

Grade 5

Reading

Reading: Foundations

1. Applies phonics and decoding strategies to determine unknown words

Standard:	RF.5.3, RF.5.3A L.5.4, L.5.4A, L.5.4B, L.5.5			
	1	2	3	4
Middle of Year	Student does not attempt to read words even with prompting (wants to be told)	Able to apply decoding strategies for below level text and with some teacher prompting.	Able to apply decoding strategies for on level reading texts (F&P – Level T).	Independently and consistently applies decoding strategies for above level texts (F&P – Level U+).
End of Year	Student does not attempt to read words even with prompting (wants to be told)	Able to apply decoding strategies for below level text and with some teacher prompting.	Able to apply decoding strategies for on level reading texts (F&P – Level V).	Independently and consistently applies decoding strategies for above level texts (F&P – Level W+).

2. Reads grade level text accurately and fluently

Standard:	RF.5.4,RF.5.4A-C			
	1	2	3	4
Middle of Year	Reads slowly and inaccurately with little or no expression.	Reads some words accurately with some expression with below level texts. May not heed punctuation.	Independently and consistently reads most words accurately, with high fluency and expression on grade level. Heeds punctuation (F&P – Level T).	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.
End of Year	Reads slowly and inaccurately with little or no expression.	Reads some words accurately with some expression with below level texts. May not heed punctuation.	Independently and consistently reads most words accurately, with high fluency and expression on grade level. Heeds punctuation (F&P – Level V).	Independently and consistently reads all words accurately with high fluency and expression with above grade level texts. Heeds all punctuation.

Reading: Fiction and Informational

3. Asks and answers questions about text

Standard:	RL.5.1, RI.5.1			
	1	2	3	4
Middle of Year	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in fiction/nonfiction text. May be able to ask/answer literal questions but need more prompting and support for inferential.	Independently and consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction on grade level (F&P – Level T).	Independently and consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction above grade level.
End of Year	Little or no understanding of what has been read. Unable to ask or answer questions, either literal or inferential, concerning key details in a text.	Requires teacher prompting and support to ask/answer questions concerning key details in fiction/nonfiction text. May be able to ask/answer literal questions but need more prompting and support for inferential.	Independently and consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction on grade level (F&P – Level V).	Independently and consistently asks/answers literal and inferential questions concerning key details for both fiction and nonfiction above grade level.

4. Applies reading comprehension strategies

Standard:	RL.5.10, RI.5.10			
	1	2	3	4
Middle of Year	Unable to apply learned reading strategies.	With teacher prompting and support, applies learned reading strategies, or only applies reading strategies to below level text.	Independently and consistently applies learned reading strategies to a variety of texts on grade level (F&P – Level T).	Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level.
End of Year	Unable to apply learned reading strategies.	With teacher prompting and support, applies learned reading strategies, or only applies reading strategies to below level text.	Independently and consistently applies learned reading strategies to a variety of texts on grade level (F&P – Level V).	Independently and consistently applies learned reading strategies to a variety of texts, including texts above grade level.

5. Retells and/or summarizes familiar stories

Standard:	RL.5.2, RI.5.2			
	1	2	3	4
Middle of Year	Little or no understanding of story structure; limited or no ability to summarize stories.	Requires teacher prompting and support to summarize important ideas from a text.	Independently summarizes important ideas from a grade level text (F&P – Level T).	Independently summarizes important ideas from an above grade level text.
End of Year	Little or no understanding of story structure; limited or no ability to summarize stories.	Requires teacher prompting and support to summarize important ideas from a text.	Independently summarizes important ideas from a grade level text (F&P – Level V).	Independently summarizes important ideas from an above grade level text.

6. Retells details from non-fiction

Standard:	RI.3.2			
	1	2	3	4
Middle of Year	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text.	Independently and consistently retells details from on grade level nonfiction text (F&P – Level T).	Independently and consistently retells major details from an above level nonfiction text and organize them by heading/topic.
End of Year	Unable or rarely able to retell major details from nonfiction text.	With teacher prompting and support, is able to retell major details from nonfiction text.	Independently and consistently retells details from on grade level nonfiction text (F&P – Level V).	Independently and consistently retells major details from an above level nonfiction text and organize them by heading/topic.

