

**Grading For Learning Framework  
5th Grade English Language Arts (Dodgeland)**

Domain	Reading - Literature
<p><b>Priority Standards and Learning Targets</b> (A,B,C comes from priority standards collectively agreed upon - each priority standard can have up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p><u>CCSS.ELA-LITERACY.RL.5.1</u> (2 questions) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ol style="list-style-type: none"> <li>1. I can accurately support my answers with evidence from the text.</li> <li>2. I can quote accurately from a text.</li> </ol> <p><u>CCSS.ELA-LITERACY.RL.5.2</u> (4 questions) Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <ol style="list-style-type: none"> <li>1. I can determine the theme or lesson in the text.</li> <li>2. I can summarize important events, in order within a text.</li> </ol> <p><u>CCSS.ELA-LITERACY.RL.5.6</u> (3 questions) Describe how a narrator's or speaker's point of view influences how events are described.</p> <ol style="list-style-type: none"> <li>1. I can identify a narrator's point of view.</li> <li>2. I can describe how the narrator's point of view affects the story.</li> </ol>

**Learning Target:** I can accurately support my answers with evidence from the text. (RL.5.1)  
**Assessment:**

<p><b>Proficient</b> Independently uses evidence from the text to support their answers</p>	<p><b>Developing</b> Uses evidence from the text to support their answers with some prompting</p>	<p><b>Needs Support</b> Unable to provide evidence from the text to support their answers without significant prompting</p>
<p>Learning Target: I can quote accurately from a text (RL.5.1) Assessment:</p>		
<p><b>Proficient</b> Independently quotes from a text</p>	<p><b>Developing</b> Quotes from a text with some prompting</p>	<p><b>Needs Support</b> Unable to accurately quote from a text without significant prompting</p>
<p>Learning Target: I can determine the theme or lesson in the text. (RL.5.2) Assessment:</p>		
<p><b>Proficient</b> Independently can identify the theme or lesson in the text</p>	<p><b>Developing</b> Identifies the theme or lesson in the text with some prompting</p>	<p><b>Needs Support</b> Unable to identify the theme or the lesson in the text without significant prompting</p>
<p>Learning Target: I can summarize important events, in order within a text. (RL.5.2) Assessment:</p>		
<p><b>Proficient</b> Independently summarizes (in order) important events within a text</p>	<p><b>Developing</b> Summarizes important events within a text with some prompting</p>	<p><b>Needs Support</b> Unable to summarize important events in order within a text without significant prompting</p>
<p>Learning Target: I can identify a narrator's point of view. (RL.5.6) Assessment:</p>		
<p><b>Proficient</b> Independently identifies a narrator's</p>	<p><b>Developing</b> Identifies a narrator's point of view with</p>	<p><b>Needs Support</b></p>

point of view	some prompting	Unable to identify a narrator's point of view without significant prompting
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Learning Target: I can describe how the narrator's point of view affects the story. (RL.5.6)  
 Assessment:

<b>Proficient</b> Independently describes how the narrator's point of view affects the story	<b>Developing</b> Describes the narrator's point of view and how it affects the story with some prompting	<b>Needs Support</b> Unable to describe the narrator's point of view and how it affects the story without significant prompting
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Domain	Reading-Informational Text
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<p><b>Priority Standards and Learning Targets</b></p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p><u>CCSS.ELA-LITERACY.RI.5.1 (2 questions)</u></p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <ol style="list-style-type: none"> <li>1. I can accurately support my answers with evidence from the text.</li> <li>2. I can quote accurately from a text.</li> </ol> <p><u>CCSS.ELA-LITERACY.RI.5.2 (1 question)</u></p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <ol style="list-style-type: none"> <li>1. I can identify main ideas within a non-fiction text.</li> <li>2. I can identify details that support the main idea.</li> </ol> <p><u>CCSS.ELA-LITERACY.RI.5.4 (1question)</u></p> <p>Determine the meaning of general academic words and phrases in a <i>nonfiction text</i>.</p> <ol style="list-style-type: none"> <li>1. I can use context clues to determine meaning of unknown words/phrases.</li> </ol>
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<p>Learning Target: I can accurately support my answers with evidence from the text. (RI.5.1)  Assessment:</p>		
<p><b>Proficient</b>  Independently supports answers using evidence from the text</p>	<p><b>Developing</b>  Supports answers with evidence from the text with some prompting</p>	<p><b>Needs Support</b>  Unable to support answers using evidence from the text without significant prompting</p>
<p>Learning Target: I can quote accurately from a text. (RI.5.1)  Assessment:</p>		
<p><b>Proficient</b>  Independently quotes accurate information from the text</p>	<p><b>Developing</b>  Quotes from the text with some prompting</p>	<p><b>Needs Support</b>  Unable to quote from a text without significant prompting</p>
<p>Learning Target: I can identify main ideas within a non-fiction text. (RI.5.2)  Assessment:</p>		
<p><b>Proficient</b>  Independently identifies main ideas from a non-fiction text</p>	<p><b>Developing</b>  Identifies main ideas within a non-fiction text with some prompting</p>	<p><b>Needs Support</b>  Unable to identify the main ideas within a non-fiction text without significant prompting</p>
<p>Learning Target: I can identify details that support the main idea. (RI.5.2)  Assessment:</p>		
<p><b>Proficient</b>  Independently identifies details that support the main idea of a text</p>	<p><b>Developing</b>  Identifies details that support the main idea of a text with some prompting</p>	<p><b>Needs Support</b>  Unable to identify details that support the main idea of a text without significant prompting</p>

