by gathering relevant information from multiple sources to support analysis, reflection and research W.5.7, W.5.8,	The student is seldom able to: <ul style="list-style-type: none"> conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. recall relevant information from experiences or gather relevant information from print and digital sources. 	The student is sometimes able to: <ul style="list-style-type: none"> conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. recall relevant information from experiences or gather relevant information from print and digital sources. 	The student usually: <ul style="list-style-type: none"> conducts short research projects that use several sources to build knowledge through investigation of different perspectives of a topic. recalls relevant information from experiences or gathers relevant information from print and digital sources. summarizes or 	The student is consistently beginning to exceed grade-level expectations in: <ul style="list-style-type: none"> conducting short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate gathering relevant information from multiple print and digital sources

	W.5.9	<ul style="list-style-type: none"> summarize or paraphrase information in notes and finished work, and provide a list or sources. draw evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> summarize or paraphrase information in notes and finished work and provide a list or sources. draw evidence from literary or informational texts to support analysis, reflection, and research. 	<p>paraphrases information in notes and finished work and provides a list or sources.</p> <ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research. 	<p>and can assess the credibility of each source</p> <ul style="list-style-type: none"> quoting or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources drawing evidence from literary or informational texts to support analysis, reflection, and research
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Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Uses grade-level grammar and spelling L.5.1, L.5.2	The student is seldom able to: <ul style="list-style-type: none"> use grade-level grammar and usage when writing or speaking demonstrate command of conventions of capitalization, punctuation and spelling. 	The student is sometimes able to: <ul style="list-style-type: none"> use grade-level grammar and usage when writing or speaking demonstrate command of conventions of capitalization, punctuation and spelling. 	The student usually: <ul style="list-style-type: none"> uses grade-level grammar and usage when writing or speaking demonstrates command of conventions of capitalization, punctuation and spelling. 	The student is consistently beginning to: <ul style="list-style-type: none"> use above grade-level grammar, punctuation, capitalization and spelling.
1, 2, 3	Uses grade-level punctuation and capitalization L.5.2	The student is seldom able to demonstrate command of conventions of punctuation and capitalization.	The student is sometimes able to demonstrate command of conventions of punctuation and capitalization.	The student usually demonstrates command of conventions of punctuation and capitalization.	The student is consistently beginning to use above grade-level punctuation and capitalization.
1, 2, 3	Increases knowledge and use of vocabulary L.5.3, L.5.4, L.5.6	The student is seldom able to: <ul style="list-style-type: none"> use knowledge of language and its conventions when writing, speaking, reading or listening. determine or clarify the 	The student is sometimes able to: <ul style="list-style-type: none"> use knowledge of language and its conventions when writing, speaking, reading or listening. determine or clarify the 	The student usually: <ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, speaking, reading or listening. determines or clarifies the meaning of unknown and 	The student is consistently beginning to: <ul style="list-style-type: none"> use knowledge of above grade-level language and its conventions when writing, speaking, reading or listening.

		<p>meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. 	<p>meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● acquire and accurately use grade-appropriate general academic and domain-specific words and phrases. 	<p>multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> ● acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases. 	<ul style="list-style-type: none"> ● determine or clarify the meaning of unknown and multiple-meaning words and phrases based on above grade-level reading and content, choosing flexibly from a range of strategies. ● acquire and accurately use appropriate above grade-level general academic and domain-specific words and phrases.
1	<p>Demonstrate understanding of figurative language, word relationships, and nuances of word meanings L5.5</p>	<p>The student is seldom able to demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>The student is sometimes able to demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>The student usually demonstrates understanding of figurative language, word relationships and nuances in word meanings.</p>	<p>The student is consistently beginning to demonstrate understanding of above grade-level figurative language, word relationships and nuances in word meanings</p>