7. Identifies the main idea and/or theme of a text

Standard:	RL.5.2, RI.5.2			
	1	2	3	4
Middle of Year	Little to no understanding of the main idea/theme of a text.	Requires prompting and support to identify the main idea/theme of a text, or can only apply to below grade level.	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with on level texts (F&P – Level T).	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with above level texts.
End of Year	Little to no understanding of the main idea/theme of a text.	Requires prompting and support to identify the main idea/theme of a text, or can only apply to below grade level.	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with on level texts (F&P – Level V).	Independently and consistently identifies the main idea/theme of a story or specific paragraphs within a text and supplies supporting details with above level texts.

8. Uses evidence from the text to support an idea

Standard:	RL.5.1, RI.5.1			
	1	2	3	4
Middle of Year	Unable to make inferences about texts or support them with evidence.	With teacher prompting and support, can make inferences about texts and begins to support them with evidence, or can apply only to below level texts.	Independently and consistently makes inferences regarding on level grade texts and begins to support them with evidence (F&P – Level T).	Independently and consistently makes inferences and supports them with evidence with above grade level texts.
End of Year	Unable to make inferences about texts or support them with evidence.	With teacher prompting and support, can make inferences about texts and begins to support them with evidence, or can apply only to below level texts.	Independently and consistently makes inferences regarding on level grade texts and begins to support them with evidence (F&P – Level V).	Independently and consistently makes inferences and supports them with evidence with above grade level texts.

9. Explains differences in genre and text structure

Standard:	RL.5.5, RI.5.5			
	1	2	3	4
Middle / End of Year	Unable to explain differences in genre and text organization. May be able to identify genre and text organization.	With teacher prompting and support can identify, and explain differences in genre and text structure.	Independently and consistently identifies, identifies, and explains differences in genre and text structure. Begins to compare/contrast them.	Independently and consistently identifies, compares/contrasts and explains differences in genre and text structure.

10. Compares and contrasts point of view, theme, topic, or text

Standard:	RL.5.9, RI.5.9			
	1	2	3	4
Middle of Year	Unable to compare and contrast point of view, theme, topic or texts	With teacher support/prompting, can compare/contrast point of view, theme, topic or texts, or can only apply to below grade level texts.	Can Independently and consistently compare/contrast point of view, theme, topic, or texts with on grade level texts (F&P – Level T).	Independently and consistently demonstrates ability to compare /contrast point of view, theme, topic, or texts with above grade level texts.
End of Year	Unable to compare and contrast point of view, theme, topic or texts	With teacher support/prompting, can compare/contrast point of view, theme, topic or texts, or can only apply to below grade level texts.	Can Independently and consistently compare/contrast point of view, theme, topic, or texts with on grade level texts (F&P – Level V).	Independently and consistently demonstrates ability to compare /contrast point of view, theme, topic, or texts with above grade level texts.

11. Uses visual elements in a text to gain meaning (picture, chart, etc)

Standard:	RL.5.7, RI.5.7			
	1	2	3	4
Middle / End of Year	Unable to use visual elements in a text to gain meaning.	With teacher support/prompting, can use visual elements to gain meaning.	Independently and consistently uses visual elements to gain meaning.	Independently and consistently uses visual elements to gain meaning in a more sophisticated way.

Writing

1. Understands and applies the narrative text structure

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a more sophisticated level.

2. Understands and applies informational text structure

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a more sophisticated level.

3. Understands and applies the opinion text structure

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences. May not be organized or in paragraph form.	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes at least five paragraphs with details.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with strong language and supporting details.
End of Year	Can write for a specific purpose that has been taught (entertain, persuade, or inform) using several sentences	Can write three paragraphs or more with a beginning, middle, and end for a specific purpose that has been taught.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk.	Independently and consistently can write to a specific purpose that has been taught and includes five paragraphs with details, using strong language, supporting details, and compositional risk at a more sophisticated level.

4. **Introduction:** Can write a lead that introduces opinion or topic

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle / End of Year	Unable to use an opening in writing.	Sometimes uses an opening in writing.	Independently and consistently uses an opening in writing.	Independently and consistently uses an effective opening in writing.