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Learning Target: I can use context clues to determine meaning of unknown words/phrases. (RI.5.4)  
 Assessment:

<b>Proficient</b> Independently uses context clues to determine meaning of unknown words/phrases	<b>Developing</b> Uses context clues to determine meaning of unknown words/phrases with some prompting	<b>Needs Support</b> Unable to use context clues to determine meaning of unknown words/phrases without significant prompting
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Domain	Foundational Skills
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<b>Priority Standards and Learning Targets</b> (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets) * Assessing and scoring take place against each learning target * Learning targets <b>ARE</b> what we expect all students to reach proficiency against	<u>CCSS.ELA-LITERACY.RF.5.4</u> Use prefixes, suffixes, and word roots to help determine the meaning of unknown words. <ol style="list-style-type: none"> <li>1. I can use word-decoding strategies to read unfamiliar words.</li> <li>2. I can identify prefixes, suffixes, and roots to determine meaning.</li> </ol>
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Learning Target: I can use word-decoding strategies to read unfamiliar words. (RF.5.4)  
 Assessment: \*\*Oral reading and google doc/Good Fit Book Oral Reading Skill Reflection

<p><b>Proficient</b> Independently reads known words and regularly (70% of the time) decodes complex words using decoding strategies.</p>	<p><b>Developing</b> Reads known words, but attempts to decode unknown words. (Prompting is occasionally needed.)</p>	<p><b>Needs Support</b> Reads known words, but skips unknown words and requires significant prompting to attempt this skill.</p>
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Learning Target: I can identify prefixes, suffixes, and roots to determine meaning. (RF.5.4)  
 Assessment: \*\*FAB VOCAB Greek & Latin Roots p. 102 (add column for prefix/suffix)

<p><b>Proficient</b> Independently (70% of the time) identifies prefixes, suffixes and roots to determine meaning (70% of the time).</p>	<p><b>Developing</b> Identifies prefixes, suffixes, and roots while attempting to determine meaning of unknown words with little prompting.</p>	<p><b>Needs Support</b> Identifies prefixes, suffixes, and/or root words to determine meaning with significant prompting and scaffolding.</p>
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Domain	Writing
<p><b>Priority Standards and Learning Targets</b></p> <p>(A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p> <ul style="list-style-type: none"> <li>* Assessing and scoring take place against each learning target</li> <li>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</li> </ul>	<p><u>CCSS.ELA-LITERACY.W.5.1 - 5.3 (1 question)</u></p> <p>Write pieces on a topic or idea: including 3 or more paragraphs developed with reasons, examples and information, and closing for a specific purpose.</p> <ol style="list-style-type: none"> <li>1. I can introduce a topic or text clearly and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>2. I can support my writing with facts and details.</li> <li>3. I can write a concluding statement or paragraph that fits my writing purpose.</li> </ol> <p><u>CCSS.ELA-LITERACY.W.5.8 (6 questions)</u></p>

	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <ol style="list-style-type: none"> <li>1. I can recall and gather important information from print and digital sources.</li> <li>2. I can take notes, organize information, and list sources being used.</li> </ol>
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**Learning Target:** I can introduce a topic or text clearly and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (W.5.1-5.3)  
**Assessment:**

<p><b>Proficient</b> Independently introduces a clear topic and organizes information to support the writer’s purpose</p>	<p><b>Developing</b> Introduces a clear topic and organizes information to support the writer’s purpose with some prompting</p>	<p><b>Needs Support</b> Unable to introduce a topic clearly and organize information to support the writer’s purpose without significant prompting</p>
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**Learning Target:** I can support my writing with facts and details. (W.5.1-5.3)  
**Assessment:**

<p><b>Proficient</b> Independently supports the writing with facts and details</p>	<p><b>Developing</b> Supports the writing with fact and details with some prompting</p>	<p><b>Needs Support</b> Unable to support the writing with facts and details without significant prompting</p>
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**Learning Target:** I can write a concluding statement or paragraph that fits my writing purpose. (W.5.1-5.3)  
**Assessment:**