5. **Craft:** Supports writing with details, dialogue, examples from text, and/or research

Standard:	W.5.7, W.5.8, W.5.9			
	1	2	3	4
Middle / End of Year	Unable to provide details, examples from texts and/or research to support a topic, or details do not match topic.	With teacher prompting and support, provides details, examples and/or research to support a topic.	Independently and consistently provides limited details, examples from texts and/or research to support a topic.	Independently and consistently provides details, examples from texts and/or research to support a topic.

6. Transitions: Uses grade level transition words/phrases

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle / End of Year	Unable to use transition words in writing pieces.	With teacher prompting and support, can occasionally use transition words in writing.	Independently and consistently uses transition words correctly and appropriately in writing.	Independently and consistently uses more sophisticated transition words correctly and appropriately in writing.

7. Structure: Written work is organized (grouped paragraphs) and/or has sequence that unfolds naturally

Standard:	W.5.1.A, W.5.2.A, W.5.3,			
	1	2	3	4
Middle/End of Year	Lacks a beginning, middle and/or end. Lacks evidence of paragraphing	Creates beginning, middle and/or end with teacher support. Attempts at appropriate paragraphing.	Creates a beginning, middle and end independently. With evidence of appropriate paragraphing.	Creates a strong introductory and concluding paragraph; related and cohesive supporting paragraphs

8. Conclusion: Provides an effective closing in their writing

Standard:	W.5.1, W.5.2, W.5.3			
	1	2	3	4
Middle / End of Year	Unable to use a closing in writing.	At times, uses a closing in writing.	Independently and consistently uses a closing in writing.	Independently and consistently uses effective closings in writing pieces.

9. Conventions: Edits and improves writing

Standard:	W.5.5			
	1	2	3	4
Middle/End of Year	With teacher prompting and support (modeling, graphic organizers, conferences) is unable to edit or revise writing	Requires teacher prompting and support to edit and revise. Unable to peer edit.	Begins to edit and revise own work. Can contribute to peer editing.	Independently and consistently can edit and revise writing. Discusses feedback effectively with peers.

Language

10. Writes using a variety of complete sentences

Standard:	L.5.1			
	1	2	3	4
Middle / End of Year	Unable to write a complete sentence.	With teach support and prompting is able to write a variety of complete sentences.	Independently produces a variety of complete sentences that are well structured.	Independently and consistently produce a variety of complete sentences that are well structured at an advanced level.

11. Capitalizes words as needed

Standard:	L.5.2			
	1	2	3	4
Middle / End of Year	Unable to capitalize words as needed.	Capitalizes some words as needed.	Independently and consistently capitalizes most words as needed.	Independently and consistently capitalizes all words as needed.

12. Uses punctuation correctly (including commas and quotations marks)

Standard:	L.5.2			
	1	2	3	4
Middle / End of Year	Unable to use punctuation that has been taught in writing.	With teacher prompting and support, uses punctuation that has been taught in writing.	Independently and consistently uses punctuation that has been taught in writing.	Independently and consistently uses punctuation that has been taught at more sophisticated levels, or correctly uses untaught punctuation.

13. Uses parts of speech correctly (nouns, verbs, adjectives)

Standard:	L.5.1			
	1	2	3	4
Middle / End of Year	Unable to use parts of speech correctly in writing.	Uses parts of speech correctly occasionally in writing.	Uses parts of speech correctly in writing most times.	Independently and consistently uses parts of speech correctly in writing. Rarely makes errors.

14. Spells assigned words correctly

Standard:	L.5.2.E			
	1	2	3	4
Middle / End of Year	Student spells less than half of the assigned words correctly	Student spells at least half of the assigned words correctly	Occasionally spells all assigned words correctly and/or with few errors	Student consistently spells all assigned words correctly

15. Uses spelling patterns and rules to help spell new words

Standard:	L.5.2			
	1	2	3	4
Middle / End of Year	Unable to use learned spelling skills.	Uses some learned spelling skills.	Uses learned spelling skills. Occasional errors may occur.	Uses all learned spelling skills, applies learned skills to new words, and spells at a more advanced level (challenge words, etc.).

Speaking and Listening

16. Speaks clearly with appropriate volume and pace

Standard:	SL.5.4			
	1	2	3	4
Middle / End of Year	Unable to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details . Runs words , phrases, and sentences together without pauses. Volume/pace interferes with message.	Requires teacher prompting and support to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details. Uses volume/pace that interferes with message.	Independently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Uses volume and pace that is appropriate for audience.	Consistently reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant descriptive details. Use volume and pace that's appropriate for audience. Uses body language and facial expressions to enhance message and hold interest.

17. Actively collaborates/shares with diverse individuals in a discussion

Standard:	SL.5.1			
	1	2	3	4
Middle / End of Year	Unable to engage in a range of collaborative conversations/discussions with diverse partners about <i>grade 5 topics and/or texts</i> with peers and adults in small and larger groups.	With teacher prompting can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and/or texts</i> , building on others' ideas and expressing their own clearly. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	Independently engages in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and/or texts</i> , building on others' ideas and expressing their own clearly. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Independently engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and/or texts</i> , building on others' ideas and expressing their own clearly. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions

Math

Fluency

1. Has instant recall of basic multiplication and division facts

Standard:	(CC.3.OA.7)			
	1	2	3	4
Middle of Year	FFI Level <9	FFI Level 9	FFI Level 10	FFI Level 11
End of Year	FFI Level <10	FFI Level 10	FFI Level 11	Student may earn a 4 in this area if they earned a 4 at mid year.

Number and Operations in Base Ten

2. Reads, writes and compares decimals to the thousandths place

Standard:	(CC.5.NBT.3, CC.5.NBT.3a, CC.5.NBT.3b)			
	1	2	3	4
Middle / End of Year	Unable to read, write and compare decimals to the thousandths place.	Requires teacher prompting and support to read, write and compare decimals to the thousandths place.	Consistently and independently able to read, write and compare decimals to the thousandths place.	Meets the criteria for a 3 and extends the standard beyond the thousandths place.

3. Uses the decimal point to extend patterns when multiplying or dividing by powers of ten

Standard:	(CC.5.NBT.1, CC.5.NBT.2)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Use models to justify that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Generate equivalent decimals using tenths, hundredths and thousandths using models. Explain, using words and models, why adding a zero to the right of the decimal number does not change its value.	Requires teacher prompting and support to do each of the following: Use models to justify that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Generate equivalent decimals using tenths, hundredths and thousandths using models. Explain, using words and models, why adding a zero to the right of the decimal number does not change its value.	Consistently and independently able to do each of the following: Use models to justify that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. Generate equivalent decimals using tenths, hundredths and thousandths using models. Explain, using words and models, why adding a zero to the right of the decimal number does not change its value.	Meets all the criteria for a 3 and consistently and independently able to do each of the following: Use patterns to justify shifts in decimal points when multiplying and dividing by powers of ten. Use whole number decimal points to denote powers for ten.

4. Uses place value understanding to round decimals to any place

Standard:	(CC.5.NBT.4)			
	1	2	3	4
Middle / End of Year	Unable to use place value understanding to round decimals to any place and uses rounding to estimate when solving problems.	Requires teacher prompting and support to round decimals to any place and uses rounding to estimate when solving problems.	Consistently and independently able to use place-value understanding to round decimals to any place and uses rounding to estimate when solving problems.	Meets all the criteria for a 3, determines whether an exact or approximate answer is necessary for solving a problem and can justify that choice with a viable argument using proper mathematical vocabulary.

5. Solves addition and subtraction problems with multi-digit whole numbers and decimals to the hundredths place

Standard:	(CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7)			
	1	2	3	4
Middle / End of Year	<p>Unable to use place value concepts and the properties of operations to add and subtract multi-digit whole numbers and decimals to the hundredths place.</p> <p>Unable to perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Requires teacher prompting and support to solve problems involving each of the following: Fluently add and subtract multi-digit numbers and decimals to the hundredths place.</p> <p>Perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Consistently and independently able to solve problems involving each of the following: Fluently add and subtract multi-digit numbers and decimals to the hundredths place.</p> <p>Perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Meets all the criteria for a 3 and extends the standard to include solving problems involving three digits and decimals to the thousandths place.</p>