<p><b>Proficient</b> Independently writes a concluding</p>	<p><b>Developing</b> Writes a concluding statement that fits the</p>	<p><b>Needs Support</b></p>
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statement that fits the purpose of my writing	purpose of the writing with some assistance	Unable to write a concluding statement that fits the purpose of the writing without significant prompting
<p>Learning Target: I can recall and gather important information from print and digital sources. (W.5.1-5.3)</p> <p>Assessment:</p>		
<p><b>Proficient</b> Independently recalls and gathers valuable information from print and digital sources</p>	<p><b>Developing</b> Recalls and gathers important information from print and digital sources with some assistance</p>	<p><b>Needs Support</b> Unable to recall and gather important information from print and digital sources without significant prompting</p>
<p>Learning Target: I can take notes, organize information, and list sources being used. (W.5.8)</p> <p>Assessment:</p>		
<p><b>Proficient</b> Independently takes notes, organizes information and lists the sources used in the writing</p>	<p><b>Developing</b> Takes notes, organizes information and lists the sources used in writing with some assistance</p>	<p><b>Needs Support</b> Unable to take notes, organize information and list the sources in writing without significant prompting</p>
<b>Domain</b>	<b>Speaking and Listening</b>	
<p><b>Priority Standards and Learning Targets</b> (A,B,C comes from priority standards collectively agreed upon - each priority standard can up to 2-5 learning targets)</p>	<p><a href="#">CCSS.EIA-LITERACY.SL.5.1 - 5.3 (8 questions)</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on a variety of topics, building on others' ideas and expressing their own clearly.</p>	



<p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<ol style="list-style-type: none"> <li>1. I can clearly present information on a topic and make related comments when listening to others.</li> <li>2. I can summarize information presented auditorily.</li> </ol>	
<p>Learning Target: I can clearly present information on a topic and make related comments when listening to others. (SL.5.1-5.3)</p> <p>Assessment: **Book Clubs/Narrative Project</p>		
<p><b>Proficient</b></p> <p>Contributes positively to small group discussions and presentations. Asks appropriate questions. Listens actively to others</p>	<p><b>Developing</b></p> <p>Questions and comments are sometimes off topic but attempts to contribute to conversation and actively listen to others</p>	<p><b>Needs Support</b></p> <p>Answers questions/makes comments when prompted, however comments may not be on topic and the individual is often off task and/or disengaged in the discussion</p>
<p>Learning Target: I can summarize information presented auditorily. (SL.5.1-5.3)</p> <p>Assessment: **Epic (Balto/Quiz) 6 questions-assign it Screenshot and put in file Storyline Online</p>		
<p><b>Proficient</b></p> <p>Accurately and independently identifies main idea/main points and provides supporting details</p>	<p><b>Developing</b></p> <p>Inconsistently identifies main idea/main points and provides supporting details, and occasionally needs prompting</p>	<p><b>Needs Support</b></p> <p>Unable to identify main idea/main points and provide supporting details without significant prompting</p>
<p><b>Domain</b></p>	<p><b>Language</b></p>	

<p><b>Priority Standards and Learning Targets</b></p> <p>* Assessing and scoring take place against each learning target</p> <p>* Learning targets <b>ARE</b> what we expect all students to reach proficiency against</p>	<p><u>CCSS.ELA-LITERACY.L.5.1-5.2</u> (7 questions)</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>1. I can use correct capitalization, punctuation and spelling in writing.</li> <li>2. I can use correct grammar and sentence structure in writing and speaking.</li> </ol>	
<p>Learning Target: I can use correct capitalization, punctuation and spelling in writing. (L.5.1-5.2)</p> <p>Assessment: **Authentic Reading and Writing/Published Pieces</p>		
<p><b>Proficient</b></p> <p>Effective and consistent use of conventions (capitalization, punctuation, and spelling) correctly.</p>	<p><b>Developing</b></p> <p>Inconsistent use of conventions (capitalization, punctuation, and spelling).</p>	<p><b>Needs Support</b></p> <p>Errors are frequent and severe and meaning is often obscure.</p>
<p>Learning Target: I can use correct grammar and sentence structure in writing. (L.5.1-5.2)</p> <p>Assessment: **Authentic Reading and Writing/Published Pieces</p>		
<p><b>Proficient</b></p> <p>Few, if any, errors are present in usage and sentence formation, but no systematic pattern of errors is displayed</p>	<p><b>Developing</b></p> <p>Inconsistent use of grammar and sentence structure. Usage may occasionally obscure meaning</p>	<p><b>Needs Support</b></p> <p>Errors are frequent and severe and meaning is often obscure</p>

Proficient	Developing	<b>Needs Support</b>
Is able to independently meet expectations at least 70% of the time	Is able to independently meet expectations between 69%-51% of the time	Able to meet expectations < 50% of the time