6. Solves multiplication and division problems with multi-digit whole numbers and decimals to the hundredths place

Standard:	(CC.5.NBT.5, CC.5.NBT.6, CC.5.NBT.7)			
	1	2	3	4
Middle / End of Year	<p>Unable to model or illustrate solution.</p> <p>Unable to use place value concepts and the properties of operations to solve problems with multi-digit whole numbers and decimals to the hundredths place to solve problems involving each of the following:</p> <p>Fluently multiply multi-digit numbers using the standard algorithm.</p> <p>Use place value strategies, properties of operations and/or the relationship between multiplication and division to find whole number quotients with up to four digit dividends and one digit divisors.</p> <p>Perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Requires teacher prompting and support to solve problems involving each of the following:</p> <p>Fluently multiply multi-digit numbers using the standard algorithm.</p> <p>Use place value strategies, properties of operations and/or the relationship between multiplication and division to find whole number quotients with up to four digit dividends and one digit divisors.</p> <p>Perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Consistently and independently able to solve problems involving each of the following:</p> <p>Fluently multiply multi-digit numbers using the standard algorithm.</p> <p>Use place value strategies, properties of operations and/or the relationship between multiplication and division to find whole number quotients with up to four digit dividends and one digit divisors.</p> <p>Perform arithmetic operations on decimals and justify the calculations with concrete models and equations.</p>	<p>Meets all the criteria for a 3 and extends the standard to include solving problems involving two digit divisors and decimals to the thousandths place.</p>

Operations and Algebraic Thinking

7. Reads, writes and interprets simple expressions using parentheses, brackets, or braces

Standard:	(CC.5.OA.1, CC.5.OA.2)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Read, write, interpret and simplify expressions using numbers, symbols, and variables to represent a simple situation. Apply order of operations to simplify expressions and equations.	Requires teacher prompting and support to do each of the following: Read, write, interpret and simplify expressions using numbers, symbols, and variables to represent a simple situation. Apply order of operations to simplify expressions and equations.	Consistently and independently able to do each of the following: Read, write, interpret and simplify expressions using numbers, symbols, and variables to represent a simple situation. Apply order of operations to simplify expressions and equations.	Meets all the criteria for a 3 and uses properties of operations and grouping symbols to generate equivalent expressions.

8. Generates and interprets patterns numerically and graphically

Standard:	(CC.5.OA.3)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Generate and extend numerical patterns. Identify relationships between corresponding terms in two patterns. Graph points in a coordinate plane and use them to represent and solve real world problems.	Requires teacher prompting and support to do each of the following: Generate and extend numerical patterns. Identify relationships between corresponding terms in two patterns. Graph points in a coordinate plane and use them to represent and solve real world problems.	Consistently and independently able to do each of the following: Generate and extend numerical patterns. Identify relationships between corresponding terms in two patterns. Graph points in a coordinate plane and use them to represent and solve real world problems.	Meets all the criteria for a 3 and writes equations with unknowns to express the dependent variable in terms of the independent variable from related sequences or patterns.

Number and Operations – Fractions

9. Solves word problems involving addition and subtraction of fractions with unlike denominators

Standard:	(CC.5.NF.1, CC.5.NF.2)			
	1	2	3	4
Middle / End of Year	Unable to add and subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions using visual fraction models (area models, number lines, etc.) and/or standard algorithm.	Requires teacher prompting and support to add and subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions using visual fraction models (area models, number lines, etc.) and/or standard algorithm.	Consistently and independently able to add and subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions using visual fraction models (area models, number lines, etc.) and/or standard algorithm.	Consistently and independently able to add and subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions using the standard algorithm.

10. Interprets a fraction as division of the numerator by the denominator

Standard:	(CC.5.NF.3)			
	1	2	3	4
Middle / End of Year	Unable to interpret a fraction as division and solve problems to interpret a involving division of whole numbers leading to answers in the form of mixed numbers using visual models or equations.	Requires teacher prompting and support to interpret a fraction as division and solve problems involving division of whole numbers leading to answers in the form of mixed numbers using visual models or equations.	Consistently and independently able fraction as division and solve problems involving division of whole numbers leading to answers in the form of mixed numbers using visual models or equations.	Meets all the criteria for a 3 and extends to include the standard algorithm.

11. Interprets the product when multiplying a fraction or whole number by a fraction

Standard:	(CC.5.NF.4, CC.5.NF.4a, CC.5.NF.5b)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Multiply fractions and whole numbers by a fraction using the standard algorithm or a model (such as an array, number line, etc.). Predict the size of a product when multiplying based on the size of the factors.	Requires teacher prompting and support to do each of the following: Multiply fractions and whole numbers by a fraction using the standard algorithm or a model (such as an array, number line, etc.). Predict the size of a product when multiplying based on the size of the factors.	Consistently and independently able to do each of the following: Multiply fractions and whole numbers by a fraction using the standard algorithm or a model (such as an array, number line, etc.). Predict the size of a product when multiplying based on the size of the factors.	Meets the criteria for a 3 and can apply the distributive property to multiplication of mixed numbers.

12. Solves problems involving multiplication and division of fractions and mixed numbers

Standard:	(CC.5.NF.4b, CC.5.NF.5, CC.5.NF.5a, CC.5.NF.6, CC.5.NF.7c)			
	1	2	3	4
Middle / End of Year	Unable to solve problems involving multiplication of fractions and mixed numbers, by using equations and visual models. *Only whole numbers by fractions and vice versa	Requires teacher prompting and support to solve problems involving multiplication of fractions and mixed numbers, by using equations and visual models. *Only whole numbers by fractions and vice versa	Consistently and independent able to solve problems involving multiplication and division* of fractions and mixed numbers, by using equations and visual models. *Only whole numbers by fractions and vice versa	Meets the criteria of a 3 and extends the standards to include solving problems involving division of fractions by fractions.

13. Interprets division of a fraction and computes quotients

Standard:	(CC.5.NF.7, CC.5.NF.7a, CC.5.NF.7b)			
	1	2	3	4
Middle / End of Year	Unable to interpret division of a fraction by a whole number or vice versa and computes quotients by using equations and visual models.	Requires teacher prompting and support to interpret division of a fraction by a whole number or vice versa and computes quotients by using equations and visual models.	Consistently and independently able to interpret division of a fraction by a whole number or vice versa and computes quotients by using equations and visual models.	Meets the criteria of a 3 and extends the standard to include division of a fraction by a fraction.

Measurement and Data

14. Converts standard and metric units

Standard:	(CC.5.MD.1)			
	1	2	3	4
Middle / End of Year	Unable to convert units within a given system and cannot apply conversions to real world situations.	Requires teacher prompting and support to convert units within a given system and to apply conversions to real world situations.	Consistently and independently able to convert units within a given system and to apply conversions to real world situations.	Meets the criteria for a 3 and accurately converts units between two given measurement systems and appropriately applies these conversions to real world situations.

15. Models and solves problems involving volume

Standard:	(CC.5.MD.3, CC.5.MD.3a, CC.5.MD.3b, CC.5.MD.4, CC.5.MD.5, CC.5.MD.5a, CC.5.MD.5b, CC.5.MD.5c)			
	1	2	3	4
Middle / End of Year	Unable to solve problems involving volume of standard and composite shapes by using models and equations to represent the problem.	Requires teacher prompting and support to solve problems involving volume of standard and composite shapes by using models and equations to represent the problem.	Consistently and independently able to solve problems involving volume of standard and composite shapes by using models and equations to represent the problem.	Meets all the criteria of a 3 and when given the volume of a rectangular prism can find multiple dimension combinations using knowledge of factors and multiples.

Geometry

16. Graphs points on the coordinate plane to solve problems

Standard:	(CC.5.G.1, CC.5.G.2)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Locate and plot points in the first quadrant of the coordinate plane. Find lengths of horizontal and vertical segments in the first quadrant. Solve problems involving data represented graphs and tables of ordered pairs.	Requires teacher prompting and support to do each of the following: Locate and plot points in the first quadrant of the coordinate plane. Find lengths of horizontal and vertical segments in the first quadrant. Solve problems involving data represented graphs and tables of ordered pairs.	Consistently and independently does each of the following: Locate and plot points in the first quadrant of the coordinate plane. Find lengths of horizontal and vertical segments in the first quadrant. Solve problems involving data represented graphs and tables of ordered pairs.	Meets all the criteria for a 3 and when given the name of a twodimensional figure (right triangle, square, rectangle etc) can select ordered pairs that can be connected to form that shape.

17. Classifies two-dimensional figures based on their properties

Standard:	(CC.5.G.3, CC.5.G.4)			
	1	2	3	4
Middle / End of Year	Unable to do each of the following: Describe the attributes of two-dimensional figures using proper mathematical vocabulary. Classify and sort two-dimensional figures in a hierarchy by their attributes.	Requires teacher prompting and support to do each of the following: Describe the attributes of two-dimensional figures using proper mathematical vocabulary. Classify and sort two-dimensional figures in a hierarchy by their attributes.	Consistently and independently able to do each of the following: Describe the attributes of two-dimensional figures using proper mathematical vocabulary. Classify and sort two-dimensional figures in a hierarchy by their attributes.	Meets all the criteria for a 3 and recognizes two-dimensional figures in three dimensional shapes and uses these relationships to draw nets.

Science

1. Scientific Literacy: demonstrates scientific literacy through listening, speaking, presenting, interpreting, and writing about science

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	<p>Student is unable to organize data into charts or graphs or use them to communicate some of the results of investigations</p> <p>Student is unable to use evidence to develop an argument or explanation</p>	<p>Student is able to organize data into charts or graphs with help</p> <p>Student is able to communicate some of the results of investigations</p> <p>Student inconsistently uses evidence to develop an argument or explanation with teacher guidance</p>	<p>Student is able to organize data into charts or graphs and use them to communicate some of the results of investigations</p> <p>Student uses evidence to develop an argument or explanation with teacher guidance</p>	<p>Student is able to organize data into charts or graphs and use them to describe the relationship between two or more variables</p> <p>Student uses evidence to develop an argument or explanation without teacher guidance</p>

2. Scientific Inquiry: Understands that scientific inquiry is a coordinated process that attempts to process to observe and describe, explain and predict natural phenomenon.

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	<p>Student is unable to generate and collect data, and misuses results to either confirm or reject a hypothesis.</p> <p>Student is unable to make predictions based on evidence and scientific reasoning</p>	<p>Student is able to generate and collect data from an investigation, but inconsistently analyzes results to either confirm or reject a hypothesis.</p> <p>Student is inconsistently able to make predictions based on evidence and scientific reasoning</p>	<p>Student is able to generate and collect data from an investigation and analyze results appropriately to either confirm or reject a hypothesis.</p> <p>Student is able to make predictions based on evidence and scientific reasoning with support.</p>	<p>Student is able to generate and collect data from an investigation and analyze results appropriately to either confirm or reject a hypothesis. Student is able to either confirm or reject a hypothesis by analyzing graphic representations of data</p> <p>Student is able to make predictions based on evidence and scientific reasoning without support</p>

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3. Demonstrates knowledge of concepts/vocabulary in the Environments Unit

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

4. Demonstrates knowledge of concepts/vocabulary in the Landforms Unit

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

5. Demonstrates knowledge of concepts/vocabulary in the Food and Nutrition Unit

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

6. Demonstrates knowledge of concepts/vocabulary in the Mixtures and Solutions Unit

Standard:	Standard A-H			
	1	2	3	4
Middle / End of Year	Needs assistance to organize notes and follow discussions in the content area of the text	Locates evidence in the text and experiments to support oral and written communication in the content area with minimal teacher assistance	Uses and applies pertinent vocabulary to explain science concepts during discussions, experiments and written prompts	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

SOCIAL STUDIES

1. Demonstrates understanding of concepts and vocabulary using maps and globes

Standard:	Standard A-E			
	1	2	3	4
Middle / End of Year	<p>Is unable to interpret a variety of maps using key map skills.</p> <p>Is unable to locate landforms and waterways on a map.</p> <p>Is unable to locate and describe the geographic regions of North America.</p> <p>Unable to recognize key geographic features on maps, diagrams and/or photos.</p>	<p>Developing the skills to interpret a variety of maps using key map skills.</p> <p>Partially locates landforms and waterways on a map.</p> <p>Partially locates and describes the geographic regions of North America.</p> <p>Sometimes recognizes key geographic features on maps, diagrams, and/or photos.</p>	<p>Consistently interprets a variety of maps using key map skills (latitude, longitude, cardinal, and intermediate directions, and a legend).</p> <p>Consistently locates landforms and waterways on a map, including five oceans and seven continents.</p> <p>Consistently locates and describes the geographic regions of North America.</p> <p>Consistently recognizes key geographic features on maps, diagrams, and/or photos.</p>	<p>Extends and applies knowledge of map skills using a variety of maps.</p> <p>Applies the knowledge of the locations of landforms and waterways to new situations.</p> <p>Applies knowledge of the geographic regions of North America to historical events.</p> <p>Uses knowledge of key geographic features to create their own maps, diagrams, and/or photos.</p>

2. Identifies 50 states on the United States map

Standard:	Standard A-E			
	1	2	3	4
Middle / End of Year	Identifies less than 30 states correctly on a United States map	Identifies more than 30 but less than 50 states correctly on a United States map	Identifies the 50 states correctly on a United States map	Extends knowledge of content area through independent posters, reports, or projects connected to the topic

3. Demonstrates understanding of history, culture, and geography in the Western Hemisphere

Standard:	Standard A-E			
	1	2	3	4
Middle / End of Year	There is evidence that the student has no understanding of the Western Hemisphere.	There is evidence that the student has minimal understanding of the Western Hemisphere.	There is evidence that the student has a complete understanding of the Western Hemisphere.	Extends knowledge of content area through additional independent posters, reports, or projects connected to the topic

4. Demonstrates understanding in Native American Unit

Standard:	Standard A-E			
	1	2	3	4
Middle / End of Year	<p>There is evidence that the student has no understanding of the similarities and differences among groups of Native Americans.</p> <p>Student is unable to compare and contrast the cultures of Native Americans.</p>	<p>There is evidence that the student has minimal understanding of the similarities and differences among groups of Native Americans</p> <p>Student is able to compare and contrast some qualities of Native American cultures, but is limited in the details of the groups of Native Americans</p>	<p>There is evidence that the student has a complete understanding of the similarities and differences among groups of Native Americans.</p> <p>Student is able to compare and contrast groups of Native Americans while providing some detail.</p>	<p>Extends knowledge of content area through independent posters, reports, or projects connected to the topic</p> <p>Student is able to compare and contrast groups of Native Americans and add information to classroom discussions, writing, or models about specific qualities of Native American groups.</p>

5. Demonstrates understanding of European Explorer Unit

Standard:	Standard A-E			
	1	2	3	4
Middle / End of Year	<p>There is evidence that the student has no understanding of European exploration and the impact of exploration on settlement.</p> <p>Student is unable to summarize the explorers' experiences and the impact of exploration on settlement.</p>	<p>There is evidence that the student has minimal understanding of European exploration and the impact of exploration on settlement.</p> <p>Student is able to make an assertion about the explorers' experiences and the impact of exploration on settlement.</p>	<p>There is evidence that the student has a complete understanding of the European exploration and the impact of exploration on settlement.</p> <p>Student is able to make an assertion about the explorers' experiences and the impact of exploration on settlement supported by the text and/or classroom discussion.</p>	<p>Extends knowledge of content area through independent posters, reports, or projects connected to the topic</p> <p>Student is able to make multiple assertions about the explorers' experiences and the impact of exploration on settlement supported by the text and classroom discussion.</p>

Hawk Way: Behaviors that Support Learning: Grades K - 5

4	Consistently demonstrates age/grade appropriate behavior; assumes leadership responsibilities in the classroom and encourages and supports other classmates.
3	Consistently demonstrates age/grade appropriate social and academic behaviors; meets the expected standard without teacher reminders.
2	Inconsistently demonstrates or needs reminders to meet expectations as communicated by the teacher.
1	These behaviors are interfering with their learning and possibly the learning of others.

Shows respect to peers and adults

Shows respect for property

Accepts responsibility for his/her own actions

Works cooperatively

Uses work time wisely

Keeps hands/feet to self

Listens to and follows directions

Talks at appropriate times

Uses organizational skills

Completes and returns homework on time

Works independently

Follows school expectations (hallway, lunchroom, bathroom, playground)